

**SPRING 2014**  
**FCAT/FCAT 2.0 RETAKE, AND FCAT 2.0**  
**READING, MATHEMATICS, AND SCIENCE**



**SCHOOL ASSESSMENT COORDINATOR'S**  
**TRAINING PACKET**

**Student Assessment and Educational Testing**  
**Assessment, Research, and Data Analysis**  
**Miami-Dade County Public Schools**

**(REVISED) M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT/FCAT 2.0) RETAKE ADMINISTRATION SCHEDULE\***

Grade Level	Day 1 Monday, April 7	Day 2 Tuesday, April 8	Day 3 Wednesday, April 9	Day 4 Thursday, April 10	Day 5 Friday, April 11	Day 6 Monday, April 14	Day 7 Tuesday, April 15
<b>10+-13**</b>	<div> <div>←-----</div> <div><i>Reading and Mathematics Retake Computer-Based Testing</i></div> <div>-----&gt;</div> </div>						
<b>Adult***</b>	<div> <div>←-----</div> <div><i>Reading and Mathematics Retake Computer-Based Testing</i></div> <div>-----&gt;</div> </div>						
<b>10+-13</b>	<b><i>Reading and Mathematics Retake</i></b>  <b>Paper-based Testing****</b>						

**Notes:**

\*The FCAT 2.0 Reading Retake is administered as 2 sessions over two days, and students may take up to half of a typical school day to complete each test session. The FCAT Mathematics Retake is administered as 1 session, and students may take up to the length of a typical school day to complete the test, but must complete the test in one day.

\*\*Grades 10+ - 13 Reading and Mathematics Retake computer-based test (CBT) sessions may begin on Day 1 of the testing window, with make-up testing through Day 5, as needed.

\*\*\*ADULT CENTERS Only Reading and Mathematics Retake computer-based test (CBT) sessions may begin on Day 1 of the testing window, with make-up testing through Day 7, as needed.

\*\*\*\*All paper accommodations (for students with documented accommodations only) must be administered on the first two days of the testing window (Days 1 and 2 for Reading, and Day 1 for Mathematics).

**(REVISED) M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 ADMINISTRATION SCHEDULE (GRADES 3-5)\***

	DAY 1 Monday April 14	DAY 2 Tuesday April 15	DAY 3 Wednesday April 16	DAY 4 Thursday April 17	DAY 5 Friday April 18	DAY 6 Monday April 21	DAY 7 Tuesday April 22	DAY 8 Wednesday April 23	DAY 9 Thursday April 24	DAY 10 Friday April 25	DAY 11 Monday April 28	DAY 12 Tuesday April 29	DAY 13 Wednesday April 30	DAY 14 Thursday May 1	DAY 15 Friday May 2	DAY 16 Monday May 5	DAY 17 Tuesday May 6	DAY 18 Wednesday May 7	
GRADE 3		NO TESTING	Reading Session 1 70 min	Reading Session 2 70 min	TEACHER  PLANNING  DAY	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up								
						Math Session 1 70 min	Math Session 2 70 min	Make-up	Make-up	Make-up	Make-up	Make-up							
GRADE 4			Reading Session 1 70 min	Reading Session 2 70 min		Make-up	Make-up	Make-up	Make-up	Make-up	Make-up								
						Math Session 1 70 min	Math Session 2 70 min	Make-up	Make-up	Make-up	Make-up	Make-up							
GRADE 5			Reading Session 1 70 min	Reading Session 2 70 min		Make-up	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up							
						Science Session 1 80 min	Science Session 2 80 min	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up					
				←-----Mathematics** (2 Sessions, 70 min each <u>over two days</u> )-----→															

**Notes:**

\*Each school will have eight school days to complete each subject/grade level test, including make-ups. All paper accommodations (for students with documented accommodations only) must be administered on the first two days of testing for each subject/grade level test.

**\*\*Grade 5 Mathematics computer-based test (CBT) sessions should begin on Day 11 of the testing window, with make-up testing through May 7, 2014, as needed.**

**For initial OR make-up test administrations, Session 1 MUST always be administered before Session 2.**

**REVISED: MARCH 19, 2014**

**(REVISED) M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 ADMINISTRATION SCHEDULE (GRADES 6-8)\***

	DAY 1 Monday April 14	DAY 2 Tuesday April 15	DAY 3 Wednesday April 16	DAY 4 Thursday April 17	DAY 5 Friday April 18	DAY 6 Monday April 21	DAY 7 Tuesday April 22	DAY 8 Wednesday April 23	DAY 9 Thursday April 24	DAY 10 Friday April 25	DAY 11 Monday April 28	DAY 12 Tuesday April 29	DAY 13 Wednesday April 30	DAY 14 Thursday May 1	DAY 15 Friday May 2	DAY 16 Monday May 5	DAY 17 Tuesday May 6	DAY 18 Wednesday May 7
GRADE 6	←----- Reading**	N O T E S T I N G	-----→ (2 Sessions, 70 min each <u>over two days</u> )		T E A C H E R  P L A N N I N G  D A Y	←----- Reading** -----→ (2 Sessions, 70 min each <u>over two days</u> )												
											←---- Mathematics** (2 Sessions, 70 min each <u>both in ONE day</u> ) ----→							
GRADE 7			Math*** Sessions 1 & 2 70 min ea	Make- up		Make-up	Make -up	Make -up	Make- up	Make- up	Make- up							
						←----- Reading** (2 Sessions, 70 min each <u>over two days</u> ) -----→												
GRADE 8			Math*** Sessions 1 & 2 70 min ea	Make- up		Make-up	Make -up	Make -up	Make- up	Make- up								
						Science*** Sessions 1 & 2 80 min ea	Make -up	Make -up	Make- up	Make- up	Make- up	Make- up	Make- up					
											←-- Reading** (2 Sessions, 70 min each <u>over two days</u> ) ----→							

**Notes:**

\*Each school will have eight school days to complete each subject/grade level test, including make-ups EXCEPT for Grade 8 Reading, only 7 days can be scheduled. All paper accommodations (for students with documented accommodations only) must be administered on the first two days of testing for each subject/grade level test.

\*\*All computer-based test (CBT) sessions should begin the first day of the testing window shown, with make-up testing through the end of the window, as needed.

\*\*\*Tests with both Sessions 1 and 2 scheduled for the same day may be split across two days ONLY for students with extended time accommodation.

For initial OR make-up test administrations, Session 1 MUST always be administered before Session 2.

**REVISED: MARCH 19, 2014**

**(REVISED) M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 ADMINISTRATION SCHEDULE (GRADES 9-10)\***

	DAY 1 Monday April 14	DAY 2 Tuesday April 15	DAY 3 Wednesday April 16	DAY 4 Thursday April 17	DAY 5 Friday April 18	DAY 6 Monday April 21	DAY 7 Tuesday April 22	DAY 8 Wednesday April 23	DAY 9 Thursday April 24	DAY 10 Friday April 25	DAY 11 Monday April 28	DAY 12 Tuesday April 29	DAY 13 Wednesday April 30	N/A Thursday May 1	N/A Friday May 2	N/A Monday May 5	N/A Tuesday May 6	N/A Wednesday May 7
GRADE 9	←----- Reading**	N O T E S T I N G	-----→ (2 Sessions, 70 min each <u>over two days</u> )		T E A C H E R  P L A N N I N G  D A Y	←----- Reading** -----→ (2 Sessions, 70 min each <u>over two days</u> )												
GRADE 10						←----- Reading** (2 Sessions, 70 min each <u>over two days</u> ) -----→												

**Notes:**

\*Each school will have eight school days to complete each subject/grade level test, including make-ups. All paper accommodations (for students with documented accommodations only) must be administered on the first two days of testing for each subject/grade level test.

\*\*All computer-based test (CBT) sessions should begin the first day of the window shown, with make-up testing through the end of the window, as needed.

For initial OR make-up test administrations, Session 1 MUST always be administered before Session 2.

**REVISED: MARCH 19, 2014**

### Spring 2014 FCAT 2.0 Retake and RMS Schedule of Activities

	School Assessment Coordinator	Technology Coordinator
<b>February 11 – April 4</b>	Administration of FCAT 2.0 Reading, Mathematics, and Science Sample Test materials.	-
<b>February 12 - 19</b>	Delivery of FCAT 2.0 RMS and Retake PBT and CBT test administration manuals to schools.	-
<b>February 18 – March 7</b>	Complete Spring 2014 Certification Tool at: <a href="https://app1.fldoe.org/CBT/CertificationTool">https://app1.fldoe.org/CBT/CertificationTool</a> .	Complete Technology Readiness Activities and inform the School Assessment Coordinator.
<b>March 10, 12, or 14</b>	FCAT 2.0 training meetings for school assessment coordinators.	-
<b>March 14 - April 4</b>	School assessment coordinators appoint and train test administrators for FCAT 2.0.	-
<b>March 17 – April 4</b>	Delivery of FCAT 2.0 test documents, wave 1 PreID labels, and Special Documents (Large Print, Braille, and One-item-per-page) to schools.	-
<b>March 19</b>	For Computer-Based Testing: All schools carry out district-wide Spring 2014 Infrastructure Trial.	Carry out district-wide Spring 2014 Infrastructure Trial.
<b>March 21</b>	Deadline for eligible adult education students to register for the Spring 2014 FCAT 2.0 Retake administration.	-
<b>March 31-April 2</b>	Adult education center school assessment coordinators pick up FCAT 2.0 Retake test materials.	-
<b>March 31 – April 4</b>	-	Select the proctor cache computer. Install software and configure to PearsonAccess.
<b>April 1 (OPTIONAL)</b>	For Computer-Based Testing: Carry out district-wide Spring 2014 Infrastructure Trial.	-
<b>April 2</b>	Complete the survey to certify that the Infrastructure Trial was conducted at the school at: <a href="https://www.surveymonkey.com/s/NRDH2LQ">https://www.surveymonkey.com/s/NRDH2LQ</a> .	-
<b>April 7 – 8</b>	Paper-based administration of FCAT 2.0 Retake (eligible students with accommodations) (see specific administration schedule).	-
<b>April 7- 11</b>	Computer-based administration of FCAT 2.0 Retake for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	Run Proctor Caching during testing. Assist test administrators and school assessment coordinator during testing.
<b>April 7- 15 (Adult Centers)</b>	Computer-based administration of FCAT 2.0 Retake for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	
<b>April 9-10*</b>	<b><u>Senior High Schools and Alternative Centers:</u></b> Hand-deliver to TDC <b>ONLY</b> "To Be Scored" paper-based accommodations for FCAT 2.0 Retake and including <b>all</b> Special Documents (Large Print, Braille, and One-item-per-page).	-
<b>April 10- 15</b>	For FCAT 2.0 RETAKE Computer-based administrations: Mark tests complete and STOP test sessions. Invalidate student results, if applicable and record accommodations used. Delete PDF copies of Student Authorization Tickets and Session Rosters from computer. Verify Software removal. Complete the School Assessment Coordinator Comment Form online.	Purge FCAT 2.0 Retake test content from Proctor Caching station after testing. Complete the School Technology Coordinator Comment Form online.
	<b>For Computer-based FCAT 2.0 Retake administration only:</b> Fax to 305-995-7522 or email <a href="mailto:mugando@dadeschools.net">mugando@dadeschools.net</a> the list of accommodations actually used by Special Program (Florida Virtual Full Time 9-12, Miami-Dade Online Academy, or Hospital/Homebound) students tested at your school, if applicable.	-

\*On the scheduled return dates, schools must hand-deliver **ONLY** the specified "To Be Scored" materials to the Test Distribution Center (TDC), 13135 S.W. 26<sup>th</sup> Street, Miami, FL 33175 by 3:30 p.m.

Spring 2014 FCAT 2.0 Retake and RMS Schedule of Activities (cont.)		
	School Assessment Coordinator	Technology Coordinator
April 14-17	<b>Adult Education Centers:</b> Hand-deliver to TDC the District Assessment Coordinator Only Box.	-
April 14 – 24	<b>Week ONE Administration of FCAT 2.0 R/M/S assessments, Grades 3-10 (see specific administration schedule).</b> For Computer-based administration of FCAT 2.0 Reading (Grades 6 and 10) for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	Run Proctor Caching during testing. Assist test administrators and school assessment coordinator during testing.
April 15 – 25	<b>Week ONE Administration of FCAT 2.0 Science Grade 8 (see specific administration schedule).</b>	-
April 21-30	<b>Week TWO Administration of FCAT 2.0 R/M/S assessments, Grades 3-10 (see specific administration schedule).</b> For Computer-based administration of FCAT 2.0 Reading (Grades 7 and 9) for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	Run Proctor Caching during testing. Assist test administrators and school assessment coordinator during testing.
April 23-24	For Computer-based FCAT 2.0 Reading (Grades 6 and 10): Mark tests complete and STOP test sessions. Invalidate student results, if applicable and record accommodations used. Delete PDF copies of Student Authorization Tickets and Session Rosters from computer. Verify Software removal. Complete the School Assessment Coordinator Comment Form online.  For Computer-based FCAT 2.0 Reading (Grades 6 and 10): Fax to 305-995-7522 or email <a href="mailto:mugando@dadeschools.net">mugando@dadeschools.net</a> the list of accommodations actually used by Special Program (Florida Virtual Full Time, Miami-Dade Online Academy, McKay Scholarship, Home Education, or Hospital/Homebound) students tested at your school, if applicable.	-
April 24-25*	<b>Elementary and K-8 Centers:</b> Return <b>ONLY</b> "To Be Scored" Grade 3 FCAT 2.0 R/M materials and <b>all</b> Special Documents (Large Print, Braille, and One-item-per-page), including VI calculators.	-
April 25-May 6	<b>Week TWO Administration of FCAT 2.0 R/M/S assessments, Grades 3-10 (see specific administration schedule).</b> For Computer-based administration of FCAT 2.0 Mathematics (Grade 6) for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	-
April 28-May 7	<b>Week THREE Administration of FCAT 2.0 R/M/S assessments, Grades 3-10 (see specific administration schedule).</b> For Computer-based administration of FCAT 2.0 Mathematics (Grade 5) for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	Run Proctor Caching during testing. Assist test administrators and school assessment coordinator during testing.

\*On the scheduled return dates, schools must hand-deliver **ONLY** the specified "To Be Scored" materials to the Test Distribution Center (TDC), 13135 S.W. 26<sup>th</sup> Street, Miami, FL 33175 by 3:30 p.m.

### Spring 2014 FCAT 2.0 Retake and RMS Schedule of Activities (cont.)

	School Assessment Coordinator	Technology Coordinator
April 29-30	For Computer-based FCAT 2.0 Reading (Grades 7 and 9): Mark tests complete and STOP test sessions. Invalidate student results, if applicable and record accommodations used. Delete PDF copies of Student Authorization Tickets and Session Rosters from computer. Verify software removal. Complete School Assessment Coordinator Comment Form online.	-
	For Computer-based FCAT 2.0 Reading (Grades 7 and 9): Fax to 305-995-7522 or email <a href="mailto:mugando@dadeschools.net">mugando@dadeschools.net</a> the list of accommodations actually used by Special Program (Florida Virtual Full Time, Miami-Dade Online Academy, McKay Scholarship, or Hospital/Homebound) students tested at your school, if applicable.	-
April 29-May 1	<b>Elementary, K-8 Centers, Middle, and Senior High Schools (Grades 4 – 10):</b> Return <b>ONLY</b> "To Be Scored" (Grade 4 Reading and Mathematics; Grade 5 Reading and Science, Grade 7 Mathematics, Grade 8 Mathematics and Science, and paper-based accommodations for Grades 6, 7, 9, and 10 Reading) Including <b>all</b> Special Documents (Large Print, Braille, and One-item-per-page), and VI calculators.	-
April 29-May 7	<b>Week THREE Administration of FCAT 2.0 R/M/S assessments, Grades 3-10 (see specific administration schedule).</b> For Computer-based administration of FCAT 2.0 Reading (Grade 8) for eligible students (see specific administration schedule). Manually START test sessions. Resume students as required. Monitor test sessions.	-
May 5-6	For Computer-based FCAT 2.0 Mathematics (Grade 6): Mark tests complete and STOP test sessions. Invalidate student results, if applicable and record accommodations used. Delete PDF copies of Student Authorization Tickets and Session Rosters from computer. Verify software removal. Complete School Assessment Coordinator Comment Form online.	-
	For Computer-based FCAT 2.0 Math (Grades 6): Fax to 305-995-7522 or email <a href="mailto:mugando@dadeschools.net">mugando@dadeschools.net</a> the list of accommodations actually used by Special Program (Florida Virtual Full Time, Miami-Dade Online Academy, McKay Scholarship, or Hospital/Homebound) students tested at your school, if applicable.	-
May 6-7	For Computer-based FCAT 2.0 Mathematics (Grade 5) and Reading (Grade 8): Mark tests complete and STOP test sessions. Invalidate student results, if applicable and record accommodations used. Delete PDF copies of Student Authorization Tickets and Session Rosters from computer. Verify software removal. Complete School Assessment Coordinator Comment Form online.	Purge all FCAT 2.0 test content from Proctor Caching station after testing. Complete the School Technology Coordinator Comment Form online.
	For Computer-based FCAT 2.0 Mathematics (Grade 5) and FCAT 2.0 Reading (Grade 8): Fax to 305-995-7522 or email <a href="mailto:mugando@dadeschools.net">mugando@dadeschools.net</a> the list of accommodations actually used by Special Program (Florida Virtual Full Time, Miami-Dade Online Academy, McKay Scholarship, or Hospital/Homebound) students tested at your school, if applicable.	-
	<b>Elementary, K-8 Centers, and Middle Schools (Grades 5, 6, and 8):</b> Return <b>ONLY</b> "To Be Scored" (Paper-based accommodations for Grade 5 Mathematics; Grade 6 Math, and Grade 8 Reading) Including <b>all</b> Special Documents (Large Print, Braille, and One-item-per-page), and VI calculators.	-
May 12 - 20	Pick-up by Comet Delivery Services of "NOT TO BE SCORED" FCAT 2.0 Retake and FCAT 2.0 R/M/S test materials (yellow labeled boxes) and "District Assessment Coordinator Only Box" from school sites.	-

\*On the scheduled return dates, schools must hand-deliver ONLY the specified "To Be Scored" materials to the Test Distribution Center (TDC), 13135 S.W. 26<sup>th</sup> Street, Miami, FL 33175 by 3:30 p.m.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### **Summary of Spring 2014 FCAT/FCAT/FCAT 2.0 Reading Retake; and Reading, Mathematics, and Science (RMS) Test Administration Procedures for Elementary Schools, K-8 Centers, Middle Schools, Senior High Schools, Alternative Education Centers, and Adult Education Centers**

*Note: This material does not cover every aspect of the Spring 2014 FCAT/FCAT 2.0 administrations; it highlights procedures that are specific to the test administration in Miami-Dade County Public Schools. School assessment coordinators are responsible for following the administration procedures specified in the Test Administration Manuals.*

The Spring 2014 FCAT/FCAT 2.0 Retake administration is scheduled for April 7 – 11, 2014, at senior high schools and alternative centers with eligible students who have not yet passed the Reading and/or Mathematics tests, as required for graduation. The adult centers will administer the Spring 2014 FCAT/FCAT 2.0 Retake assessments on April 7-15, 2014 to registered adult students.

Eligible students should be encouraged to take the test during the FCAT/FCAT 2.0 Retake administration. Please note that Retained grade 10 students will take the FCAT/FCAT 2.0 Retake format if they have a grade 10 test score on file. All eligible students in Grade 10+ – Adult (AD) will take the computer-based test (CBT) version of the Retake test. Note that Retake paper-based administrations will be available as an accommodation for eligible students. All paper accommodations must be administered on April 7 – 8, 2014 of the testing window.

The Spring 2014 FCAT 2.0 Reading, Mathematics, and Science (RMS) test administrations are scheduled for April 14 – May 7, 2014, for all students enrolled in tested grade levels (Grades 3 – 10). Grade 6, 7, 8, 9 and 10 students will be administered the FCAT 2.0 Reading test on the computer and Grades 5 and 6 students will be administered the FCAT 2.0 Mathematics on the computer. Paper-based administrations of the FCAT 2.0 Reading (grades 6, 7, 8, 9 and 10) and FCAT 2.0 Mathematics (grades 5 and 6) will be available only as an accommodation for eligible students.

**Please note, for all initial or any make-up test administrations, Session 1 must be administered before Session 2. Refer to the FCAT 2.0 Administration Schedule for specific testing dates.**

### **FCAT 2.0 RETAKE REGISTRATION**

For the Spring 2014 Retake administration of the FCAT Mathematics and FCAT 2.0

Reading, currently enrolled senior high school and alternative education center students are not required to pre-register to take the test. School staff is responsible for identifying their enrolled students who need to participate in the graduation test administration, notifying them about the test, and assigning them to testing rooms. School staff **may** choose to use the *Miami-Dade County Public Schools FCAT 2.0 Retake and End-of-Course(EOC) Registration Form (FM-7276)* provided as Attachment A or another alternative method for documenting that students have been advised regarding their graduation test status and the testing dates.

All other test takers (i.e., thirteenth year, Certificate of Completion, Adult Education students, and non-enrolled community members) must pre-register to participate in the Spring 2014 FCAT/FCAT 2.0 Retake administration to ensure that sufficient materials and proctors are available for the test administration.

Pre-registration is critical because it facilitates:

- confirming students' eligibility to participate in the test administration (number of credits earned and test sections needed);
- ensuring that students are informed about the test dates and the scheduling of test sessions;
- ensuring that students will have appropriate ID for the test session;
- ensuring that sufficient test administrators and proctors are scheduled;
- ensuring that sufficient test materials are available to meet the testing needs of pre-registered students;
- ensuring that students are advised that they may only test at one location during each testing window;
- assigning students to testing rooms and generating rosters of students to be tested; and
- maintaining test security.

The *Miami-Dade County Public Schools FCAT 2.0 Retake and End-of-Course (EOC) Registration Form (FM-7276)*, provided in Attachment A, can be used for student registration. This form may be obtained electronically from Records and Forms Management (<http://forms.dadeschools.net/search.asp>) and may be duplicated as needed. Please note that students are required to show valid picture identification at registration and again at the entrance to testing. Students should be informed of the test format at the time of registration, and should be given information regarding the computer-based testing practice test (ePat).

Thirteenth year and Certificate of Completion students must register at the school or center in which they are planning to take the test. These students may register to test in **either** their senior high school or an adult education center, but may test at only **one** location for each administration. Schools or centers must inform these students about the registration procedures and about the registration deadline.

Adult education centers must test any of their enrolled students who need to take the

FCAT 2.0. In addition, non-enrolled community members and former students who were in a graduating class prior to 2013 may take the FCAT/FCAT 2.0 Retake assessments at an adult education center. All students must register in advance, by **Friday, March 21, 2014**, in order to ensure that they can be accommodated and that sufficient materials are available.

**However, students may be permitted to register after this date on a space-available basis. At the time of registration and before scheduling the student to participate in a test session, the student's eligibility for the test must be verified.**

## **ADMISSION OF STUDENTS TO TESTING**

Each test administrator must have a list of those students who are assigned to test in his/her room for each session. The list must have the student's name and Florida identification number. Students' photo identification must be checked before unfamiliar students are admitted to a testing room. Only those students who are on the pre-assigned list for a testing room and who have photo identification will be admitted to a test session.

Tardy registered students are **not** to be admitted to a testing room once the session has started and instructions have been given. They must be rescheduled for a make-up session. For the FCAT/FCAT 2.0 Retake administration, "walk in" or unregistered students are **not** to be admitted to a test session. They may only be assigned to a waiting list.

## **ROLES AND RESPONSIBILITIES FOR IMPLEMENTING TESTING PROGRAMS AT SCHOOL SITES**

School administrators, teachers, and other school staff shall all be made aware of their professional obligations with regard to testing programs. The roles and responsibilities of the principal, school assessment coordinator (test chairperson), technology coordinator, test administrator, and proctor in the implementation of assessment programs are described below.

### **Principal**

The principal is responsible for ensuring that tests are administered in accordance with professional test administration procedures, as outlined in the administration manuals, program guides, and training materials provided by the test publishers, the state, and/or the district, and for ensuring that any violations of test administration and/or security procedures are reported appropriately and in a timely manner. The principal designates a school assessment coordinator and ensures that the school assessment coordinator attends all mandatory district training sessions and follows established procedures. Although the principal may delegate the coordination of specific testing programs to the

school assessment coordinator or another designee, the ultimate responsibility for maintaining the integrity of the test administration rests with the principal. The principal must submit a *School Procedural Checklist* (FM-6927) (Attachment B) at the conclusion of each testing program, to certify that the test administration was conducted in accordance with the district's established guidelines and procedures.

### **School Assessment Coordinator**

The school assessment coordinator is responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program. Primary responsibilities include: attending and/or viewing district training sessions; planning and implementing test administrations; training test administrators and proctors; arranging for testing locations; verifying receipt of test materials; verifying and managing student information; scheduling students into test sessions and classes; organizing, and distributing materials to the test administrators; printing Student Authorization Tickets and Session Rosters; maintain a list of all test sessions created in PearsonAccess; caching the test content for all test sessions; maintaining the security of test materials in the schools; turning on the proctor cache computer each day of testing; supervising test administration; starting and stopping test sessions, resuming students, scheduling make-up sessions, invalidating tests, and recording accommodations used by students; maintaining all required records and documentation; returning test materials for scoring; maintaining the confidentiality of student test records; and completing the School Assessment Coordinator Checklist as stated in the *Spring 2014 FCAT 2.0 Reading, Mathematics, and Science Test Administration Manual* (Appendix C of the PBT Manual); and in the *Spring 2014 Computer-based Test Administration Manual* (Appendix D of the CBT Manual).

### **Technology Coordinator**

The technology coordinator is responsible for assisting the school assessment coordinator in the implementation of the computer-based test administration. *The 2013-2014 Technology Coordinator Guide* available at [http://www.pearsonaccess.com/cs/Satellite?c=Page&childpagename=Florida%2FflPAL\\_PLayout&cid=1205461226841&p=1205461226841&pagename=flPALPWrapper&resourcecategory=Additional+Resources](http://www.pearsonaccess.com/cs/Satellite?c=Page&childpagename=Florida%2FflPAL_PLayout&cid=1205461226841&p=1205461226841&pagename=flPALPWrapper&resourcecategory=Additional+Resources) provides instructions and information that technology coordinators will need to prepare schools for computer-based testing. The technology coordinator is responsible for reading and becoming familiar with all of the information in the guide prior to each test administration. Primary responsibilities include: ensuring that all computers meet the minimum system requirements; downloading and installing appropriate software applications; downloading and installing test content on a proctor cache computer; assisting test administration staff during the administration sessions with any technical difficulties that may develop; monitoring system usage during the administration; and completing the Technology Coordinator Checklist as stated in the *Spring 2014 Computer-Based Test Administration Manual* (Appendix D of the CBT Manual). At the conclusion of testing, the technology coordinator must purge test content from the proctor caching computer(s).

## Test Administrator

The test administrator is responsible for directing and conducting student testing sessions, as specified in the test administration manual and training packet. Only certificated administrative and instructional employees (e.g., teachers, counselors, media specialists) who have received appropriate training for a particular test may serve as test administrators. Primary responsibilities include: attending required training sessions; establishing appropriate conditions in the testing room that include installing visual barriers for computer-based testing; distributing and returning student test materials including Student Authorization Tickets, CBT Work Folders, CBT Worksheets, Mathematics Reference Sheets, Periodic Tables, and Session Rosters for computer-based testing; accounting for all assigned materials; strictly adhering to test scripts and directions; actively monitoring students during the testing session and resuming students on the computer if applicable; following security procedures to ensure a standard administration, and completing the Test Administrator Checklist as stated in the *Spring 2014 FCAT 2.0 Test Administration Manuals* (Appendix D in CBT TAM; and Appendix C in PBT TAM).

## Proctor

The proctor is responsible for actively monitoring the testing session and for assisting the test administrator in managing the session and maintaining test security. Administrative, instructional, non-instructional, and paraprofessional employees who have received appropriate training for a particular test may serve as proctors. However, non-certificated employees may only assist in distributing and collecting student test materials under the direct supervision of a certificated test administrator, and may not administer the test, read test scripts, or have sole responsibility for the test materials. In addition, parents or other community volunteers who are trained in proctoring and test security may serve as test proctors, but **proctors who are not employees may not handle any test materials or be left alone with students or test materials at any time.** Note that proctors may not be assigned to proctor in a family member's classroom or at the same grade level as the family member.

## Relief Staff

Relief staff who may serve in classrooms in the temporary absence of the regular test administrator or proctor must meet all of the requirements specified for the applicable role, and must have received appropriate training related to test administration and test security procedures.

## ASSIGNMENT AND TRAINING OF TEST ADMINISTRATORS AND PROCTORS

Who may serve as test administrators? Certified instructional staff (e.g., teachers, counselors, media specialists) who have received appropriate training related to

procedures for the FCAT 2.0 administration and the test security procedures may serve as test administrators.

Who may serve as proctors? Instructional, non-instructional, and paraprofessional employees who have received appropriate training related to procedures for proctoring the FCAT 2.0 administration and the test security procedures may serve as proctors.

**For paper-based test administrations, proctors are required to assist in classrooms with 31 students or more. However, for computer-based tests (CBT) the ratio of student per adult is smaller (i.e., 25 students to 1 test administrator).**

**Required Ratio for FCAT 2.0 Administrations**

	Ratio*
Paper-based	1:30
Computer-Based	1:25

**\*Adult (proctor or test administrator) to student ratio.**

### **Use of Non-School Personnel as Proctors**

Non-school system personnel may be used to assist test administrators during test administration. However, they may not participate in any of the test administration procedures.

- Non-school system personnel may not handle or distribute secure test materials;
- Non-school system personnel may not hand-grid student answer documents; and
- Non-school system personnel may not answer student questions.

Non-school system personnel may be used only as an “extra set of eyes” to assist test administrators in monitoring test administration and to assist in maintaining an atmosphere that provides students with optimal testing conditions. Parents may not be placed in rooms in which members of their families are being tested. Volunteers and tutors who work with specific students must not be placed in rooms in which students with whom they work are being tested. M-DCPS students may not serve as classroom volunteers in any capacity during testing. Volunteers must sign the *Volunteer Responsibilities While Assisting with the Florida Comprehensive Assessment Test (FCAT 2.0) and Security Agreement* (Attachment C) and the *FCAT 2.0 Test Administration and Security Agreement* (Appendix C of the PBT TAM; and Appendix D of the CBT TAM).

All test administrators and proctors must be informed of their duties and all applicable security procedures and policies. The *Test Administrators’ Responsibilities: Maintaining Test Security Before, During, and After the FCAT 2.0* (Attachment D) is provided for use in training test administrators and proctors in maintaining test security, as well as a screencast that may be accessed at <http://oada.dadeschools.net/Screencasts/TestSecurity/TestSecurity.html> and played as part of the training session.

## **DISTRICT MONITORING OF FCAT 2.0 ADMINISTRATIONS**

In order to ensure that the FCAT/FCAT 2.0 Retake and RMS is administered in accordance with the required procedures regarding uniformity and security, district staff will visit randomly selected school sites on test and/or make up dates, as well as during the time period in which materials are stored at the schools.

Activities to be monitored include: the storage location of testing materials; procedures used to distribute/collect materials to and from test administrators and students; procedures used to admit students to testing rooms; and adherence to directions for administering the FCAT 2.0 assessments.

The person assigned to monitor your school will need to speak to the school assessment coordinator, examine documentation, may sit in on a testing session, and will also have to be shown different areas of your school to make observations. These activities will not interfere with your school's testing schedule.

## **GENERATING STUDENT LISTS**

For the Spring 2014 FCAT/FCAT 2.0 Retake test administration, schools will need to generate a final list of eligible students. The pass/fail flags are available in File Download Manager (FDM) to identify students that are eligible to participate in the Spring 2014 FCAT/FCAT 2.0 Retake administration. Additionally, Grade 11 and 12 students, who have earned a concordant score in ACT or SAT, do not have to participate in the FCAT/FCAT 2.0 Retake administration. FDM should be used to generate a report of students with their highest ACT and/or SAT scores to help identify students who have obtained a concordant score.

The FCAT SSS Reading Retake was discontinued in the 2012-13 school year; therefore, all eligible students who have not earned a Reading passing score must participate in the FCAT 2.0 Reading Retake computer-based test. Accommodated paper forms are available when documented on the student's IEP or Section 504 Plan. In addition, three additional administrations of the FCAT Mathematics Retake will be offered. The FCAT Mathematics Retake will be administered in spring and fall 2014 and for the last time in spring of 2015. Students who still need to pass Grade 10 FCAT Mathematics must earn a concordant score on the ACT or SAT. Please note that Grade 9 students who entered in 2009-10 school year will be the last cohort to be required to pass the Grade 10 FCAT Mathematics graduation test.

## PREPARING ANSWER DOCUMENTS AND PREIDENTIFIED STUDENT LABELS

Please note that students using paper test documents should not be listed as taking a CBT in PearsonAccess. Schools will receive pre-identified student labels for use on the Spring 2014 FCAT/FCAT 2.0 Retake and RMS paper-based test documents. A Pre-ID Roster, which lists the students for whom a Pre-ID label is provided, will be included in each school's shipment. The Pre-ID Roster should be verified against a school-generated list of eligible students.

**Please note that there will be two sets of PreID labels for the FCAT/FCAT 2.0 Retake and RMS administrations.** Wave 1 PreID labels will be based on student information as of **January 24, 2014** and wave 2 PreID labels will include updated student information as of **February 21, 2014**. Students new to the school after **February 21, 2014** for the FCAT/FCAT 2.0 Retake and RMS **must** be hand-gridded according to the directions in the test administration manuals.

## SCHEDULING STUDENTS INTO CBT TEST SESSIONS

For the computer-based (CBT) administrations, all eligible schools, except Adult education centers, will have pre-identified student information available online for students that were enrolled at the school as of **February 21, 2014**. Verify the information on the computer against your lists generated from the student information database. If the Student Name or Student Florida ID Number is incorrect in PearsonAccess, student(s) must be deleted and re-entered with the correct information (CBT Manual, page 153-157).

Schools should add any new students who enrolled after **February 21, 2014**, and are eligible based on the students to be tested requirements for each assessment (CBT Manual, page 154-157). Students may be added to the PearsonAccess operational site only.

Adult education centers must manually add students who are eligible to be tested and may use the *M-DCPS FCAT 2.0 Retake and End-of-Course (EOC) Registration Form* (Attachment A) to collect student registration information. Students must be added to the PearsonAccess operational site only (CBT Manual, page 154-157).

## PREPARING CBT TEST SESSIONS AND PRINTING STUDENT AUTHORIZATION TICKETS, SEAL CODES (AS ELIGIBLE), AND SESSION ROSTERS

Computer-based testing (CBT) activities including scheduling students in test sessions will be managed on PearsonAccess starting on March 3, 2014, **once the PreID file has been uploaded**. Student information was uploaded to PearsonAccess based on updated student data as of February 21, 2014. Any student enrollment changes after **February 21, 2014** must be added and/or deleted in PearsonAccess.

School assessment coordinators will view and verify student information using the online session rosters for CBT administrations. In addition, school assessment coordinators must create test sessions in PearsonAccess and maintain a list of all test sessions. The technology coordinator must configure browser settings for the Proctor Cache computer to allow the school assessment coordinator to cache test content for all test sessions. The school assessment coordinator must also ensure that the Proctor Caching computer is running for these sessions prior to beginning the test sessions each day of testing.

School assessment coordinators will print Student Authorization Tickets (see sample Attachment E) for each student which will enable the student to log into a test. Each Student Authorization Ticket is a secure test document which contains the TestNav URL, the student's unique Login ID, and a test code (password). The school assessment coordinator must also print Session Rosters (see Attachment E) (list of students tested in the same test session) which may be used to collect the required administration information. **The tickets and rosters are secure documents and must be placed in a secure limited access location.**

In addition, seal codes (Attachment E) will be generated in PearsonAccess for the FCAT 2.0 computer-based tests (FCAT 2.0 Reading Retake and Grades 6, 7, 8, 9, and 10; and the FCAT 2.0 Mathematics Grades 5 and 6). A seal code is a unique four-digit number assigned to all students in a session, used to allow students to access Session 2 on day 2. School assessment coordinators will print the seal codes for each test session, as applicable. **The seal codes are secure documents and must be placed in a secure limited access location.** Note that all students in a test session will have the same seal code. Additionally, if a student is reassigned to a different session for the second day of testing, the new session's seal code must be used.

**Note that accommodated CBT forms of the FCAT 2.0 Reading and the FCAT 2.0 Mathematics tests in TestHear will also require a seal code to have access to Session 2.**

## **SPECIAL PROGRAM STUDENTS**

Students from the Special Programs (Florida Virtual School Program: *Full-Time K-8* (71/0300), *Full Time 9-12* (71/0400), and Florida K-8 Virtual School Continuity Program [Formerly Florida Virtual Academy] (50/7079)); Miami-Dade Online Academy K-12 (13/7001); Florida Home Education Program (13/9998); McKay Scholarship (private school) (13/3518); Florida Tax Credit Scholarship (FTC) (97/9999); and Hospital/Homebound (13/9732)) will test at their assigned school for the Spring 2014 FCAT/FCAT 2.0 Retake and RMS administrations, as eligible. A list of students assigned to your school will be sent via email to selected principals and school assessment coordinators.

Special Program students from the Miami-Dade Online Academy K-12, Florida Home Education, McKay Scholarship (Private school), Florida Tax Credit (FTC), and Hospital/Homebound who are eligible for any of the CBT assessments will be set up in PearsonAccess by District staff and placed in a test session called “DISTRICT READ” and “DISTRICT MATH” for the computer-based FCAT 2.0 Reading (Grades 6-10 and Retake) and FCAT 2.0 Mathematics (Grades 5-6 and Retake). The school assessment coordinator at the assigned school will START and STOP the test sessions; and print the Student Authorization Tickets and Seal Codes (as eligible). If any student from Miami-Dade Online Academy K-12, Florida Home Education, McKay Scholarship (Private school), Florida Tax Credit Scholarship, or Hospital/Homebound programs is disconnected from the computer-based test session, the school assessment coordinator at the assigned school will be able to resume the student for testing.

On the other hand, any Florida Virtual School program (Full Time K-8 (71/0300); Full Time 9-12 (71/0400); and Florida K-8 Virtual School Continuity Program (50/7079)) students eligible for any CBT test will be set up in PearsonAccess by FLVS staff. **Note if a Florida Virtual School Program student is disconnected from the computer-based test session and needs to be resumed, the school assessment coordinator must contact the FLVS office to request that the FLVS-FT student be resumed. Please have the student’s first and last name for FLVS staff to resume the student’s test session.** Student Authorization Tickets and Seal Codes (if applicable) for Florida Virtual School Program (Full Time K-8; Full Time 9-12; and Florida K-8 Virtual School Continuity Program) students will be sent via email to principals and school assessment coordinators at the assigned school. **Please note that Student Authorization Tickets and Seal Codes are secure documents and must be kept in a locked, limited access location as with any secure test documents.**

School assessment coordinators will assign a testing room and distribute the appropriate test materials (Student Authorization Tickets, Seal Codes (if applicable), CBT Worksheets, CBT Work Folders, Mathematics Reference Sheets, Periodic Table of Elements, Reading Passage Test Booklets, and approved calculators, as eligible, to the registered Special Program students. Students will use the provided ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school. Note that the seal codes must not be provided to students prior to the beginning of Session 2, as indicated in the administration scripts.

## **REQUESTING ADDITIONAL TEST MATERIALS**

Elementary, middle, K-8 centers, senior high schools, and alternative education centers will be receiving allocations of Spring 2014 FCAT/FCAT 2.0 Retake and RMS materials based on the number of students enrolled at the school as of January 24, 2014, for the FCAT/FCAT 2.0 Retake and RMS.

Elementary, middle, K-8 centers, senior high schools, and alternative education centers will have paper-based test materials, CBT Work Folders, CBT Worksheets,

Mathematics Reference Sheets, Periodic Table of Elements, Reading Passage Booklets (if applicable), and PreID labels for eligible students delivered by Comet Delivery Services from March 17 – April 4, 2014. Schools will need to make arrangements to receive and securely store these materials. If any additional materials are needed, school assessment coordinators must contact the Test Distribution Center (TDC), at 305-995-3743.

Adult education centers must contact TDC, at 305-995-3743, on or before Friday, March 21, 2014, to report the number of Retake test materials needed. These materials will be available for pick-up at TDC at 13135 SW 26 Street, Miami, Florida, on Monday-Friday, between the hours of 7:30 a.m. and 3:30 p.m.

## MATERIALS PROCEDURES

School assessment coordinators are to follow all materials handling procedures specified in the manuals to ensure that the security of the test materials is maintained. In addition, procedures specific to Miami-Dade County Public Schools are set forth below.

- When the FCAT/FCAT 2.0 test materials are received, immediately **verify the counts** and sequence numbers of materials received against the packing slip or your school's ***Spring 2014 FCAT 2.0 Administration Record/Security Checklists, if applicable*** (available online at [www.PearsonAccess.com/fl](http://www.PearsonAccess.com/fl), using the school assessment coordinator's unique username and password).
- Call **Student Assessment and Educational Testing (SAET) at 305-995-7520** immediately, if there are any irregularities or discrepancies in your shipments or if you need additional materials.
- Maintain the ***Test Materials Chain of Custody Form*** (Appendix C in PBT Manual; and Appendix D in the CBT Manual) to track secure paper-based materials at all times when materials are handled.
- **Shrink-wrapped packages of secure materials may be opened no sooner than three (3) days prior to the FCAT/FCAT 2.0 Retake; and no sooner than five (5) days prior to the FCAT 2.0 RMS scheduled testing date for each subtest, NO EARLIER.**
- Only the school test coordinator and persons designated by the school site administrator may prepare test materials. All handling, including affixing of labels and hand-gridding, must be done in a limited-access area. **Schools may complete a *Non-Certified School Personnel District-Level Certification Form* for approval in cases in which a non-certified school employee will assist the test chairperson in handling secure materials for statewide**

**assessments.** If such assistants are used, they should be supervised at all times. Students are **not** permitted to assist in this process or to handle test materials before or after testing.

- All test materials, including Student Authorization Tickets, Seal Codes, CBT Worksheets, CBT Work Folders, Reading Passage Booklets, Mathematics Reference Sheets, Periodic Table of Elements, rulers, and approved four-function calculators, must be placed in locked storage immediately and remain there until the test date.
- Secure test materials must be stored in a locked location with strictly limited access (3 or fewer keys). Strict accounting of the keys to the secure location must be maintained; limited to the principal, assistant principal, and/or school assessment coordinator. No master key should open the storage area.
- The use of seating charts or recording of specific seat assignments is **required** for paper-based and computer-based testing in all rooms, including make-up sessions. A sample seating chart is provided as Attachment F.

## **FCAT 2.0 MATERIALS RETURN TO THE TEST DISTRIBUTION CENTER**

The “*Friendly Reminder*” (Attachment G) provides a quick reference guide for packing and returning your FCAT/FCAT 2.0 Retake and RMS test materials. School assessment coordinators are encouraged to review this document to assist with the process of packing and returning of materials.

For the Spring 2014 FCAT/FCAT 2.0 Retake test administration, **high schools and alternative education centers are to hand deliver only “To Be Scored” test materials, including Special Documents (Large Print, Braille, and One-item-per-page) and VI calculators to TDC by 3:30 p.m.** on the scheduled return dates. In addition, Adult Education Centers must return all FCAT/FCAT 2.0 Retake materials. Adult centers should not return the approved four-function calculators to TDC, until after the administration of the EOC Assessments.

For the Spring 2014 FCAT 2.0 RMS test administration, **schools are to hand deliver only “To Be Scored” test materials, including Special Documents (Large Print, Braille, and One-item-per-page) and VI calculators to TDC by 3:30 P.M. on scheduled return dates. NO EXCEPTIONS.**

A pick-up of “**NOT TO BE SCORED**” (yellow-labeled boxes) test materials and **District Assessment Coordinator Only Box** from school sites is scheduled for **May 12 – 20, 2014** via Comet Delivery Services.

## **CBT Materials Return**

Any used and unused Reading Passage Booklets must be returned with the “Not To Be Scored” test materials (yellow-labeled boxes). The Session Rosters, Seal Codes, CBT Work Folders (used and unused), and CBT Worksheets (used and unused) will be returned in the District Assessment Coordinator Only Box.

The Student Authorization Tickets will remain at the schools for one calendar school year.

## STATE AND DISTRICT REQUIRED FORMS

The following district and state forms must be completed. **Keep copies of each at your school site for a minimum of one calendar year after the test results have been released.**

- The *Administration Record / Security Checklist* (sample provided, Appendix C in PBT Manual; and Appendix D in the CBT Manual) must be used to capture all required administration information and maintain a list of the number of documents and range of security numbers assigned to each test administrator for every day of testing. Each school’s Spring 2014 FCAT 2.0 Administration Record/Security Checklist will be available in Excel format from [www.PearsonAccess.com/fl](http://www.PearsonAccess.com/fl). The test administrator must sign for receipt of the test materials when issued; the school assessment coordinators must sign for receipt of materials upon their return after testing.
- The *Test Materials Chain of Custody Form* must be maintained to document that **paper-based test materials** are secured and accounted for at all times (Appendix C in PBT Manual; and Appendix D in CBT Manual).
- The *Spring 2014 Session Rosters* (see Sample Attachment E) must be used to capture all required administration information for the CBT administrations. The Session Rosters are available at [www.PearsonAccess.com/fl](http://www.PearsonAccess.com/fl) for each test session.
- The *FCAT 2.0 Administration and Security Agreement* must be read and signed by district and school staff certifying that test administration and security procedures will be followed as outlined in the Florida Test Security Statute and Rule (Appendix C in PBT Manual; and Appendix D in CBT Manual).
- *Test Administrator Prohibited Activities Agreement* affirming that test administrators understand prohibited activities during the test administration and possible consequences of inappropriate behavior (Appendix C in PBT Manual; and Appendix D in CBT Manual).
- The *Non-Certified School Personnel District-Level Certification Form* will be used

if there are instances in which a non-certified person will assist the test chairperson in handling secure materials for statewide assessments (FCAT2.0/EOC). The form must be submitted to Student Assessment and Educational Testing for approval by the established deadline.

- The *Security Log* must be completed during testing by personnel (test administrators, proctors, relief staff, etc.) assigned to monitor a testing room for any length of time (Appendix C in PBT Manual; and Appendix D in CBT Manual).
- Attendance rosters, seating charts, and test group codes define groups tested together and help to maintain a record of student room assignments. Test group codes must be used for **all testing groups for the Spring 2014 FCAT 2.0 tests administrations**. Additionally, the use of seating charts or recording of specific seat assignments is **required** for all testing rooms. A sample seating chart is provided as Attachment F.
- *M-DCPS Spring 2014 Accounting for All FCAT 2.0 Secure Documents* (Attachment H) is a district form designed to help schools keep track of secure test documents and ensure that no materials inadvertently remain behind at the school. This form will be useful in responding to missing materials reports generated by the test vendor. A separate form must be completed for each administration (FCAT/FCAT 2.0 Retake; and FCAT 2.0 RMS).
- After the conclusion of the test administration, the school assessment coordinator and principal must complete the *Miami-Dade County Public Schools School Procedural Checklist* (FM-6927) (Attachment B), certifying that the test administration was supervised by the school principal in accordance with the District's established guidelines and procedures.

**Procedures for Florida Home Education Program (FHEP) Students (13/9998)  
Participating in the Spring 2014 FCAT 2.0 and/or End-of-Course (EOC) Assessments**

**FHEP Student Registration**

1. In order to participate in the Spring 2014 **FCAT 2.0 Writing, Reading, Mathematics, and Science (WRMS)**; and/or the **Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) EOC Assessments** administrations, parents and guardians of **Florida Home Education Program (FHEP)** students must present an original official registration form with a stamp of approval from the Division of Attendance Services to the school where the student will take the assessments, no later than **February 14, 2014** for the FCAT 2.0 Writing, no later than **March 20, 2014** for the FCAT 2.0 Reading, Mathematics, and Science (RMS), and no later than **April 11, 2014** for the Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) EOC Assessments.
2. For the FCAT 2.0 and EOC Assessments, assignment of specific testing date/make-ups is at the school's discretion. Parents will contact the test chairperson at the assigned school to request a date, time, and instructions for testing.
3. To facilitate distribution of the results, parents of FHEP students were directed to provide the Office of Home Education with a self-addressed, stamped, legal-sized envelope for each participating FHEP student. If any parents bring envelopes to your school, please ensure that the students' names are clearly marked on the envelopes and forward them to:

**Mail code: 9028, Attendance Services  
Attention: Ms. Clara O'Reilly, Home Education Registrar**

**Scheduling FHEP Students for Computer-Based Testing**

4. Eligible Grade 6, 7, 8, 9 and 10 FHEP students will take the computer-based test (CBT) version of the FCAT 2.0 Reading test, and Grade 5 and 6 FHEP students will take the CBT version of the FCAT 2.0 Mathematics test. Eligible grades 6-12 FHEP students will take the CBT version of the End-of-Course Assessments.
5. Students from the FHEP will test at their assigned school for the Spring 2014 FCAT 2.0 WRMS and EOC Assessments administrations. All FHEP students who are eligible for the computer-based testing will be set up in PearsonAccess by District staff and placed in a test session called "DISTRICT READ" and "DISTRICT MATH" for the FCAT 2.0 administrations; and "DISTRICT HIS", "DISTRICT CIV", "DISTRICT BIO", "DISTRICT ALG", AND "DISTRICT GEO" for the EOC Assessments administrations, as applicable. School assessment coordinators will be able to print Student Authorization Tickets for the students and resume students, if needed. They will also be able to START and STOP the test session(s). Note that the Student Authorization tickets are secure documents and must be kept in a locked, limited access location along with all secure test documents.
6. Student Authorization Tickets must be provided to the appropriate FHEP student.
7. School assessment coordinators will need to assign a testing room and distribute Student Authorization Tickets, Seal Codes, CBT Worksheets, Florida Computer-Based Testing Work Folders, reference sheets, periodic tables, and approved calculators, as applicable to registered students taking the computer-based tests. Students will use their Authorization Ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school.
8. At the conclusion of testing, as applicable, forward a list of all accommodations actually used by FHEP (13/9998) students tested at your school, to be entered to the student's record in PearsonAccess by District staff. Please email the list of students and accommodations used to

[mugando@dadeschools.net](mailto:mugando@dadeschools.net) by the **following deadlines for the computer-based FCAT 2.0 CBT tests:**

- **April 24, 2014:** Grades 6 and 10 Reading
- **April 30, 2014:** Grades 7 and 9 Reading
- **May 6, 2014:** Grade 6 Mathematics
- **May 7, 2014:** Grade 5 Mathematics and Grade 8 Reading

**and by the following deadlines for the EOC CBT assessments:**

- **May 16, 2014:** Algebra 1, Civics, and US History
- **May 23, 2014:** Biology 1 and Geometry

#### **Gridding FHEP Student Answer Documents**

9. FHEP students' answer documents (i.e. answer books) must be hand-gridded. (See instructions for gridding contained in the FCAT 2.0 and EOC Test Administration Manuals.)
10. The answer documents for all FHEP students **must** be coded as follows:

PROGRAM	DISTRICT NUMBER	SCHOOL NUMBER
<i>Florida Home Education Program (FHEP)</i>	13	9998

If this school number is not entered correctly on the answer documents for FHEP students, these students' scores will be included in your school summary reports.

11. In the space provided for students to print their name, school name, and district name, students should be instructed to write "**Home Education Program**" for the school name and "**Miami-Dade**" for the district name.

#### **Packing FHEP Student Answer Documents**

12. The answer documents for all FHEP students must be banded together, but **separately** from your school's students.
13. Packing instructions for FHEP students' answer documents are found in the test administration manuals, as follow:
  - **Spring 2014 FCAT 2.0 RMS PBT Test Administration Manual, pages 262-267; diagram, page 271.**
  - **2013-2014 Florida EOC Assessments Test Administration Manual, pages 131-144; diagram on page 141.**

#### **Identifying FHEP Students Tested at Your School Site**

14. At the end of each testing window, school assessment coordinators will submit a report of the testing status of each FHEP student assigned to test at their school site, indicating: ***tested*, *absent all sessions*, or *invalidated*** for each subtest **by Friday, May 9, 2014 for the FCAT 2.0 Writing, Reading, Mathematics, and Science administrations; and by Friday, May 30, 2014 for the EOC Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry) administrations.** This may be done by faxing the original list sent to the school with the requested information added to Student Assessment and Educational Testing at 305-995-7522. This information may also be emailed to [mugando@dadeschools.net](mailto:mugando@dadeschools.net).

### **FHEP Individual Student Reports**

15. If **all** of the above procedures are followed, FHEP Individual Student Reports will be sent directly to the Home Education Office for distribution and these students' scores will not be included in your school summary report.

**Procedures for McKay Scholarship Program Students (13 / 3518)  
Participating in the Spring 2014 FCAT 2.0 and End-Of-Course (EOC) Assessments**

**McKay Student Registration**

1. In order to participate in the administrations of the **Spring 2014 FCAT 2.0 Writing, Reading, Mathematics, and Science (WRMS) and the Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) End-of-Course (EOC) Assessments**, parents or guardians of **McKay Scholarship Program** students attending private schools **must register with the District office** to take the FCAT 2.0 and EOC Assessments. You will be notified by staff from Student Assessment and Educational Testing (SAET) if any students have registered to take the test at your location and what accommodations are required for each student.

**Scheduling McKay Students for Computer-Based Testing**

2. Eligible Grades 6, 7, 8, 9 and 10 McKay Scholarship Program students will take the computer-based test (CBT) version of the FCAT 2.0 Reading test and Grades 5 and 6 McKay Scholarship Program students will take the CBT version of the FCAT 2.0 Mathematics. Eligible Grades 6-12 McKay Scholarship students will take the CBT version of the EOC Assessments.
3. Students from the McKay Scholarship Program will test at their assigned school for the Spring 2014 FCAT 2.0 WRMS administrations. All McKay Scholarship students who are eligible to take the computer-based tests will be set up in PearsonAccess by District staff and placed in a test session called "DISTRICT READ" and "DISTRICT MATH" for the FCAT 2.0; and "DISTRICT HIS", "DISTRICT CIV", "DISTRICT BIO", "DISTRICT ALG", AND "DISTRICT GEO" for the EOC Assessments administrations, as applicable. School assessment coordinators will be able to print Student Authorization Tickets for the students and resume students, if needed. They will also be able to START and STOP the test session(s). Note that the Student Authorization tickets are secure documents and must be kept in a locked, limited access location along with all secure test documents
4. Student Authorization Tickets must be provided to the appropriate McKay Scholarship Program student.
5. School assessment coordinators will need to assign a testing room and distribute Student Authorization Tickets, Seal Codes, CBT Worksheets, Florida Computer-based Testing Work Folders, reference sheets, periodic tables, and approved calculators, as applicable to registered students taking the computer-based tests. Students will use their Authorization Ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school.
6. At the conclusion of testing, as applicable, forward a list of all accommodations actually used by McKay Scholarship (13/3518) students tested at your school, to be entered to the student's record in PearsonAccess by District staff. Please email the list of students and accommodations used to [mugando@dadeschools.net](mailto:mugando@dadeschools.net) **by the following deadlines for the computer-based FCAT 2.0 CBT tests:**
  - **April 24, 2014:** Grades 6 and 10 Reading
  - **April 30, 2014:** Grades 7 and 9 Reading
  - **May 6, 2014:** Grade 6 Mathematics
  - **May 7, 2014:** Grade 5 Mathematics and Grade 8 Reading**and by the following deadlines for the EOC CBT assessments:**
  - **May 16, 2014:** Algebra 1, Civics, and US History
  - **May 23, 2014:** Biology 1 and Geometry

### **Gridding McKay Student Answer Documents**

7. McKay students' answer documents (i.e. answer books) must be hand-gridded. (See instructions for gridding contained in the FCAT/FCAT 2.0 Test Administration Manuals.)
8. The answer documents for all McKay Scholarship Program students **must** be coded as follows:

PROGRAM	DISTRICT NUMBER	SCHOOL NUMBER
<i>McKay Scholarship Program</i>	13	3518

If this school number is not entered correctly on the answer documents, McKay students' scores will be included in your school summary reports.

9. In the space provided for students to print their name, school name, and district name, students should be instructed to write "**McKay Scholarship Program**" for the school name and "**Miami-Dade**" for the district name.

### **Packing McKay Student Answer Documents**

10. The answer documents for all McKay students must be banded together, but **separately** from your school's students.
11. Packing instructions for McKay students' answer documents are found in the test administration manuals, as follow:
  - **Spring 2014 FCAT 2.0 RMS PBT Test Administration Manual, pages 262-267; diagram, page 271.**
  - **2013-2014 Florida EOC Assessments Test Administration Manual, pages 131-144; diagram on page 141.**

### **Identifying McKay Scholarship Program Students Tested at Your School Site**

12. At the end of each testing window, school assessment coordinators will submit a report of the testing status of each McKay Scholarship Program student assigned to test at their school site, indicating: ***tested*, *absent all sessions*, or *invalidated*** for each subtest **by Friday, May 9, 2014 for the FCAT 2.0 Writing, Reading, Mathematics, and Science administrations; and by Friday, May 30, 2014 for the EOC Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry) administrations.** This may be done by faxing the original list provided to the school, with the requested information added, to SAET at 305-995-7522. This information may also be emailed to [mugando@dadeschools.net](mailto:mugando@dadeschools.net).

### **McKay Individual Student Reports**

13. If **all** of the above procedures are followed, McKay Individual Student Reports will be sent directly to the McKay Scholarship Program Office for distribution and these students' scores will not be included in your school summary report.

**Procedures for Florida Tax Credit (FTC) Scholarship Program Students (97/9999)  
Participating in the Spring 2014 FCAT 2.0 and End-of-Course (EOC) Assessments**

**FTC Scholarship Program Student Registration**

1. Students enrolled in the **Florida Tax Credit (FTC) Scholarship Program** may participate in the **Spring 2014 FCAT 2.0 Writing, Reading, Mathematics, and Science (WRMS) and Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) End-of-Course (EOC) Assessment** programs as individual students. For the FCAT 2.0 and EOC Assessments administrations, parents and guardians of FTC Scholarship Program students may contact the Region Center to register for the assessments. FTC students will be assigned to schools by the Region Centers. Student Assessment and Educational Testing (SAET) will notify the assigned schools so that preparations can be made for these students.

**Scheduling FTC Students for Computer-Based Testing**

2. Eligible Grade 6, 7, 8, 9 and 10 FTC students will take the computer-based test (CBT) version of the FCAT 2.0 Reading test, and Grade 5 and 6 FTC students will take the CBT version of the FCAT 2.0 Mathematics. Eligible grade 6-12 FTC students will take the CBT version of the EOC Assessments.
3. Students from the Florida Tax Credit Scholarship Program will test at their assigned school for the Spring 2014 FCAT 2.0 and EOC Assessments administrations. All FTC program students who are eligible for the computer-based testing will be set up in PearsonAccess by District staff and placed in a test session called "DISTRICT READ" and "DISTRICT MATH" for the FCAT 2.0 tests; and "DISTRICT HIS", "DISTRICT CIV", "DISTRICT BIO", "DISTRICT ALG", AND "DISTRICT GEO" for the EOC Assessments administrations, as applicable. School assessment coordinators will be able to print Student Authorization Tickets for the students and resume students, if needed. They will also be able to START and STOP the test session(s). Note that the Student Authorization tickets are secure documents and must be kept in a locked, limited access location along with all secure test documents.
4. Student Authorization Tickets must be provided to the appropriate FTC student.
5. School assessment coordinators will need to assign a testing room and distribute Student Authorization Tickets, Seal Codes, CBT Worksheets, Florida Computer-Based Testing Work Folders, reference sheets, periodic tables, and approved calculators, as applicable to registered students taking the computer-based tests. Students will use their Student Authorization Ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school.
6. **At the conclusion of testing, as applicable, forward a list of all accommodations actually used by FTC Program (97/9999) students tested at your school, to be entered to the student's record in PearsonAccess by District staff.** Please email the list of students and accommodations used to [mugando@dadeschools.net](mailto:mugando@dadeschools.net) by the **following deadlines for the FCAT 2.0 CBT tests:**
  - **April 24, 2014:** Grades 6 and 10 Reading
  - **April 30, 2014:** Grades 7 and 9 Reading
  - **May 6, 2014:** Grade 6 Mathematics
  - **May 7, 2014:** Grade 5 Mathematics and Grade 8 Reading**and by the following deadlines for the EOC CBT assessments:**
  - **May 16, 2014:** Algebra 1, Civics, and US History
  - **May 23, 2014:** Biology 1 and Geometry

### **Gridding FTC Scholarship Program Student Answer Documents for Paper, Large Print, and Braille Accommodations**

7. FTC Scholarship Program students' answer documents (i.e. answer books) must be hand-gridded. (See instructions for gridding contained in the FCAT 2.0 and EOC Test Administration Manuals.)
8. The answer documents for all FTC Scholarship Program students must be coded as follows:

PROGRAM	DISTRICT NUMBER	SCHOOL NUMBER
<i>Florida Tax Credit (FTC) Scholarship Program</i>	97	9999

If this school number is not entered correctly on the answer documents, FTC Scholarship Program students' scores will be included in your school summary reports.

9. In the space provided for students to print their name, school name, and district name, students should be instructed to write "**Florida Tax Credit (FTC) Scholarship Program**" for the school name and "**Florida Tax Credit (FTC) Scholarship Program**" for the district name.

### **Packing FTC Scholarship Program Student Answer Documents**

10. The answer documents for FTC Scholarship Program students must be banded together, but **separately** from your school's students.
11. Packing directions for returning FTC Scholarship Program students' answer documents for scoring exactly parallel those for the school's regular students, for each program and grade level, but are coded as noted above. The applicable packing instructions are found in the test administration manuals, as follows:
  - **Spring 2014 FCAT 2.0 RMS PBT Test Administration Manual, pages 262-267; diagram, page 271.**
  - **2013-2014 Florida EOC Assessments Test Administration Manual, pages 131-144; diagram on page 141.**

### **Identifying FTC Scholarship Program Students Tested at Your School Site**

12. At the end of each testing window, school assessment coordinators will submit a report of the testing status of each Florida Tax Credit (FTC) Scholarship Program student assigned to test at their school site, indicating: ***tested, absent all sessions, or invalidated*** for each subtest **by Friday, May 9, 2014 for the FCAT 2.0 Writing, Reading, Mathematics, and Science administrations; and by Friday, May 30, 2014 for the EOC Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry).** This may be done by faxing the original list provided to the school, with the requested information added, to SAET at 305-995-7522.

### **FTC Scholarships Individual Student Reports**

13. If **all** of the above procedures are followed, FTC Individual Student Reports will be sent directly to the Florida Department of Education Office of Independent Education & Parental Choice for distribution and these students' scores will not be included in your school summary report.

**Procedures for Florida Virtual School Program Students  
Participating in the Spring 2014 FCAT 2.0 and End-of-Course (EOC) Assessments**

**FLVS Florida Virtual School Program Student Registration**

1. Students enrolled in the **Florida Virtual School Program** [FLVS-FT K-8 (71/0300), FLVS-FT 9-12 (71/0400), and Florida K-8 Virtual School Continuity (50/7079)] **must** participate in the **Spring 2014 FCAT 2.0 Writing, Reading, Mathematics, Science, and Retake; and/or the Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) End-of-Course (EOC) Assessments**. For the Spring 2014 FCAT 2.0 and EOC administrations, parents and guardians of Florida Virtual Program students will receive notification from the Florida Virtual Program Office advising them of the designated testing location. Student Assessment and Educational Testing (SAET) will notify these designated schools so that preparations can be made for these students.

**Scheduling Florida Virtual School Program Students for Computer-Based Testing**

2. Grade 6, 7, 8, 9 and 10 full time Florida Virtual School Program students will take the computer-based test (CBT) versions of the FCAT 2.0 Reading test, and Grades 5 and 6 FLVS students will take the CBT version of the FCAT 2.0 Mathematics test. Eligible grades 6-12 full time FLVS students will take the CBT version of the End-of-Course Assessments.
3. Students from the Florida Virtual School Program will test at their assigned school for the Spring 2014 FCAT 2.0 and EOC Assessments administrations. FLVS students who are eligible for the computer-based testing will be set up in PearsonAccess by FLVS staff. Student Authorization Tickets and Seal Codes (if applicable) for these students will be sent via email to principals and school assessment coordinators at selected schools. These are secure documents and must be kept in a locked, limited access location along with all secure test materials.
4. Student Authorization Tickets must be printed and provided to the appropriate full time Florida Virtual School student.
5. School assessment coordinators will need to assign a testing room and distribute Student Authorization Tickets, Florida Computer-Based Testing Work Folders, Worksheets, reference sheets, Periodic Table of Elements, and approved calculators, as applicable to registered students taking the computer-based tests. Students will use their Authorization Ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school.
6. **Please note if a FLVS student is disconnected from the computer-based test session, the school assessment coordinator must contact the FLVS Office for assistance. Please have the student's first and last name to enable FLVS staff to resume a student's test.**

**Gridding Florida Virtual School Program Student Answer Documents**

7. Florida Virtual School Program students' preidentified labels will be sent to your school as soon as they are received and school assignments are finalized. If these labels are not received, the answer documents (i.e. answer books) must be hand-gridded. (See instructions for gridding contained in the FCAT 2.0 and EOC Test Administration Manuals.)

8. The answer documents for full time Florida Virtual School Program students must be coded as follows:

<b>FLORIDA VIRTUAL PROGRAM</b>		
<b>PROGRAM</b>	<b>DISTRICT NUMBER</b>	<b>SCHOOL NUMBER</b>
<b><i>FLVS Full-Time K-8</i></b>	<b>71</b>	<b>0300</b>
<b><i>FLVS Full-Time 9-12</i></b>	<b>71</b>	<b>0400</b>
<b><i>Florida K–8 Virtual School Continuity Program [Formerly Florida Virtual Academy]</i></b>	<b>50</b>	<b>7079</b>

If these school numbers are not entered correctly on the appropriate answer documents, Florida Virtual Program students' scores will be included in your school summary reports.

9. In the space provided for students to print their name, school name, and district name, students should be instructed to write “**FLVS Full-Time K-8**”, “**FLVS Full-Time 9-12**”, or “**Florida K-8 Virtual School Continuity Program**”, as appropriate, for the school name and “**FLVS Full-Time K-8**”, “**FLVS Full-Time 9-12**”, or “**Florida K-8 Virtual School Continuity Program**”, for the district name.

#### **Packing Florida Virtual School Program Student Answer Documents**

10. The answer documents for **Florida Virtual School Program** students TO BE SCORED documents must be banded together, but separately from your school's students.
11. Packing instructions for the **Florida Virtual School Program** students' answer documents are found in the **FCAT 2.0 and EOC Test Administration Manuals**:
- **Spring 2014 FCAT 2.0 RMS PBT Test Administration Manual, pages 262-267; diagram, page 271.**
  - **2013-2014 Florida End-of-Course (EOC) Assessments Test Administration Manual, pages 131-144; diagram, page 141.**

#### **Identifying Florida Virtual School Program Students Tested at Your School Site**

12. At the end of each testing window, school assessment coordinators will submit a report of the testing status of each Florida Virtual School Program student assigned to test at their school site, indicating: ***tested, absent all sessions, or invalidated*** for each subtest **by Friday, May 9, 2014 for the FCAT 2.0 Writing, Reading, Mathematics, Science, and Retake administrations; and by Friday, May 30, 2014 for the EOC Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry) administrations.** This may be done by faxing the original list provided to the school with the requested information added to SAET at 305-995-7522 or emailing the information to [mugando@dadeschools.net](mailto:mugando@dadeschools.net).

#### **Florida Virtual School Program Individual Student Reports**

13. If **all** of the above procedures are followed, Florida Virtual School Program Individual Student Reports will be mailed directly to the appropriate Florida Virtual School Program Office for distribution and these students' scores will not be included in your school summary reports.

**Procedures for Miami-Dade Online Academy K-12 (MDOA) Program Students (13/7001)  
Participating in the Spring 2014 FCAT 2.0 and End-of-Course (EOC) Assessments**

**MDOA K-12 Program Student Registration**

1. Students enrolled in the **Miami-Dade Online Academy K-12 (MDOA) Program** must participate in the **Spring 2014 FCAT 2.0 Writing, Reading, Mathematics, Science (WRMS), and Retake; and Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) End-of-Course (EOC) Assessments**. For the FCAT 2.0 and EOC Assessments, parents and guardians of Miami-Dade Online Academy K-12 students will receive notification from Miami-Dade Online Academy K-12 Program advising them of the designated testing location. Student Assessment and Educational Testing (SAET) will notify these designated schools so that preparations can be made for these students.

**Scheduling MDOA K-12 Program Students for Computer-Based Testing (CBT)**

2. Grade 6, 7, 8, 9 and 10 MDOA students will take the computer-based test (CBT) version of the FCAT 2.0 Reading test, Grade 5 and 6 MDOA students will take the CBT version of the FCAT 2.0 Mathematics test, and eligible Grades 10+-12 MDOA students who have not yet passed the FCAT/FCAT 2.0 Retake assessments will take this assessment on the computer. Eligible grade 6-12 MDOA students will take the CBT version of the End-of-Course Assessments.
3. Students from Miami-Dade Online Academy K-12 Program will test at their assigned school for the Spring 2014 FCAT 2.0 and EOC Assessments administrations. MDOA students who are eligible for the computer-based testing will be set up in PearsonAccess by District staff and placed in a test session called "DISTRICT READ" and "DISTRICT MATH" for the FCAT 2.0 administrations; and "DISTRICT HIS", "DISTRICT CIV", "DISTRICT BIO", "DISTRICT ALG", AND "DISTRICT GEO" for the EOC Assessments administrations, as applicable. School assessment coordinators will be able to print Student Authorization Tickets for the students and resume students, if needed. They will also be able to START and STOP the test session(s). Note that Student Authorization Tickets are secure answer documents and must be kept in a locked, limited access location along with all secure test documents.
4. Student Authorization Tickets must be provided to the appropriate MDOA student.
5. School assessment coordinators will need to assign a testing room and distribute Student Authorization Tickets, Seal Codes, CBT Worksheets, Florida Computer-Based Testing Work Folders, reference sheets, periodic tables, and approved calculators as applicable to registered MDOA students taking the computer-based tests. Students will use their Student Authorization Ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school.
6. **At the conclusion of testing, as applicable, forward a list of all accommodations actually used by MDOA (13/7001) students tested at your school, to be entered to the student's record in PearsonAccess by District staff. Please email the list of students and accommodations used to [mugando@dadeschools.net](mailto:mugando@dadeschools.net) by following deadlines for the FCAT/FCAT 2.0 CBT tests:**
  - **April 15, 2014:** Retake
  - **April 24, 2014:** Grades 6 and 10 Reading
  - **April 30, 2014:** Grades 7 and 9 Reading
  - **May 6, 2014:** Grade 6 Mathematics
  - **May 7, 2014:** Grade 5 Mathematics and Grade 8 Reading**and by the following deadlines for the EOC CBT assessments:**
  - **May 16, 2014:** Algebra 1, Civics, and US History
  - **May 23, 2014:** Biology 1 and Geometry

### **Gridding MDOA K-12 Program Student Answer Documents**

7. Miami-Dade Online Academy K-12 Program students' answer documents (i.e. answer folders) must be hand-graded. (See instructions for gridding contained in the FCAT 2.0 and EOC Test Administration Manuals.)
8. The answer documents for Miami-Dade Online Academy students must be coded as follows:

PROGRAM	DISTRICT NUMBER	SCHOOL NUMBER
<i>Miami-Dade Online Academy K-12</i>	13	7001

If this school number is not entered correctly on the appropriate answer documents, Miami-Dade Online Academy K-12 Program students' scores will be included in your school summary reports.

9. In the space provided for students to print their name, school name, and district name, students should be instructed to write "**Miami-Dade Online Academy K-12**" for the school name and "**Miami-Dade**" for district name.

### **Packing MDOA K-12 Program Student Answer Documents**

10. The answer documents for all Miami-Dade Online Academy K-12 students must be banded together, but **separately** from your school's students.
11. Packing directions for returning Miami-Dade Online Academy K-12 students' answer documents for scoring exactly parallel those for the school's regular students, for each program and grade level, but are coded as noted above. The applicable packing instructions are found in the test administration manuals, as follows:
  - **Spring 2014 FCAT 2.0 RMS PBT Test Administration Manual, pages 262-267; diagram, page 271.**
  - **2013-2014 Florida EOC Assessments Test Administration Manual, pages 131-144; diagram on page 141.**

### **Identifying MDOA K-12 Program Students Tested at Your School Site**

12. At the end of each testing window, school assessment coordinators will submit a report of the testing status of each Miami-Dade Online Academy K-12 Program student assigned to test at their school site, indicating: ***tested*, *absent all sessions*, or *invalidated*** for each subtest **by Friday, May 9, 2014 for the FCAT 2.0 Writing, Reading, Mathematics, Science, and Retake administrations; and by Friday, May 30, 2014 for the EOC Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry) administrations.** This may be done by faxing the original list provided to the school, with the requested information added, to SAET at 305-995-7522.

### **MDOA K-12 Program Individual Student Reports**

13. If **all** of the above procedures are followed, Miami-Dade Online Academy K-12 Program Individual Student Reports will be sent directly to Miami-Dade Online Academy K-12 for distribution and these students' scores will not be included in your school summary report.

**Procedures for Hospital/Homebound (HHIP) Students (13 / 9732)  
Participating in the Spring 2014 FCAT 2.0 and End-Of-Course (EOC) Assessments**

***The Hospital/Homebound Instructional Program (HHIP) is a District program administered through Brucie Ball Educational Center (9732). The procedures provided in this document apply to Miami-Dade County only, and are not referenced in any of the Florida Department of Education manuals or training materials for the Spring 2014 FCAT 2.0 or EOC Assessments.***

***Questions regarding gridding or handling of HHIP student documents, test administration or accommodation guidelines, or packing and return of HHIP students' materials should be directed to Student Assessment and Educational Testing at 305-995-7520.***

**HHIP Student Participation**

1. Students enrolled in the **Hospital/Homebound Instructional Program (HHIP)** may be referred back to their originating (home) school in order to participate in the **Spring 2014 FCAT 2.0 Writing, Reading, Mathematics, Science (WRMS), and Retake and Florida (US History, Civics, Biology 1, Algebra 1, and Geometry) End-of-Course (EOC) Assessments** administrations. The schools that will be testing these students will receive a list with the student's demographic information and information regarding required testing accommodations to be provided for each student, as applicable.
2. All students in the HHIP programs who are unable to test at their home school will be tested on-site, in their homes, or at a designated remote location by HHIP test administrators.

**Scheduling HHIP Students for Computer-Based Testing**

3. Eligible students in Grades 6, 7, 8, 9 and 10 will take the computer-based test (CBT) version of the FCAT 2.0 Reading test; Grades 5 and 6 will take the CBT version of the FCAT 2.0 Mathematics test; and eligible students in Grades 10+-12 who have not yet passed the FCAT/FCAT 2.0 Retake assessments will take this assessment on the computer. In addition, eligible grades 6-12 HHIP students will take the CBT version of the EOC Assessments.
4. Students from HHIP will test at their assigned school for the Spring 2014 FCAT 2.0 and EOC Assessments administrations. Hospital/Homebound Program students who are eligible for the computer-based testing will be set up in PearsonAccess by District staff and placed in a test session called "DISTRICT READ" and "DISTRICT MATH" for the FCAT 2.0 administrations; and "DISTRICT HIS", "DISTRICT CIV", "DISTRICT BIO", "DISTRICT ALG", AND "DISTRICT GEO" for the EOC Assessments administrations, as applicable, with the exception of eligible students with paper (regular print or Large Print) or Braille accommodations. School assessment coordinators will be able to print Student Authorization Tickets for the students and resume students, if needed. They will also be able to START and STOP the test session(s). Note that the Student Authorization tickets are secure documents and must be kept in a locked, limited access location along with all secure test documents.
5. Student Authorization Tickets must be provided to the appropriate HHIP student.
6. School assessment coordinators will need to assign a testing room and distribute Student Authorization Tickets, Seal Codes, CBT Worksheets, Work Folders, reference sheets, periodic tables, and approved calculators as applicable to registered students taking the computer-based tests. Students will use their Student Authorization Ticket with the unique Login ID and test code (password) to log into TestNav from their assigned school.

7. At the conclusion of testing, as applicable, forward a list of all accommodations actually used by HHIP Program (13/9732) students tested at your school, to be entered to the student's record in PearsonAccess by District staff. Please email the list of students and accommodations used to [mugando@dadeschools.net](mailto:mugando@dadeschools.net) by following deadlines for the FCAT 2.0 CBT tests:

- **April 24, 2014:** Grades 6 and 10 Reading
- **April 30, 2014:** Grades 7 and 9 Reading
- **May 6, 2014:** Grade 6 Mathematics
- **May 7, 2014:** Grade 5 0 Mathematics and Grade 8 0 Reading

and by the following deadlines for the EOC CBT assessments:

- **May 16, 2014:** Algebra 1, Civics, and US History
- **May 23, 2014:** Biology 1 and Geometry

#### **Gridding HHIP Student Answer Documents for Paper, Large Print, and Braille Accommodations**

8. If pregridded labels are available for HHIP students correctly identifying the HHIP provider, they will be sent to the M-DCPS testing school or provided to the HHIP administrator for use on the students' documents. If no label is available, or if the label is incorrect, the HHIP students' answer documents must be hand-gridded with the correct demographic information.
9. The answer documents for all Hospital/Homebound Instructional Program students **must** be coded as follows:

<b><i>HHIP</i></b>		
<b>SCHOOL NAME</b>	<b>DISTRICT NUMBER</b>	<b>SCHOOL NUMBER</b>
<b><i>Brucie Ball Educational Center</i></b>	<b>13</b>	<b>9732</b>

- If the correct school number for HHIP students is not on the answer documents, these students' scores will be included in your school's summary reports.
10. In the space provided for students to print their name, school name, and district name, students should be instructed to write "**Brucie Ball Educational Center**" for the school name and "**Miami-Dade**" for the district name.
11. **Caution:** M-DCPS schools may receive pregridded labels included in their regular school shipment for former students who have since withdrawn from the school and enrolled in HHIP. These labels must **not** be used, as the student's results would be incorrectly assigned to the school identified on the label, not the HHIP.
12. **Caution:** Do not confuse students in the Hospital/Homebound Instructional Program (HHIP) with Florida Home Education Program (FHEP) students (school 9998). **If in doubt, call Student Assessment and Educational Testing (SAET) for clarification of the student's status.**

#### **Packing HHIP Student Answer Documents for Paper, Large Print, and Braille Accommodations**

13. Brucie Ball Educational Center will process answer documents for students tested on-site at HHIP locations according to standard directions for schools.
14. The answer documents for all Brucie Ball Educational Center students tested at a M-DCPS school site are to be returned along with the rest of the school's student answer documents, but must be banded separately (as a "school within a school"), under separate document count

forms. The document count forms for returning HHIP students' answer documents must be hand-gridded and completed with the following information:

District Name	School Name	District Number	School Number
Miami-Dade	Brucie Ball Educational Center	13	9732

Packing directions for returning HHIP students' answer documents for scoring exactly parallel those for the school's regular students, for each program and grade level, but are coded as noted above.

15. The FCAT 2.0 and EOC Assessments Test Administration Manuals **do not** include any directions about the HHIP packing. Pack the HHIP students' answer documents, banded and gridded as noted above, **before the first banded stack for your school (if applicable)**, in box 1 of your "To Be Scored." The applicable packing instructions are found in the test administration manuals, as follows:
  - **Spring 2014 FCAT 2.0 RMS PBT Test Administration Manual, pages 262-267; diagram, page 271.**
  - 2013-2014 Florida EOC Assessments Test Administration Manual, pages 131-144; diagram on page 141.

#### **Identifying HHIP Students Tested at Your School Site**

16. At the end of each testing window, school assessment coordinators will submit a report of the testing status of each HHIP student assigned to test at their school site, indicating: ***tested***, ***absent all sessions***, or ***invalidated*** for each subtest **by Friday, May 9, 2014 for the FCAT 2.0 Writing, Reading, Mathematics, Science, and Retake administrations; and by Friday, May 30, 2014 for the EOC Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry).** This may be done by faxing the original list provided to the school, with the requested information added, to SAET at 305-995-7522. This information may also be emailed to [mugando@dadeschools.net](mailto:mugando@dadeschools.net).

#### **HHIP Individual Student Reports**

17. If **all** of the above procedures are followed, HHIP Individual Student Reports will be sent directly to the Brucie Ball Educational Center for distribution and these students' scores will not be included in your school summary report.

# ATTACHMENT A

## MIAMI-DADE COUNTY PUBLIC SCHOOLS FCAT 2.0 RETAKE AND EOC REGISTRATION FORM

**Administration:** **FCAT 2.0 RETAKE**  
\_\_\_\_\_FCAT 2.0 READING (Computer-based)  
\_\_\_\_\_FCAT MATHEMATICS (Computer-based)

**END-OF-COURSE** (Computer-based)  
\_\_\_\_\_ALGEBRA I \_\_\_\_\_BIOLOGY 1  
\_\_\_\_\_GEOMETRY \_\_\_\_\_US HISTORY

### STEP 1: STUDENT DETAILS

1. Florida Student ID#

									X
--	--	--	--	--	--	--	--	--	---

ISIS Student ID #  
(if applicable)

1	3	0							
---	---	---	--	--	--	--	--	--	--

2. Student Last Name (All caps)

Phone# ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

--

3. Student First Name (All caps)

--

4. Student Middle Initial (Cap)

--

5. Adult Center (Test Center) \_\_\_\_\_ Adult Center # \_\_\_\_\_

### STEP 2: TEST REGISTRATION DETAILS

1. Administration: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_ Month/Year

2. Date of Birth \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_(MM/DD/YYYY)

3. **Ethnicity:** Hispanic / Spanish Origin (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race (check one) : \_\_\_\_\_Yes \_\_\_\_\_No

4. **Race** (check Yes or No for each option)

\_\_\_\_\_Yes \_\_\_\_\_No American Indian/Alaskan Native  
\_\_\_\_\_Yes \_\_\_\_\_No Asian  
\_\_\_\_\_Yes \_\_\_\_\_No Black or African American  
\_\_\_\_\_Yes \_\_\_\_\_No Native Hawaiian / Pacific Islander  
\_\_\_\_\_Yes \_\_\_\_\_No White

5. **Gender** \_\_\_\_\_ Male \_\_\_\_\_ Female

6. **Grade** (check one) \_\_\_\_\_10 \_\_\_\_\_11 \_\_\_\_\_12 \_\_\_\_\_13<sup>th</sup> Yr. \_\_\_\_\_ADULT

7. **Are you a first time test taker?** \_\_\_\_\_ Yes \_\_\_\_\_ No

Individuals other than regularly enrolled students who intend to take the EOC assessment and who have a diagnosed disability may also be entitled to certain test modifications. Have you been diagnosed or are you aware of having a physical or learning disability"? \_\_\_\_\_Yes \_\_\_\_\_No  
If you answer yes, you need to submit to your test center an official document that records the disability. For further information, please contact your guidance counselor.  
If the applicant does not inform the center about the disability at the time of registration, the test center will NOT be required to provide accommodations on the test day.

**Picture identification must be provided by the student at the time of registration AND on the day of testing as follows:**

Check one: \_\_\_\_\_ Florida Driver's License Number \_\_\_\_\_Photo attached to this form \_\_\_\_\_Other (specify)

\_\_\_\_\_  
Student Signature at Registration

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor or School Assessment Coordinator

\_\_\_\_\_  
Student Signature at Entrance to Reading Session

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor or School Assessment Coordinator

\_\_\_\_\_  
Student Signature at Entrance to Mathematics Session

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor or School Assessment Coordinator

\*ePAT Practice Tests are available at [www.FLAssessments.com/ePat](http://www.FLAssessments.com/ePat).

FM-7276 (03-13)

## ATTACHMENT B

### MIAMI-DADE COUNTY PUBLIC SCHOOLS

#### SCHOOL PROCEDURAL CHECKLIST

#### **SPRING 2014 FCAT 2.0 Retake and/or Reading, Mathematics, and Science TESTING PROGRAM**

Documentation that the **SPRING 2014 FCAT 2.0 Retake and/or RMS** at each school was supervised by the principal in accordance with the guidelines and procedures established by Miami-Dade County Public School district is required. This form must be completed by the school principal and the School Assessment Coordinator; include the original completed form in the District Assessment Coordinator Only box and retain a copy at the school for one year following administration. If any item was marked "No", a written report of any exceptions to the procedures below must be attached to this checklist when submitted.

We certify that, to our knowledge, all guidelines and procedures outlined in the **Spring 2014 FCAT 2.0 PBT RMS and Spring 2014 CBT RM** Program Guide / Test Administration Manual for computer-based and / or paper-based administrations have been strictly adhered to at this school, and that each of the following specific processes have taken place as prescribed; as noted below:

Yes      No

\_\_\_\_      \_\_\_\_ All **SPRING 2014 FCAT 2.0 Retake and/or RMS** testing materials were received and counted, and any discrepancies were reported and reconciled with the Test Distribution Center prior to the test administration. After reconciliations, if any, our school had sufficient quantities of **SPRING 2014 FCAT 2.0 Retake and/or RMS** materials to conduct testing.

\_\_\_\_      \_\_\_\_ Prior to the test administration, all staff involved in the **SPRING 2014 FCAT 2.0 Retake and/or RMS** administration were trained on appropriate test administration and security procedures. The Test Security Guidelines / Procedures were reviewed with all persons administering or having access to test items and / or content of paper-based and / or computer-based tests, either in a faculty meeting, a grade group or department meeting, or individually, if absent from scheduled group meetings.

\_\_\_\_      \_\_\_\_ The **SPRING 2014 FCAT 2.0 Retake and/or RMS** was administered following the explicit directions stated in the appropriate test administration manual to assure test standardization (computer-based testing, paper-based testing, testing with accommodations).

\_\_\_\_      \_\_\_\_ Following testing, all test materials were accounted for according to the guidelines in the **Spring 2014 FCAT 2.0 PBT RMS and Spring 2014 CBT RM** manual. Any missing materials were reported, by telephone and in writing, to Student Assessment and Educational Testing.

\_\_\_\_      \_\_\_\_ Following computer-based testing, all content was purged from the Proctor Caching computer(s) according to the guidelines in the **Spring 2014 FCAT 2.0 PBT RMS and Spring 2014 CBT RM** manual.

\_\_\_\_      \_\_\_\_ All "To Be Scored" documents were delivered to their prescribed destination on the designated date(s).

\_\_\_\_      \_\_\_\_ All "Not To Be Scored" materials have been boxed and stored in a secure, access-restricted area. These materials will remain in locked storage until pickup by the contracted carrier or delivery to the Test Distribution Center, according to the program guidelines.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Assessment Coordinator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Name

\_\_\_\_\_  
School Number

## ATTACHMENT C

### VOLUNTEER RESPONSIBILITIES WHILE ASSISTING WITH THE FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT 2.0) AND SECURITY AGREEMENT

Florida Test Security Statute 1008.24 states that it is unlawful for anyone knowingly or willingly to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education. The rules are as follows:

- Do not give examinees access to test questions prior to testing;
- Do not copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test book;
- Do not read, look at, or review any test content (passages, test items, mathematics problems, etc.);
- Do not coach examinees during testing or alter or interfere with examinees' responses in any way;
- Follow all procedures specified in the test administration manuals; and
- Do not participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this statute.

Any person who violates this section is guilty of a misdemeanor of the first degree, punishable by a fine of not more than \$1,000 or imprisonment for not more than 90 days, or both.

The district superintendent of schools shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

Non-school system personnel may be used to assist test administrators during test administration. However, they may not participate in any of the test administration procedures.

- Non-school system personnel may not handle or distribute secure test materials.
- Non-school system personnel may not hand-grid student answer documents.
- Non-school system personnel may not answer student questions.
- Non-school system personnel may not be placed in rooms in which members of their families are being tested.
- Non-school system personnel who work with specific students must not be placed in rooms in which students with whom they work are being tested.
- M-DCPS students may not serve as classroom volunteers in any capacity during testing.

Non-school system personnel may be used only as an "extra set of eyes" to assist test administrators in monitoring test administration and to assist in maintaining an atmosphere that provides students with optimal testing conditions. Prior to testing, all volunteers must be informed of their duties and the appropriate test security procedures for monitoring the test sessions. Volunteers must also be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Parents may not be placed in rooms in which members of their families are being tested.

I have read the information contained in this form and agree to abide by the provisions involving test security for the Florida Comprehensive Assessment Test (FCAT 2.0) and Florida End-of-Course (EOC) Assessments.

\_\_\_\_\_  
Volunteer's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Principal (or Designee's) Signature

\_\_\_\_\_  
School Name/School Number

FM-3956 (01-12)

## ATTACHMENT D

### TEST ADMINISTRATORS' RESPONSIBILITIES MAINTAINING TEST SECURITY BEFORE, DURING, AND AFTER THE FCAT 2.0 ADMINISTRATION

This material does not cover every aspect of the FCAT 2.0 administration. Rather, it highlights procedures to be followed in order to maintain test security during a testing session. Persons serving as test administrators or proctors for the FCAT 2.0 administration **must** attend a training session conducted at their school or center and must review the appropriate *FCAT 2.0 Test Administration Manual* and the District's *Standards, Guidelines, and Procedures for Test Administration and Test Security*. **Test irregularities must be reported immediately to a school administrator.**

#### Preparing for the Assessment

1. Test administrators and proctors **must** be familiar with the test security procedures and administration directions prior to the actual test administration. Each test administrator **must** be provided with a test manual containing the security procedures, the administration directions, and the script to be read to students. Test administrators **must use the manual** to administer the test.
2. Test administrators and/or proctors **must not** have access to the test booklets until the day of testing.
3. For paper-based administrations, there **must** be one adult (test administrator) for every 30 students. Note for computer-based tests (CBT) the ratio of student per adult is smaller (i.e. 25 students / 1 test administrator).
4. Test administrators **must not** look at or review any test content (i.e., prompt, passages, test items, mathematics problems, etc.) before, during, or after the test session.
5. The test booklet **must not** be opened or the seal broken (if seal is present) before testing begins.
6. All classroom materials that might provide clues to students (e.g., maps, math formulas, word walls, multiplication charts) **must** be removed from the test room, or covered, prior to testing.
7. Test materials **must** be readily available, inventoried, and organized for easy test administration. Test administrators **must** ensure that they have sufficient materials to test their assigned students.
8. Seating should be adequately arranged and spaced to discourage cheating. The use of seating charts to plan and record student seat assignments **is required**. All seating charts must indicate the front and back of the room, as well as the direction the students are facing.

9. For a CBT test session, ensure that all software applications, including Internet browsers, are closed on all student workstations before the test session begins.

***\*Students should be discouraged from bringing any materials into the classroom other than pencils and erasers. All materials must be placed under the students' desks during testing. Specifically, possession of all electronic devices, including telephones, pagers, electronic translators, organizers, etc., is a cause for invalidation. Any such devices must be turned off and stored out of "arm's reach" during testing, including breaks. Approved four-function calculators are the only devices students may use during the test. The test administrators, proctors, and school staff must also turn off and put away all electronic devices.***

### Conducting the Assessment

10. Test administrators and/or proctors **must** have a roster of students assigned to their room for the test administration. Test administrators and/or proctors **must not** admit students into the testing room unless their names are on the roster of students for that room. The test administrator or proctor **will** check unfamiliar student photo identification (e.g., driver's license or school identification) as students enter and exit the testing room.
11. The test administrator will take roll on each day of testing by writing the date tested next to each student's name or by placing a check mark under the appropriate date and subtest column on the student roster. The school assessment coordinator at your school will have instructed you on the use of the roster at your training session.
12. For paper-based testing, the test administrator will ensure that students read and sign below the Testing Rules Acknowledgement prior to testing. Students taking a computer-based test must check a box (TestNav) or click a circle (TestHear) indicating that they understand the testing rules read to them.
13. For paper-based testing, the test administrator and/or proctor **will** assign a test booklet and/or test and answer booklet number to each student and check off each student's name on the roster as he/she is given a test booklet, and will record the assigned booklet number for documents with security numbers.
14. Students are to be allowed access to test booklets (test questions) **only** during the actual administration of the test. Please be reminded that under no circumstances are students to be permitted to handle any test materials before or after the test administration. Students are not permitted to assist in carrying or distributing any test materials.

15. All testing materials (as applicable), including paper test booklets, planning sheets, CBT worksheets, work folders (CBT), Reading Passage Booklets, Student Authorization Tickets (CBT), seal codes, approved four-function calculators, and reference sheets must be handed to, and collected from, each student individually. **No test materials may be handed out in groups or passed along from student to student.**
16. All testing materials, including approved four-function calculators, should be secured immediately, out of reach of students. **Do not leave test booklets, planning sheets, CBT worksheets, work folders, Student Authorization Tickets, and Session Rosters, on top of a desk or table or anywhere that is accessible to students (even if test administrators and/or proctors are in the room).**
18. Test administrators **must** read the appropriate script for administering the FCAT 2.0 as it is presented in the appropriate *test administration manual*.
- Spring 2014 FCAT 2.0 Writing script is presented in the *2014 FCAT 2.0 Writing Test Administration Manual*.
  - Computer-based (CBT) scripts for the Spring 2014 FCAT 2.0 Reading (Grades 6-10 and Retake) and FCAT 2.0 Mathematics (Grades 5 and 6) are presented in the *Spring 2014 FCAT 2.0 Computer-Based Reading and Mathematics Test Administration Manual*.
  - TestHear accommodated CBT forms scripts for Spring 2014 FCAT 2.0 Reading (Grades 6-10 and Retake) and Mathematics (Grades 5 & 6) are posted separately at [www.FLAssessments.com](http://www.FLAssessments.com); **accommodated test form scripts are no longer included in the test administration manuals.**
  - Paper-based scripts for Spring 2014 FCAT 2.0 Reading, Mathematics, and Science are presented in the *Spring 2014 FCAT 2.0 Reading, Mathematics, and Science Test Administration Manual*.
  - Computer-based TestNav scripts for Spring 2014 End-of-Course Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry) are presented in the 2013-2014 EOC Assessments Test Administration Manual.
  - TestHear Accommodated CBT test forms scripts for Spring 2014 End-of-Course Assessments (US History, Civics, Biology 1, Algebra 1, and Geometry) are posted separately at [www.FLAssessments.com/EOC](http://www.FLAssessments.com/EOC); **accommodated test form scripts are no longer included in the test administration manuals.**
  - The CBT Practice Tests (ePAT) and scripts are posted separately at [www.FLAssessments.com/ePATs](http://www.FLAssessments.com/ePATs); **ePAT scripts are no longer included in the test administration manuals.**
  - FCAT Mathematics Retake scripts are available at [www.FLAssessments.com/SpringRMS](http://www.FLAssessments.com/SpringRMS).
18. For all subjects, the FLDOE requires a test group code. The school assessment coordinators must create and assign test group codes. Test administrators must ensure that students mark the appropriate class test group code on the test

document (paper-based) or enter the test group code after the “Welcome” screen (CBT), as directed.

***Security measures implemented for Computer-Based Testing parallel those for paper-based administration. Test Administrators and/or proctors must actively monitor the testing session.***

19. Computer labs must be set up to ensure that students cannot view the monitors of other students’ workstations. Visual barriers may be used to prevent incidental viewing.
20. The test administrator and/or proctor must verify the identification of unfamiliar students when distributing Student Authorization Tickets.
21. Student Authorization Tickets and Session Rosters are secure test documents, and must be kept in locked, limited access location.
22. During test sessions, unused tickets must be secured (i.e., not left on a desk, podium within reach of students).
23. Procedures must be implemented to contact the school assessment coordinator during a session in case a student is disconnected from the session and must be resumed.
24. If test administrators are given access to PearsonAccess to resume test sessions, an additional proctor should be assigned to the testing room.
25. If a student must be excused for a short break, **it permissible to turn off the monitor** so that the screen cannot be viewed, rather than exiting the test session.
26. Remember, the FCAT 2.0 and EOC Assessments are secure tests. Neither test administrators nor proctors may read the items in the test booklets before, during, or after the test administrations. The content of the test is not to be reviewed or discussed with students, staff, parents, or community members at any time before, during, or after the test.
27. The test items may not be copied or retained in any way for future use. Students are not to be questioned or “debriefed” on test content or test items at any time, nor may any test items or test content be reviewed with students after the test.
28. Students may not go back to a section of the FCAT 2.0 which they have completed. Once a subtest concludes, a student cannot return to complete any blank items or change answers. However, students are encouraged to review items within the current session until they “submit” their responses, when finished, or at the end of the time allotted.

29. Students must not be assisted in using the PearsonAccess tools or answering test questions by anyone, including persons administering or proctoring the test.
30. Students are **NOT** permitted to use notes, electronic devices, or any other materials during the assessment. However, ELL students **should** have access to a heritage-language-to-English dictionary (no definitions); according to the guidelines set forth in Appendix A of the Test Administration Manuals. Proctors should check these books to ensure that there are no notes or other materials inside them.
31. Each ESE student **must** be provided with the appropriate and allowable accommodations delineated in his/her IEP. Only those accommodations delineated for each student may be provided for that student.
32. The test administrators and/or proctors are **required** to walk around the room and maintain their attention on the students to prevent cheating and to ensure that students are working in the correct section.

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**In the event of a cheating invalidation, the test administrator and/or proctor is required to report the incident immediately to the school assessment coordinator and the school administration and to document the incident thoroughly.**

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33. If a student needs to leave the room during a paper-based test session, all testing materials including approved four-function calculators or scientific calculators must be collected by the test administrator and/or proctor and held until the student returns.
34. At no time should the students in the testing room be left unsupervised during the assessment (i.e., while students have test booklets in their possession).
35. Students should not be given access to electronic devices (e.g., cell phones, smartphones, and netbooks) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test may be invalidated.
36. If there is an extended break during a paper-based test session (such as a lunch break), collect all test materials individually from each student. All test booklets (used and unused) must be accounted for and, if the test administrator and/or proctor is unable to remain in the room with the materials, returned to locked storage until testing resumes.
37. If there is an extended break during a CBT test session (such as a lunch break), students must exit the test by clicking the X or the red circle in the top corner of the screen and clicking Yes, exit the test, then clicking Yes once more. If the student exits the system, he or she must be authorized to resume testing.

Students **MUST NOT** submit their responses for a break, or the test session cannot be resumed.

- 38. If an extended break, such as lunch, occurs for either paper-based or computer-based testing sessions, students **must** be closely monitored during the break to ensure that the content of the test is not discussed.
- 39. If students are moved to a different location during testing, a new seating chart must be created and maintained for this location.

### Concluding the Assessment

- 40. At the conclusion of testing, all test materials are to be collected from each student **individually**.
- 41. For paper-based administrations, the test administrator should make sure the student's name appears on the test-and-answer booklet / folder and that the correct booklet number has been recorded for that student. The student name must be identical to the one on his/her student ID. At this time, the test administrator **must** verify that **the student** has completed the student name, school name, district name, and test group code as specified in the test script, and that the accommodation, demographic, or "DNS" bubbles **have not** been filled out inappropriately. Any errors or discrepancies must be reported to the school assessment coordinator at the time the materials are returned after testing.
- 42. **Used test and answer booklets / folders collected from students must not be placed where they are accessible to the other students still remaining in the room.**
- 43. The test administrator should also verify that students have signed the Testing Rules Acknowledgement and Student Authorization Tickets, and individually collect any planning sheets, work folders, CBT worksheets, Student Authorization Tickets, approved four-function calculators, scientific calculators, reference sheets, and periodic tables, as applicable.
- 44. Make sure that each computer displays the desktop. Assist any students who needs help submitting the test.
- 45. At the conclusion of a CBT test session, verify that each student has properly completed the test by checking his or her computer screen before the student leaves the room.
- 46. As soon as the last student has completed the assessment or when time is up, the test administrator should account for all the testing materials FCAT 2.0 or

EOC test booklets/folders, planning sheets, CBT worksheets, Reading Passage Booklets, work folders, Student Authorization Tickets, approved four-function calculators, reference sheets, and periodic tables that were assigned to him/her for that test session, as applicable. Any discrepancies must be reported to the school assessment coordinator **immediately**.

47. No student should be permitted to leave the testing room until it has been verified and documented that all his/her testing materials (Test booklets and / or answer booklets/folders, planning sheet, work folder, and approved four-function calculator, as applicable) have been returned to the test administrator. Administrators must verify that each student returned each type of secure testing document on the Administration Record / Security Checklist and/or Session Roster by checking the appropriate fields. This may be done by crossing or checking off each student's name from a student list or roster as the test materials are collected.
48. Ensure that all accommodations provided and actually used by each student are included in your required administration information. Accommodations used will be added to the student profiles in the computer or recorded on the student grid sheet.
49. Test administrators must record any absences or test invalidations and report them to the school assessment coordinator at the time the materials are returned. In the case of test invalidations, the test administrator must verify that the "DNS" bubble for that test session is completed appropriately.
50. All test materials must be returned to secure storage immediately after the conclusion of testing. Students **must not** assist school staff in carrying or transporting testing materials to and from the test room.

***Please be reminded that, even after the conclusion of the assessment, the security of the test items and content must be maintained. Any review of test questions, test content, or test answers, whether after the test day or after the end of the testing window, is prohibited. Such actions compromise the security of the test content and are considered to be a violation of testing standards.***

## ATTACHMENT E

### STUDENT AUTHORIZATION TICKET

**Student Authorization Ticket**  
**Florida**

**Session:** Smith - Mathematics  
**Test:** Grade 5 Mathematics  
**Location:** Lab A

**SAMPLE, STUDENT**  
 DOB: 10/15/2002 | ID: XXXXX75827

**Signature:** \_\_\_\_\_

You will be asked to provide the following information in order to access the test on the computer.

**URL:** <http://www9.etest.pearson.com/FL>  
**Login ID:** 0214367420  
**Test Code:** EF25DC

### SESSION ROSTER

Session Roster							
Test Administration:	Spring 2014 R/M/S and Retake		Scheduled Start Date:		04/28/2014		
Test Session Status:	Not Started		Scheduled Start Time:		08:00 AM		
Session Name:	Smith - Mathematics		Actual Start Date:				
School:	PEARSONACCESS PUBLIC SCHOOL (000002)		Actual Start Time:				
Test to be Administered:	Spring 2014 Grade 5 Mathematics		Location:		Lab A		
Read Aloud by Test Examiner:	No						
Form Group Type:	SEE BELOW						
Test Code:	437ADA						
Results: 2							
Student Name	Student ID	Date of Birth	Class	Form/Form Group Type	Login ID	*Attend.	Accommodations
STUDENT, SAMPLE	3190275825	11/29/2002	FLCLASS	Grade 5 Mathematics - 014S	0214367420		
STUDENT, SAMPLE	3456789123	10/15/2002	FLCLASS	Scr Rdr (MATH05 S4S)	3116917752		
Results: 2							

## ATTACHMENT E (continued)

### SEAL CODE (FCAT 2.0 Reading in Grades 6, 7, 8, 9, 10, and Retake; and FCAT 2.0 Mathematics in Grade 5 and 6 for Computer-based Testing)

#### Florida

#### Seal Codes

You have requested Seal Codes for the Testing Session noted below.

**Session Name:** Smith - Mathematics  
**Test:** Grade 5 Mathematics  
**Start Date:** Apr 28, 2014 8:00:00 AM  
**Location:** Lab A

- Seal Codes are needed to "unseal" sealed sections of a test. (When a test section is sealed, students cannot proceed into the sealed section of the test.)
- Each sealed section requires a different Seal Code.
- There are (1) Seal Codes listed below. The number of Seal Codes you will use is determined by the number of sealed sections in the test. You must use the Seal Codes in the exact order in which they are listed below. For instance, if the table contains two sealed sections, use only the first two Seal Codes and ignore the remainder.

To unlock the **first sealed** section, use Seal Code **1476**.

**ATTACHMENT F**  
**Sample Seating Chart**

School \_\_\_\_\_ Location \_\_\_\_\_ Test \_\_\_\_\_

Teacher \_\_\_\_\_ Proctor \_\_\_\_\_

Test Group Code \_\_\_\_\_ Room # \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Session Name (CBT only) \_\_\_\_\_

FRONT OF THE ROOM


BACK OF THE ROOM

Student Assessment and Educational Testing

## ATTACHMENT G

### ***“FRIENDLY REMINDER”***

FROM THE TEST DISTRIBUTION CENTER (TDC)  
SPRING 2014 FCAT/FCAT 2.0 RETAKE AND RMS TEST MATERIALS RETURN

### **TO BE SCORED**

#### **OLIVE LABELS** (Reading & Mathematics Retake)

- **Special Programs:** Florida Virtual Full-Time 9-12 and Miami-Dade Online Academy: Reading & Mathematics Retake paper-based answer documents. Please refer to the *Spring 2014 Reading, Mathematics, and Science Paper-based Test Administration Manual* (PBT TAM) charts on pages 10 and 263 for the specific district and school number for each special program.
- **Your school:** Reading & Mathematics Retake paper-based answer documents, including any *invalidated* tests.

#### **BLUE LABELS** (Grade 3)

- **Special Programs:** Florida Virtual Full-Time K-8, Florida Virtual Academy, Miami-Dade Online Academy, Home Education, McKay Scholarship (Private school ONLY), Florida Tax Credit Scholarship (FTC), and Hospital/Homebound Program: Grade 3 answer documents only. Please refer to the (PBT TAM) charts on pages 10 and 263 for the specific district and school number for each special program. Note that information for the Hospital/Homebound Program is in the Training Packet.
- **Your school:** Grade 3 answer documents, including any *invalidated* tests.

#### **RED LABELS** (Grades 4 – 10)

- **Special Programs:** Florida Virtual Full-Time K-8, Florida Virtual Full-Time 9-12, Florida Virtual Academy, Miami-Dade Online Academy, Home Education, McKay Scholarship (Private school ONLY), Florida Tax Credit Scholarship (FTC), and Hospital/Homebound Program: Grades 4-10 answer documents only. Please refer to the (PBT TAM) charts on pages 10 and 263 for the specific district and school number for each special program. Note that information for the Hospital/Homebound Program is in the Training Packet.
- **Your school:** Grades 4-10 answer documents, including any *invalidated* tests.

#### **WHITE LABELS** Special Documents (Large Print and One-Item-Per-Page)

- **TO BE SCORED** Only. See the PBT TAM, packaging diagram on page 272; and pages 267 and 268.

#### **PINK LABELS** Special Documents (Braille)

- **TO BE SCORED** Only. See the PBT TAM, packaging diagram on page 272; and pages 269-270.

Place the completed *Document Count Form* under the paper band, of the first stack labeled 1 of n, of corresponding answer documents. A separate form must be completed for each grade level and document type. For ***TO BE SCORED*** Special Documents complete one *Document Count Form* for each student per document type, and place it inside the student’s first Special Document Return Envelope. Do not copy blank document count forms. It is vital that all information on this form be accurate.

## ATTACHMENT G (continued)

Note: For return of Special Documents include the regular print Answer Book/Answer Folder or Test and Answer Book in the student's Special Document Return Envelope.

Note: Place **invalidated** test documents on top of the *TO BE SCORED* documents, under the *Document Count Form*. Reasons for invalidations are listed in the (PBT TAM), pages 23-24.

Pack talking calculators **separately** from Special Documents materials and return on the scheduled dates.

### **TO BE SCORED**

Schools must hand deliver all *TO BE SCORED* test materials to the Test Distribution Center (TDC) before 3:30 p.m., as follows:

COLOR LABEL BOXES (Total the number of boxes per color label)	SCHOOL RETURN DATES (No exceptions)
<p><b><u>OLIVE</u></b> – Reading &amp; Mathematics Retake To Be Scored Special Documents for Retake students must also be returned.</p> <hr/> <p><b><u>BLUE</u></b> – Grade 3 ONLY* To Be Scored *No other materials will be accepted due to space availability. Special Documents for students in Grade 3 must also be returned.</p> <hr/> <p><b><u>RED</u></b> – To Be Scored Grade 4 Reading and Math; Grade 5 Reading and Science; Grade 7 Math; Grade 8 Math and Science; and Paper-based Accommodations for Grades 6, 7, 9, and 10 Reading</p> <hr/> <p><b><u>RED</u></b> - To Be Scored Grade 5 Math; Grade 6 Math; and Grade 8 Reading - Paper-based Accommodations</p>	<p style="text-align: center;"><b>Wednesday – Thursday, April 9-10, 2014</b></p> <hr/> <p style="text-align: center;"><b>Thursday - Friday, April 24 – 25, 2014</b></p> <hr/> <p style="text-align: center;"><b>Tuesday – Thursday, April 29 - May 1, 2014</b></p> <hr/> <p style="text-align: center;"><b>Tuesday – Wednesday, May 6 – 7</b></p>
<p style="text-align: center;"><b><u>SPECIAL DOCUMENTS</u></b></p> <p><b><u>WHITE</u></b> – <i>TO BE SCORED</i> Large Print and One-Item-Per-Page</p> <p><b><u>PINK</u></b> – <i>TO BE SCORED</i> Braille</p> <p><i>Special Documents need to be accounted for to ensure that no test documents are inadvertently left behind at the school site.</i> Pack <u>talking calculators separately</u> from Special Documents test materials and place in the manila envelope provided by TDC.</p>	<p>For the return of Special Documents, please follow the aforementioned school return dates.</p>
<p><b><u>Adult Education Centers:</u></b> Hand-deliver ALL FCAT/ FCAT 2.0 Reading &amp; Mathematics Retake materials on Monday-Thursday, April 14 – 17<sup>th</sup>, 2014 to the Test Distribution Center (TDC), 13135 SW 26<sup>th</sup> Street, Miami, FL 33175 by 3:30pm.</p>	

ATTACHMENT G (continued)

**NOT TO BE SCORED**

**YELLOW LABELS**

- Test books (used and unused).
- Reading Passage Booklets (used and unused), if applicable.
- Unused answer documents (preidentified and non-preidentified).
- Defective documents with all DNS bubbles gridded.
- **UNUSED SPECIAL DOCUMENTS** (Large Print, One-Item-Per-Page, and Braille).  
*Special Documents need to be accounted for to ensure that no test documents are inadvertently left behind at the school site.*

**DISTRICT ASSESSMENT COORDINATOR ONLY BOX**

- ☐ Original **Administration Record/Security Checklists** or school's developed form with all the required information, (PBT TAM pages 335, sample provided).
- ☐ Original **Security Logs**, (PBT TAM pages 333, sample provided).
- ☐ CBT Work Folders (used and unused) (Computer-based testing only).
- ☐ CBT Worksheets (used and unused) (Computer-based testing only).
- ☐ Original **Seating Charts**, (Training Packet, Attachment F, sample provided).
- ☐ Original **Chain of Custody Form (PBT Only)** (PBT TAM page 331).
- ☐ Reference sheets and Periodic Table of the Elements (used and unused).
- ☐ Session Rosters (Computer-based testing only).
- ☐ Seal Codes (Computer-based testing only).
- ☐ Original **Accounting for All Secure Documents** (FCAT/FCAT 2.0 Training Packet, Attachment H).
- ☐ Original **School Procedural Checklist (FM-6927)**, (FCAT/FCAT 2.0 Training Packet, Attachment B).

**Note:** Please retain copies of all of the above documents for your records for one year. Do not copy the Work Folders, Worksheets, or used Reference Sheets.

Write "***District Assessment Coordinator Only***" on this box and number the box 1 of 1. Do not place a colored label on the box or pack any test materials. This box will be retained for our records at TDC.

Comet Delivery Services will pick-up **NOT TO BE SCORED** materials and District Assessment Coordinator Only Box from schools, as follows:

<ul style="list-style-type: none"><li>• <b>Yellow Label</b> (Include within this total any <b>NOT TO BE SCORED</b> Special Documents yellow label boxes)</li><li>• <b>District Assessment Coordinator Only Box</b></li></ul>	<b>May 12-20, 2014</b>
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Please note that approved four-function calculators remain at the school site, except for talking calculators.

## ATTACHMENT H

### MIAMI-DADE COUNTY PUBLIC SCHOOLS SPRING 2014 FCAT/FCAT 2.0 RETAKE AND RMS ACCOUNTING FOR ALL SECURE DOCUMENTS

**This form was designed to help schools keep track of test materials with security numbers, and to ensure that no test materials inadvertently remain behind at the school site. Please complete the following steps to account for the return of all FCAT/FCAT 2.0 Retake and RMS documents.**

1. Enter the number of documents reported to Student Assessment and Educational Testing as being missing, lost, or destroyed, if applicable.
2. Enter the number of documents returned in the *TO BE SCORED* shipment. To obtain this information use your copies of the *Document Count Form* for your school and other programs, if applicable, (e.g., Florida Virtual Full-Time K-8, Florida Virtual Full-Time 9-12 , Florida Virtual Academy, Miami-Dade Online Academy, Home Education, McKay Scholarship (Private school ONLY), Florida Tax Credit Scholarship (FTC), and Hospital / Homebound).
3. Enter the number of documents returned in the *NOT TO BE SCORED* shipment.
4. Enter the sum of columns 1 through 3.
5. Enter the total number of documents indicated on packing lists, (including additional orders).
6. Initial to verify that the numbers of documents entered in columns 4 and 5 agree.
7. Place the completed original form in the District Assessment Coordinator Only box and retain a copy for your records.

## ATTACHMENT H (continued)

School Name: \_\_\_\_\_

School Location # \_\_\_\_\_

		1 +	2 +	3 +	4 =	5	6 <u>Verification</u>
Grade Level	Item Description RMS / Retake	# Reported missing, lost, or destroyed	# Returned To Be Scored	# Returned Not To Be Scored	Sum of columns 1, 2, and 3	Total indicated on packing lists	Columns 4 and 5 agree
3	Reading Test / Answer Book						
3	Mathematics Test / Answer Book						
4	Reading Test / Answer Book						
4	Mathematics Test / Answer Book						
5	Reading Test Book		N/A				
5	Mathematics Test / Answer Book (paper-based accommodation only)						
5	Science Test Book		N/A				
6	Reading Test Book (paper-based accommodation only)		N/A				
6	Mathematics Test Book (paper-based accommodation only)		N/A				
7	Reading Test Book (paper-based accommodation only)		N/A				
7	Mathematics Test Book		N/A				
8	Reading Test Book (paper-based accommodation only)		N/A				
8	Mathematics Test Book		N/A				
8	Science Test Book		N/A				
9	Reading Test Book (paper-based accommodation only)		N/A				
10	Reading Test Book (paper-based accommodation only)		N/A				
Retake	Reading Retake Test / Answer Book (paper-based accommodation only)						
Retake	Mathematics Retake Test/Answer Book (Paper-based accommodation only)						

**Note:** This form is intended to be used for documenting test materials with security numbers.

Place the completed original form in the District Assessment Coordinator Only box. Retain a copy for your records.

\_\_\_\_\_  
Name of person completing form (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## ATTACHMENT I

**You may use the template below to notify parents/guardians of the upcoming computer-based FCAT/FCAT 2.0 Reading and Mathematics test administration. Please modify the red fields and place the letter on school or district letterhead prior to sending. You may also use this language to post to your school or district website or distribute to parents/guardians via email.**

The purpose of this letter is to inform you that your student will take the following computer-based assessment(s):

- Grade 5/Grade 6 FCAT 2.0 Mathematics
- Grade 6/Grade 7/Grade 8/Grade 9/ Grade 10 FCAT 2.0 Reading
- FCAT 2.0 Reading Retake
- FCAT Mathematics Retake

Your student's test(s) are scheduled for [administration day(s)/date(s)], and your student [will have/has had] an opportunity to participate in a computer-based practice test to become familiar with the software, item types, and online tools he or she will encounter and use during testing.

If you or your student would like to review the CBT practice test at home, you can download instructions and a practice test (called an "ePAT") at [www.FLAssessments.com/ePAT](http://www.FLAssessments.com/ePAT). Your student may practice as often as necessary prior to testing. You may also view Student Tutorials at [www.FLAssessments.com/StudentTutorials](http://www.FLAssessments.com/StudentTutorials).

Please review the following policies with your student before testing:

- **Electronic Devices**—If your student is found with ANY electronic devices, including but not limited to cell phones and smartphones, at any time during testing, including breaks (e.g., restroom), his or her test will be invalidated, which means it will not be scored. The best practice is for students to leave devices at home or in their lockers on the day of testing.
- **Testing Rules Acknowledgment**—All FCAT/FCAT 2.0 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 will read the rules to students, and students must acknowledge that they understand the testing rules by clicking a box or circle next to the statement.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the acknowledgment states, "After the test, you may not discuss the test items with anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram." If students are found sharing information about test items, even without the intent to cheat, their tests will be invalidated.
- **Test Invalidations**—Students are responsible for working on their own 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. The FDOE employs a test security company, Caveon Test Security, to analyze student test results to detect unusually similar answer patterns. Student results within a school that are found to have extremely similar answer patterns will be invalidated.
- **Leaving Campus**—If your student leaves campus before completing a test session (for lunch, an appointment, or illness, etc.), he or she WILL NOT be allowed to complete the test session. If your student does not feel well on the day of testing, it may be best for him or her to wait and be tested on a make-up day. Please remember not to schedule appointments on testing days.

If you have any questions related to this test administration, you may contact [School Contact] at [Contact Info]. For more information about the statewide assessment program, visit the FDOE website at <http://fcat.fldoe.org/>.

Thank you for supporting your student as he or she prepares for testing.

Sincerely,

[Principal Name]

**You may use the template below to notify parents/guardians of the upcoming computer-based FCAT/FCAT 2.0 Reading and Mathematics test administration. Please modify the red fields and place the letter on school or district letterhead prior to sending. You may also use this language to post to your school or district website or distribute to parents/guardians via email.**

[Date]

Estimado padre de familia o tutor:

El motivo de la presente es de informarle que su estudiante tomará la prueba o pruebas que aparecen a continuación y que se impartirán en una computadora (*computer based test*, *CBT* por sus siglas en inglés):

- Grados 5º y 6º tomarán la prueba FCAT 2.0 en Matemáticas
- Grados 6º, 7º, 8º, 9º y 10º tomarán la prueba FCAT 2.0 en Lectura
- Los estudiantes podrán repetir la prueba FCAT 2.0 en Lectura
- Los estudiantes podrán repetir la prueba FCAT en Matemáticas

La prueba o pruebas que tomará su estudiante están programadas para [administration day(s)/date(s)] y su estudiante [tendrá o ha tenido] la oportunidad de participar en una prueba de entrenamiento para familiarizarse con el programa de computadoras, con los tipos de contenido y las herramientas que él o ella encontrará en línea para usar durante la prueba.

Si usted o su estudiante desean repasar en su hogar la prueba de entrenamiento *CBT* en la computadora, pueden bajar las instrucciones y una prueba de entrenamiento (llamada “ePAT”) en [www.FLAssessments.com/ePAT](http://www.FLAssessments.com/ePAT). Antes de la prueba, su estudiante puede practicar tan a menudo como sea necesario. También puede acceder *Student Tutorials* en el sitio [www.FLAssessments.com/StudentTutorials](http://www.FLAssessments.com/StudentTutorials).

Es importante para usted y para su estudiante que comprendan las siguientes directrices antes de tomar la prueba:

■ **Dispositivos electrónicos**—Si en cualquier momento durante la prueba se encontrase en poder de su estudiante CUALQUIER dispositivo electrónico, incluyendo, pero sin que se limite a teléfonos celulares o teléfonos ‘smart’, aun durante los recesos (e.g., para ir al baño), dicha prueba se invalidará, lo que significa que no será calificada. La mejor práctica sería que los estudiantes dejaran los dispositivos en sus hogares o en sus casilleros (*lockers*) el día de la prueba.

■ **Estar en acuerdo con los reglamentos de las pruebas** — Todas las pruebas de FCAT/FCAT 2.0 incluyen una ‘Aceptación de los reglamentos de las pruebas’ que dice, “Comprendo los reglamentos que me acaban de leer. Si no cumplo con estos reglamentos, puede que los resultados de mis pruebas se invaliden.” Antes de las pruebas, las personas encargadas de administrar las pruebas leerán los reglamentos a los estudiantes y los estudiantes tienen que confirmar que comprenden los reglamentos de las pruebas haciendo clic en la casilla o en el círculo próximo a la declaración.

■ **Conversar sobre el contenido de la prueba después de terminarla** — La última parte de la declaración acerca de los reglamentos de la prueba dice: “Una vez que haya terminado la prueba, no deben discutir los componentes de la prueba con ninguna otra persona. Esto incluye cualquier medio de comunicación electrónica, como “texting”, correos electrónicos, “blogs” o por ejemplo, páginas Web como Facebook, Twitter o Instagram.” A los estudiantes que compartan información acerca de lo que salió en la prueba, aún en el caso de que no tengan la intención de hacer trampas, se les invalidarán sus pruebas.

■ **Invalidaciones de la prueba** — Los estudiantes son responsables de trabajar solos durante las pruebas y de proteger sus respuestas para que las mismas no puedan ser vistas por otros. Si se sorprende a los estudiantes haciendo trampas durante las pruebas, las mismas se invalidarán. Además, el Departamento de Educación de la Florida (FDOE, por sus siglas en inglés) emplea a *Caveon Test Security*, una compañía de seguridad, para que analice los resultados de las pruebas de los estudiantes con el fin de detectar patrones inusualmente similares en las respuestas. Los resultados de la prueba de los estudiantes se invalidarán si *Caveon* encuentra en una misma escuela patrones de respuestas extremadamente similares.

■ **Si se abandona el recinto**—Si su estudiante abandona el recinto antes de terminar su prueba (para el almuerzo, por una cita o por enfermedad, etc.), NO SE LE permitirá que termine su prueba. Si su estudiante no se siente bien el día de la prueba, será mejor para él o para ella que espere a tomar la prueba en el día designado para repetirla. Por favor, también tenga en cuenta de no concertar citas en los días en que se imparten las pruebas.

Si tuviese alguna pregunta relacionada con la administración de estas pruebas, se puede comunicar con [School Contact] al [Contact Info]. Para más información acerca del programa estatal de pruebas, visite el sitio web de FDOE <http://fcats.fldoe.org/>.

Gracias por apoyar a su estudiante mientras se prepara para las pruebas.

Atentamente,

[Principal Name]

**You may use the template below to notify parents/guardians of the upcoming computer-based FCAT/FCAT 2.0 Reading and Mathematics test administration. Please modify the red fields and place the letter on school or district letterhead prior to sending. You may also use this language to post to your school or district website or distribute to parents/guardians via email.**

Bi lèt sa a se pou enfòmasyon w elèv ou a pral pran evalyasyon ki ap suiv yo sou òdinatè:

- **FCAT 2.0 Matematik 5yèm/6yèm Ane Eskolè**
- **FCAT 2.0 Lekti 6yèm Ane Eskolè/7yèm Ane Eskolè/8yèm Ane Eskolè/9yèm/10yèm Ane Eskolè**
- **FCAT 2.0 Ratrapaj Lekti**
- **FCAT Ratrapaj Matematik**

Yo pwograme egzamen elèv ou a(yo) nan dat [administration day(s)/date(s)], e elèv ou a [pral gen/te gen] yon opòtinite pou patisipe nan yon egzamen pratik sou òdinatè pou vin familiarize avèk pwogram nan, kalite materyèl yo, ak zouti sou Entènèt li pral rankontre e itilize pandan egzamen an.

Si oumenm oubyen elèv ou a ta vle revize egzamen pratik CBT a lakay, ou ka pran enstriksyon yo ak yon egzamen pratik sou Entènèt (ki rele yon “ePAT”) nan [www.FLAssessments.com/ePAT](http://www.FLAssessments.com/ePAT). Elèv ou a ka pratike toutotan li vle anvan egzamen an. Ou ka wè Leson Pratik Elèv yo tou nan [www.FLAssessments.com/StudentTutorials](http://www.FLAssessments.com/StudentTutorials).

Silvoulè revize règ k ap suiv yo avèk elèv ou a anvan egzamen:

- **Aparèy Elektwonik**—Si yo jwenn elèv ou a avèk KÈLKESWA aparèy elektwonik, ki gen ladan men ki pa limite a telefòn pòtab e telefòn “smart”, nenpòt lè pandan egzamen an, ki gen ladan poz (pa egzanp, pou ale nan twalèt), yo ap anile egzamen li a, ki vle di yo pap ba l nòt. Pi bon bagay elèv yo ka fè se kite aparèy yo lakay oubyen klete yo nan kazye yo jou egzamen an.
- **Akseptasyon Règleman Egzamen an**—Tout egzamen FCAT/FCAT 2.0 gen ladan yon Akseptasyon Règleman Egzamen an ki di, “Mwen konprann règleman egzamen yo fèk li pou mwen yo. Si mwen pa suiv règleman sa yo, yo ka anile nòt mwen pou egzamen an.” Anvan yo bay egzamen an, moun ki ap administre egzamen an ap li règleman yo pou elèv yo, e elèv yo dwe fè konnen yo konprann règleman egzamen an nan klike oubyen sèkle yon bwat sou kote deklarasyon an.
- **Diskite Kontni Egzamen an Aprè**—Dènye pòsyon règleman egzamen yo li pou elèv anvan yo afime akseptasyon an di, “Aprè egzamen an, ou pa ka diskite atik egzamen yo ak pèsoun. Sa gen ladan kèlkeswa kalite kominikasyon elektwonik, tankou voye mesaj tèks, lèt elektwonik, oubyen poste sou Entènèt, pa egzanp sit Entènèt toukou ‘Facebook, Twitter, oubyen Instagram’.” Si yo jwenn elèv ap pataje enfòmasyon sou atik egzamen yo, menmsi se pa ak entansyon pou triche, yo ap anile egzamen yo.
- **Anilasyon Egzamen**—Elèv yo responsab pou travay poukont yo nan egzamen an e pou yo pwoteje repons yo pou lòt moun pa wè yo. Si yo jwenn elèv yo ap triche pandan egzamen, yo ap anile egzamen yo. FDOE anplwaye yon konpayi sekirite egzamen, “Caveon Test Security” (Sekirite Egzamen Caveon), pou analize rezilta egzamen elèv yo pou detekte modèl repons ki eksepsyonèlman similè. You ap anile rezilta elèv nan yon lekòl yo jwenn avèk modèl repons ki ekstrèmman similè.
- **Kite Kanpous la**—Si elèv ou a kite kanpous la anvan li fini sesyon egzamen an (pou repa midi, yon randevou, oubyen maladi, eks.), yo PAP pèmèt li fini sesyon egzamen an. Si elèv ou a pa santi l byen nan jou egzamen an, li ka pi bon pou l tann e pran egzamen an nan yon jou ratrapaj. Silvoulè sonje pou w pa pran randevou nan jou egzamen yo.

Si w gen nenpòt kesyon konsènan administrasyon egzamen sa a, ou ka kontakte [School Contact] nan [Contact Info]. Pou plis enfòmasyon sou pwogram evalyasyon atravè tout eta a, vizite sit Entènèt FDOE a nan <http://fcat.fldoe.org/>.

Mèsi dèske w sipòte elèv ou a pandan li ap prepare pou egzamen.

Sensèman,

[Principal Name]

You may use the template below to notify parents/guardians of the upcoming FCAT 2.0 Reading, Mathematics, and Science test administration. Please modify the red fields and place the letter on school or district letterhead prior to sending. You may also use this language to post to your school or district website or distribute to parents/guardians via email.

[Date]

Dear Parent/Guardian,

The purpose of this letter is to inform you that your student will be taking the [grade level] FCAT 2.0 [Reading/Mathematics/Science] test(s) on [administration day(s)/date(s)]. The FCAT 2.0 assessments are criterion-referenced tests that measure student achievement of the *Next Generation Sunshine State Standards*.

If you or your student would like to gain familiarity with the item types and response formats your student will see on the test, sample test questions and answer keys are available at <http://fcat.fldoe.org/fcat2/>.

Please review the following policies with your student before testing:

- **Electronic Devices**—If your student is found with ANY electronic devices, including but not limited to cell phones and smartphones, at any time during testing, including breaks (e.g., restroom), his or her test will be invalidated, which means it will not be scored. The best practice is for students to leave devices at home or in their lockers on the day of testing.
- **Testing Rules Acknowledgment**—All FCAT 2.0 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 will read the rules to students, and students must acknowledge that they understand the testing rules by signing their names below the statement.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the acknowledgment states, “After the test, you may not discuss the test items with anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.” If students are found sharing information about test items, even without the intent to cheat, their tests will be invalidated.
- **Test Invalidations**—Students are responsible for working on their own 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. The FDOE employs a test security company, Caveon Test Security, to analyze student test results to detect unusually similar answer patterns. Student results within a school that are found to have extremely similar answer patterns will be invalidated.
- **Leaving Campus**—If your student leaves campus before completing a test session (for lunch, an appointment, or illness, etc.), he or she WILL NOT be allowed to complete the test session. If your student does not feel well on the day of testing, it may be best for him or her to wait and be tested on a make-up day. Please remember not to schedule appointments on testing days.

If you have any questions related to this test administration, you may contact [School Contact] at [Contact Info]. For more information about the statewide assessment program, visit the FDOE website at <http://fcat.fldoe.org/>.

Thank you for supporting your student as he or she prepares for testing.

Sincerely,

[Principal Name]

**You may use the template below to notify parents/guardians of the upcoming FCAT 2.0 Reading, and Mathematics, and Science test administration. Please modify the red fields and place the letter on school or district letterhead prior to sending. You may also use this language to post to your school or district website or distribute to parents/guardians via email.**

[Date]

Estimado padre de familia o tutor:

La presente tiene por objetivo notificarle que su estudiante tomará la prueba o pruebas de [grade level] de la FCAT 2.0 de [Lectura/Matemáticas/Ciencias] en [administration day(s)/date(s)]. Las pruebas FCAT 2.0 son pruebas de aptitud estandarizadas para criterios de referencia que miden los logros de los estudiantes en los Estándares del Sol de la Próxima Generación (*Next Generation Sunshine State Standards*).

Si usted o su estudiante desean familiarizarse con los tipos de preguntas y respuestas que su estudiante verá en la prueba, los ejemplos de preguntas y respuestas se encuentran disponibles en <http://fcat.fldoe.org/fcat2/>.

Es importante para usted y para su estudiante que comprendan las siguientes directrices antes de tomar la prueba:

■ **Dispositivos electrónicos**—Si en cualquier momento durante la prueba se encontrase en poder de su estudiante CUALQUIER dispositivo electrónico, incluyendo, pero sin que se limite a teléfonos celulares o teléfonos ‘smart’, aun durante los recesos (e.g., para ir al baño), dicha prueba se invalidará, lo que significa que no será calificada. La mejor práctica sería que los estudiantes dejaran los dispositivos en sus hogares o en sus casilleros (*lockers*) el día de la prueba.

■ **Estar en acuerdo con los reglamentos de las pruebas** — Todas las pruebas FCAT 2.0 incluyen una ‘Aceptación de los reglamentos de las pruebas’ que dice, “Comprendo los reglamentos que me acaban de leer. Si no cumplo con estos reglamentos, puede que los resultados de mis pruebas se invaliden.” Antes de las pruebas, las personas encargadas de administrar las pruebas leerán los reglamentos a los estudiantes y los estudiantes tienen que confirmar que comprenden los reglamentos de las pruebas firmando sus debajo de la declaración.

■ **Intercambiar información sobre el contenido de la prueba después de terminarla** — La última parte de la declaración acerca de los reglamentos de la prueba que se le leyó a los estudiantes dice: “Una vez que haya terminado la prueba, no deben discutir los componentes de la prueba con ninguna otra persona. Esto incluye cualquier medio de comunicación electrónica, como “texting”, correos electrónicos, “blogs” o por ejemplo, páginas Web como *Facebook*, *Twitter* o *Instagram*.” A los estudiantes que compartan información acerca de lo que salió en la prueba, aún en el caso de que no tengan la intención de hacer trampas, se les invalidarán sus pruebas.

■ **Invalidaciones de la prueba** — Los estudiantes son responsables por trabajar solos durante las pruebas y de proteger sus respuestas para que las mismas no puedan ser vistas por otros. Si se sorprende a los estudiantes haciendo trampas durante las pruebas, las mismas se invalidarán. El Departamento de Educación de la Florida (*FDOE*, por sus siglas en inglés) emplea a *Caveon Test Security*, una compañía de seguridad para que analice los resultados de las pruebas de los estudiantes con el fin de detectar patrones inusualmente similares en las respuestas. Los resultados de la prueba de los estudiantes se invalidarán si *Caveon* encuentra en una misma escuela patrones de respuestas extremadamente similares.

■ **Si se abandona el recinto**—Si su estudiante abandona el recinto antes de terminar su prueba (para el almuerzo, por una cita o por enfermedad, etc.), NO SE LE permitirá que termine su prueba. Si su estudiante no se siente bien el día de la prueba, será mejor para él o para ella que espere a tomar la prueba en el día designado para repetirla. Por favor, también tenga en cuenta de no concertar citas en los días en que se imparten las pruebas.

Si tuviese alguna pregunta relacionada con la administración de estas pruebas, se puede comunicar con [School Contact] al [Contact Info]. Para más información acerca del programa estatal de pruebas, visite el sitio web de *FDOE* <http://fcat.fldoe.org/>.

Gracias por apoyar a su estudiante mientras se prepara para las pruebas.

Atentamente,

[Principal Name]

You may use the template below to notify parents/guardians of the upcoming FCAT 2.0 Reading, Mathematics, and Science test administration. Please modify the red fields and place the letter on school or district letterhead prior to sending. You may also use this language to post to your school or district website or distribute to parents/guardians via email.

[Date]

Chè Paran/Gadyen,

Bi lèt sa a se pou enfòmasyon w elèv ou a pral pran egzamen [grade level] FCAT 2.0 nan [Lekti/Matematik/Syans] nan dat [administration day(s)/date(s)]. Evalyasyon FCAT 2.0 yo se egzamen referans kritè ki mezire siksè elèv nan *Pwochen Jenerasyon Estanda Eta* "Sunshine" la.

Si w ta renmen elèv ou a vin familiarize avèk kalite atik fòm repons elèv ou a pral wè nan egzamen an, egzanp kesyon egzamen ak yon endèks repons disponib nan <http://fact.fldoe.org/fcat2/>.

Silvoulè revize règ k ap suiv yo avèk elèv ou a anvan egzamen an:

- **Aparèy Elektwonik**—Si yo jwenn elèv ou a avèk KÈLKESWA aparèy elektwonik, ki gen ladan men ki pa limite a telefòn pòtab e telefòn "smart", nenpòt lè pandan egzamen an, ki gen ladan poz (pa egzanp, pou ale nan twalèt), yo ap anile egzamen li a, ki vle di yo pap ba l nòt. Pi bon bagay elèv yo ka fè se kite aparèy yo lakay oubyen klete yo nan kaz yo jou egzamen an.
- **Akseptasyon Règleman Egzamen an**—Tout evalyasyon FCAT 2.0 gen ladan yon Akseptasyon Règleman Egzamen an ki di, "Mwen konprann règleman egzamen yo fèk li pou mwen yo. Si mwen pa suiv règleman sa yo, yo ka anile nòt mwen pou egzamen an." Anvan yo bay egzamen an, moun ki ap administre egzamen an ap li règleman yo pou elèv yo, e elèv yo dwe fè konnen yo konprann règleman egzamen an nan siyen non yo anba deklarasyon an.
- **Diskite Kontni Egzamen an Aprè**—Dènye pòsyon règleman egzamen yo li pou elèv anvan yo afime akseptasyon an di, "Aprè egzamen an, ou pa ka diskite atik egzamen yo ak pèsonn. Sa gen ladan kèlkeswa kalite komunikasyon elektwonik, tankou voye mesaj tèks, lèt elektwonik, oubyen poste sou Entènèt, pa egzanp sit Entènèt toukou 'Facebook, Twitter, oubyen Instagram'." Si yo jwenn elèv ap pataje enfòmasyon sou atik egzamen yo, menmsi se pa ak entansyon pou triche, yo ap anile egzamen yo.
- **Anilasyon Egzamen**—Elèv yo responsab pou travay poukont yo nan egzamen an e pou yo pwoteje repons yo pou lòt moun pa wè yo. Si yo jwenn elèv yo ap triche pandan egzamen, yo ap anile egzamen yo. FDOE anplwaye yon konpayi sekirite egzamen, "Caveon Test Security" (Sekirite Egzamen Caveon), pou analize rezilta egzamen elèv yo pou detekte modèl repons ki eksepsyonèlman similè. You ap anile rezilta elèv nan yon lekòl yo jwenn avèk modèl repons ki ekstrèmman similè.
- **Kite Kanpous la**—Si elèv ou a kite kanpous la anvan li fini sesyon egzamen an (pou repa midi, yon randevou, oubyen maladi, eks.), yo PAP pèmèt li fini egzamen an. Si elèv ou a pa santi l byen nan jou egzamen an, li ka pi bon pou l tann e pran sesyon egzamen an nan yon jou ratrapaj. Silvoulè sonje pou w pa pran randevou nan jou egzamen yo.

Si w gen nenpòt kesyon konsènan administrasyon egzamen sa a, ou ka kontakte [School Contact] nan [Contact Info]. Pou plis enfòmasyon sou pwogram evalyasyon atravè tout eta a, vizite sit Entènèt FDOE a nan <http://fcat.fldoe.org/>.

Mèsi dèsk w sipòte elèv ou a pandan li ap prepare pou egzamen.

Sensèman,

[Principal Name]

## FCAT 2.0 ELL ACCOMMODATIONS SAMPLE PARENT LETTER

Dear Parents:

On \_\_\_\_\_, your child will be participating in the administration of the Florida Comprehensive Assessment Test (FCAT 2.0).

Because your child is receiving English for Speakers of Other Languages (ESOL) services, he/she is entitled to certain testing accommodations when taking the FCAT 2.0. Your child will be provided with the testing accommodation(s) that are most appropriate for his/her needs.

The following English Language Learners (ELLs) accommodations apply to the FCAT 2.0:

1. Students may be given additional time as necessary to complete the test. However, students must complete each session of the FCAT 2.0 in one school day. Students must not be permitted to continue testing within a session from one day to another.
2. Students may be given access to an English-to-heritage language/heritage language-to-English dictionary. Such a dictionary would be familiar to ELLs because of its regular availability in instructional settings. A dictionary written exclusively in the heritage language or English shall not be provided.
3. Students may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as a test administrator.
4. The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language.
5. For the mathematics and science tests, the ESOL or heritage language teacher may answer specific questions about a word or phrase that may be confusing to the student because of limited English proficiency but is prohibited from giving assistance that will help the student solve mathematics and science test questions.
6. For the reading test, the ESOL or heritage language teacher is prohibited from answering student questions about reading passages, the question stems, or answer alternatives.
7. For the writing test, the ESOL or heritage language teacher the ESOL may answer specific questions about a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency but is prohibited from reading the entire prompt to the student.

If you have any questions about the test or these accommodations, please contact the school.

Sincerely,

## MODELO DE CARTA PARA PADRES DE FAMILIA EN CUANTO A LOS AJUSTES PARA LOS ESTUDIANTES CON DOMINIO LIMITADO DEL INGLÉS EN LA FCAT 2.0/EOC

Estimados padres de familia:

El día \_\_\_\_\_, su hijo/a tomará una prueba de gran importancia. La Prueba de Evaluación Integral de la Florida (FCAT 2.0), por sus siglas en inglés).

Debido a que su hijo/a está recibiendo clases de Inglés para personas cuyo idioma materno es otro (ESOL, English for Speakers of Other Languages, por sus siglas en inglés) califica para ciertos ajustes cuando tome dicha prueba. A sus hijos, se les proporcionarán ajustes adecuados a sus necesidades durante dicha prueba.

Los siguientes ajustes para los estudiantes con dominio limitado del inglés (ELL) aplican a la FCAT 2.0:

1. A los estudiantes ELL, se les pudiera otorgar tiempo adicional para terminar la prueba según sea necesario. Sin embargo, los estudiantes deben terminar cada una de las sesiones de la FCAT 2.0 durante la misma jornada escolar. A los estudiantes no se les permitirá continuar con una sesión de la prueba al día siguiente.
2. A los estudiantes ELL, se les facilitará el acceso a un diccionario bilingüe de inglés a la lengua materna/de la lengua materna al inglés. Dicho diccionario sería familiar a los estudiantes ELL ya que está disponible regularmente en el aula. No se les proporcionará un diccionario escrito exclusivamente en la lengua materna o en inglés.
3. A los estudiantes ELL, se les ofrecerá la oportunidad de que examinen en un aula separada con el maestro de ESOL o el maestro de su lengua materna que estará actuando como administrador de dicha prueba.
4. El maestro de ESOL o de la lengua materna responderá en el idioma materno a las preguntas del estudiante acerca de las instrucciones generales de la prueba.
5. En las pruebas de matemáticas y ciencias, el maestro de ESOL o de la lengua materna responderá en el idioma materno del estudiante cualquier pregunta específica sobre una palabra o frase que pudiera confundir al estudiante por su dominio limitado del inglés, pero al maestro se le prohíbe prestar asistencia que ayude al estudiante a solucionar las respuestas a las preguntas de las pruebas de matemáticas o ciencias.
6. En la prueba de lectura, se le prohíbe al maestro de ESOL o de la lengua materna responder las preguntas a los estudiantes sobre pasajes de la lectura, de dónde proviene una pregunta o alternativas en cuanto a las respuestas.
7. En la prueba de composición, se le prohíbe al maestro de ESOL o de la lengua materna leer al estudiante el tema presentado.

Si tuviesen alguna pregunta sobre esta prueba o dichos ajustes, por favor, comuníquense con la escuela.

Atentamente,

## FCAT 2.0 LEP ACCOMMODATIONS SAMPLE PARENT LETTER HAITIAN CREOLE

Chè Paran:

Nan dat \_\_\_\_\_, pitit ou a pral patisipe nan "Florida Comprehensive Assessment Test (FCAT 2.0)" (Egzamen Evalyasyon Konpreyansif nan Florid).

Akoz pitit ou a ap resevwa sèvis "English for Speakers of Other Languages (ESOL)" (Anglè pou Moun ki Pale Lòt Lang), li gen dwa pou li jwenn kèk akomodasyon le li ap pran FCAT 2.0 la. Yo ap bay pitit ou a akomodasyon ki apwopriye a bezwen li lè l ap pran egzamen FCAT 2.0 la.

Akomodasyon pou "English Language Learners (ELLs)" (Moun ki ap Aprann Anglè) ki anba yo aplike pou FCAT/ FCAT 2.0:

1. Si sa nesèsè, yo ka bay elèv yo plis tan pou yo fini egzamen an. Sepandan, elèv yo dwe fini chak sesyon FCAT 2.0 la nan yon jounen lekòl. Yo pa dwe pèmèt elèv yo kòmanse yon sesyon egzamen nan yon jou pou fini l nan yon lòt jou.
2. Yo ka pèmèt elèv yo sèvi ak diksyonè Anglè - lang matènèl e lang matènèl - Anglè. Yon diksyonè konsa ka pi fasil pou ELL yo itilize paske yo òdinèman disponib nan anviwònman enstriksyonèl yo. Yo pa dwe bay elèv yo yon diksyonè ki ekri nan lang matènèl yo oubyen nan lang Anglè sèlman.
3. Yo ka ofri elèv yo opòtinite pou yo pran egzamen an nan yon chanm separe avèk pwofesè ESOL oubyen pwofesè lang matènèl la ki ap sèvi kòm yon administratè egzamen.
4. Pwofesè ESOL oubyen lang matènèl la ka reponn kesyon elèv yo konsènan enstriksyon jeneral sou egzamen an nan lang matènèl yo.
5. Pou egzamen matematik ak syans, pwofesè ESOL oubyen pwofesè lang matènèl la ka reponn kesyon espesifik konsènan yon mo oubyen yon gwoup mo ki ka twouble elèv la akòz limit li nan lang Anglè, men yo entèdi li bay elèv la yon asistans ki ka ede l reponn kesyon matematik ak syans.
6. Pou egzamen lekti a, yo entèdi pwofesè ESOL oubyen lang matènèl la pou li reponn kesyon elèv konsènan pasaj lekti, orijin kesyon yo, oubyen repons altènatif yo.
7. Pou egzamen redaksyon an, pwofesè ESOL oubyen pwofesè lang matènèl la ka reponn kesyon espesifik konsènan yon mo oubyen yon gwoup mo ki nan pasaj yon egzamen redaksyon ki twouble elèv la akòz limit li nan lang Anglè, men yo entèdi pwofesè a pou l li tout tèks la pou elèv la.

Si ou gen nenpòt kesyon konsènan egzamen an oubyen akomodasyon sa yo, silvouplè kontakte lekòl la.

Sensèman,

## **Creating Pearson Accounts (PDF)**

## **TESTING CONTACT INFORMATION**

### **ASSESSMENT, RESEARCH, AND DATA ANALYSIS (ARDA)**

Ms. Gisela Feild, Administrative Director

### **STUDENT ASSESSMENT AND EDUCATIONAL TESTING (SAET)**

1450 NE 2<sup>nd</sup> Avenue, Suite 208, Miami, FL 33132

Office Hours: 7:30 a.m. to 4:30 p.m.

Telephone Number: 305-995-7520

Fax Number: 305-995-7522

#### **Procedural Questions:**

Dr. Sally A. Shay, District Director

[sshay@dadeschools.net](mailto:sshay@dadeschools.net)

Ms. Maria C. Bruguera, Director I

[mbruguera@dadeschools.net](mailto:mbruguera@dadeschools.net)

Ms. Mara Ugando, Staff Specialist

[mugando@dadeschools.net](mailto:mugando@dadeschools.net)

### **TEST DISTRIBUTION CENTER (TDC)**

13135 S.W. 26 Street, Miami, FL 33175

Center Hours: 7:30 a.m. to 4:00 p.m.

Telephone Number: 305-995-3743

Fax Number: 305-995-3963

#### **Testing Materials/Delivery/Return:**

Ms. Magaly Hernandez, Supervisor I

[mrhernandez@dadeschools.net](mailto:mrhernandez@dadeschools.net)

Ms. Maria Vargas, Administrative Assistant II

[mhvargas@dadeschools.net](mailto:mhvargas@dadeschools.net)

### **INFORMATION TECHNOLOGY SERVICES (ITS)**

#### **Infrastructure and System Support:**

Mr. Javier Perez, Executive Director

[JPerez@dadeschools.net](mailto:JPerez@dadeschools.net)

Telephone Number: 305-995-3331

Mr. Roly Avila, Supervisor

[RAvila@dadeschools.net](mailto:RAvila@dadeschools.net)

Telephone Number: 305-995-3334

## GUIDE TO SETTING UP PEARSONACCESS USER ACCOUNTS (UPDATED AUGUST 14, 2013)

PearsonAccess accounts are used for test preparation, computer-based testing (CBT) administration, and reporting activities. District assessment coordinators are responsible for creating new user accounts for schools in their districts and for training certain school users to create accounts. They are also responsible for ensuring the account end dates for all users in the district are accurate and are not set to expire prior to or during a test administration.

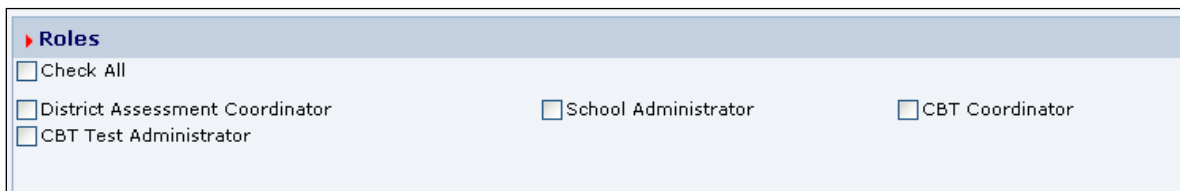
New user accounts can be created either individually using the New User Account wizard in PearsonAccess, or in groups using a file upload. Both options are explained in this guide.

Before setting up these accounts, it is recommended that you inform school users that they will be receiving notification emails from [florida@support.pearson.com](mailto:florida@support.pearson.com) once their accounts have been created. Please remind them that they may receive two almost identical emails (one for the Training Center and one for the PearsonAccess operational site), and that they must use the links provided to set up passwords for both accounts.

### Determine User Roles

Computer-based testing manuals, guides, and training materials describe tasks to be completed in PearsonAccess before, during, and after testing. The ability to complete these tasks is tied to the role assigned to user accounts in PearsonAccess. Please see the attached *Abbreviated PearsonAccess User Roles Matrix – Florida* for the permissions assigned to each user role. Depending on the size of the school and the district, one individual may require more than one user role. For example, a school assessment coordinator might also serve as a school technology coordinator, or a district technology coordinator might serve as the school technology coordinator in several schools. **Carefully review the user roles matrix and assign user roles as appropriate, based on your district's policies.**

If you are creating accounts **individually**, you will select the appropriate role(s) in the New User Account wizard:



Roles

☐ Check All

☐ District Assessment Coordinator

☐ CBT Test Administrator

☐ School Administrator

☐ CBT Coordinator

If you are creating accounts **in groups**, you will enter the appropriate role in the column on the .csv file, separating multiple roles with a colon. See the list extracted from a sample .csv file below:

Roles
District Assessment Coordinator
School Administrator
CBT Coordinator:School Administrator
CBT Test Administrator

**Follow the instructions for selecting each user role very carefully.** The following list contains general recommendations from the FDOE, but please consider your district's policies when making user role assignments.

- For **school** staff involved in **computer-based testing** activities only, assign the **CBT Coordinator** role **ONLY** and select the appropriate school as the assigned organization. **These staff members will NOT have access to score reports.**

**Roles**

☐ Check All

☐ District Assessment Coordinator ☐ School Administrator ☒ CBT Coordinator

☐ CBT Test Administrator

**Organizations**

☒ PEARSONACCESS PUBLIC DISTRICT

☒ PA PUBLIC SCHOOL - MIDDLE SCHOOL (000003)

☐ PACCESS PUBLIC SCHOOL (000006)

☐ PEARSON PUBLIC SCHOOL - HIGH SCHOOL (000005)

☐ PEARSONACCESS PUBLIC SCHOOL - ELEME (000002)

- For any **district** staff involved in **computer-based testing** (assessment and technology staff) who should **not have access to score reports**, assign the **CBT Coordinator** role and select your district as the assigned organization.

**Roles**

☐ Check All

☐ District Assessment Coordinator ☐ School Administrator ☒ CBT Coordinator

☐ CBT Test Administrator

**Organizations**

☐ Florida Dept of Education

☐ AHFACHKEE SCHOOL (980000)

☒ ALACHUA (010000)

☐ BAKER (020000)

- For any **district** staff involved in **computer-based testing** who should **have access to score reports**, assign the **District Assessment Coordinator** role.
- For any **school** staff who need **access to score reports** but will not be involved in CBT activities, assign the **School Administrator** role.

- For any **school** staff involved in **computer-based testing** who also require **access to reports**, assign the **School Administrator** role AND the **CBT Coordinator** role. **This is the ONLY scenario where both would be selected.**

The screenshot shows a 'Roles' section with a list of roles and their selection status:

- ☐ Check All
- ☐ District Assessment Coordinator
- ☐ CBT Test Administrator
- ☒ School Administrator (circled in red)
- ☒ CBT Coordinator (circled in red)

Please check the currently assigned user roles in your district very carefully to ensure that only users who should have access to reports are assigned the *School Administrator* or *District Assessment Coordinator* user roles.

School Administrators and CBT Test Administrators are unable to create user accounts. The following table illustrates the roles District Assessment Coordinators and CBT Coordinators may assign when creating new user accounts.

User Role	May assign the following roles:
District Assessment Coordinator	<ul style="list-style-type: none"> <li>District Assessment Coordinator</li> <li>School Administrator</li> <li>CBT Coordinator</li> <li>CBT Test Administrator</li> </ul>
CBT Coordinator	<ul style="list-style-type: none"> <li>CBT Coordinator</li> <li>CBT Test Administrator</li> </ul>

Districts who would like their CBT Coordinators to create these school-level accounts will need to train CBT Coordinators to do so. The instructions in this guide are geared towards district-level users.

### Verify End Dates for All Users

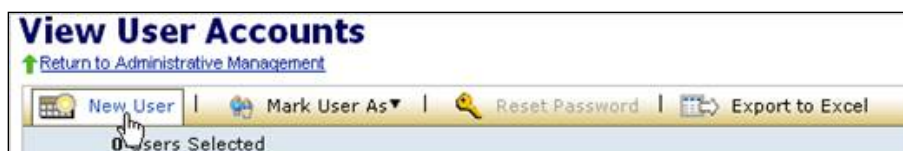
At the beginning of the school year and before a major test administration, it is important to confirm that the account end dates for all users in your district are not set to expire prior to or during the upcoming test administration. **Neither the FDOE nor Pearson is reviewing and updating the user data, and the default end date for an account is one year.** Follow the *Create/Modify User Accounts – Group* instructions to submit a .csv file that includes new users and updated end dates. Remember to complete these steps in **both** the Training Center (brown) and the operational (blue) sites.

### Create New User Accounts—Individual

These instructions are for creating user accounts individually using the New User Account wizard both in PearsonAccess and in the Training Center. Creating individual user accounts is recommended if you

only need to create a few accounts. To create or update multiple accounts, see *Create/Modify User Accounts—Group* on page 9 of this guide.

1. Log in to [www.pearsonaccess.com/fl](http://www.pearsonaccess.com/fl).
2. Go to **Administrative Management** and click **View User Accounts**.
3. Click **New User** to go to the New User Account screen.

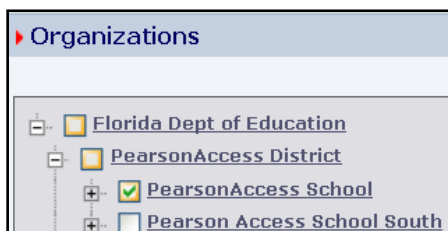


Enter the **User ID**, **First Name**, **Last Name**, and **Email Address** of the user. For the User ID, FDOE recommends using the first four letters of the last name and the first two letters of the first name (e.g., “JohnAa” for Aaron Johnson). Usernames and passwords are case-sensitive. **For Training Center accounts, we recommend that you end the User ID with “-TC”** (e.g., “JohnAa-TC”) to distinguish these accounts from PearsonAccess operational accounts.

As an option, you can specify an account Start Date and End Date by clicking on the calendar icons next to those fields. If you choose this option, the user can log in only during the specified time frame. **User accounts expire at 1:00 A.M. on the End Date and users do NOT receive notifications that their accounts are expiring.** For example, an End Date of September 30, 2013, means that the user will be able to log in through 12:59 A.M. on September 30, 2013. The default Start Date is the date the account is created. The default End Date is one year from the Start Date.

4. Click the box(es) next to the user role(s) for the new user. **Carefully follow the recommendations provided above for determining user roles. Remember that the CBT Coordinator role must be selected for all staff involved in computer-based testing.**

5. Select the appropriate organization(s) for the new user. The organization is the school or district name. To assign a district user, click the box next to the district name. To assign a school user, click the **plus sign** next to the district name to expand the list and show all schools. Click the box next to the school name to select the school. Multiple organizations can be selected for a user.



6. Click **Save**.

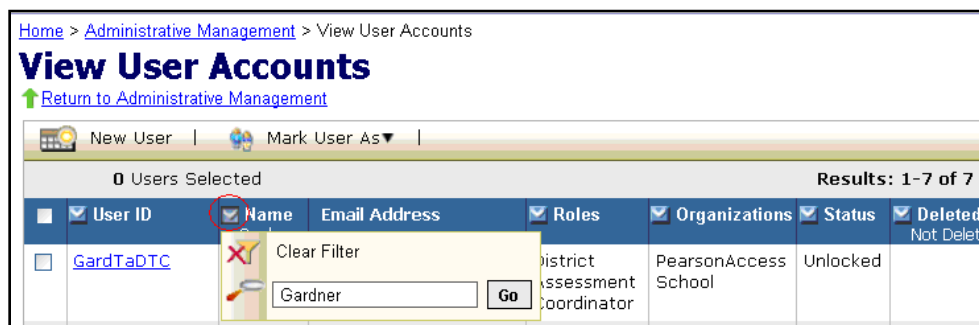
After you click **Save**, a notification is automatically sent to that user's email address. The email contains a link to the login screen where the new user can create a password and enter the site.

**NOTE: Remember to complete this process twice to create two accounts for each user – one in PearsonAccess operational (blue) and one in the Training Center (brown).**

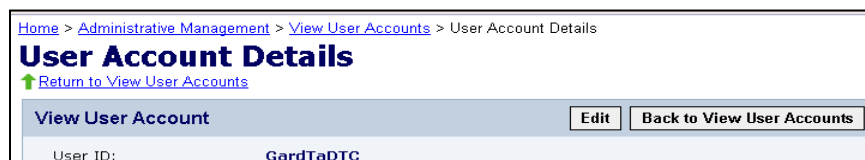
### Modify User Roles for an Account—Individual

If your district participated in a previous computer-based test administration and users in your district have existing accounts, you do not need to create new accounts. Instead, review the user roles assigned to existing accounts to ensure they are accurate, and verify the End Date. **Please verify that any users assigned School Administrator accounts are permitted to access reports.**

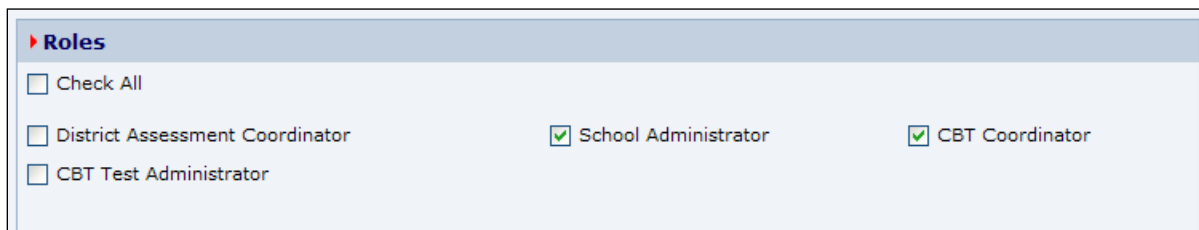
1. From the **View User Accounts** screen, search for the user by clicking the arrow next to one of the column headings (e.g., name, organization). Use the **Roles** column to confirm the current roles assigned to this user.



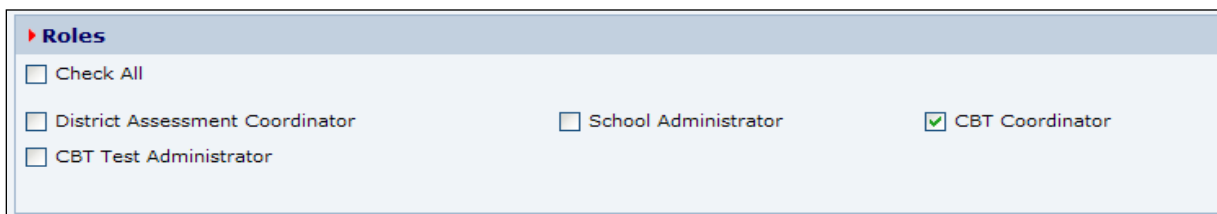
2. If the role needs to be modified, click the **User ID** to see the **User Account Details** screen.



3. Click the **Edit** button. This screen will be similar to the account setup screen, but the roles will already be selected.



4. Use the checkboxes to change the role(s) assigned to the user.



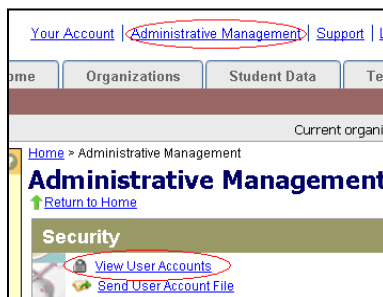
The screenshot shows a 'Roles' section with a 'Check All' checkbox and three individual role checkboxes: 'District Assessment Coordinator', 'School Administrator', and 'CBT Coordinator'. The 'CBT Coordinator' checkbox is checked, while the others are unchecked.

5. Click **Save**. The user will NOT be sent notification that his or her account has been updated. If you have problems creating or modifying accounts, please contact Pearson at 877-847-3043 or at [Florida@support.pearson.com](mailto:Florida@support.pearson.com).

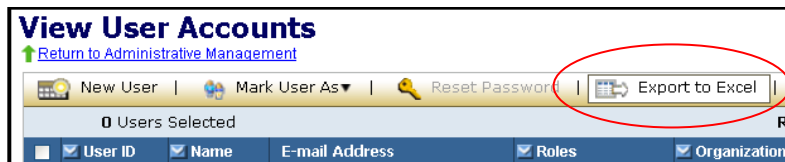
### Create/Modify User Accounts—Group

District Assessment Coordinators can create multiple new user accounts or modify existing accounts via a user upload template. The template is a .csv file containing the appropriate headers and fields that are required to successfully upload a user account file. Remember to complete the following steps in both the Training Center (brown) and the operational (blue) sites.

1. To access the current user account file, click **Administrative Management** and then click **View User Accounts**.



2. Click the button for **Export to Excel** to download the user accounts file for all users in your district.



3. Create or update the file according to the following table. Apply changes to the data, and then save the file (**must save as .csv**).

**Please be aware of the following when editing the .csv file:**

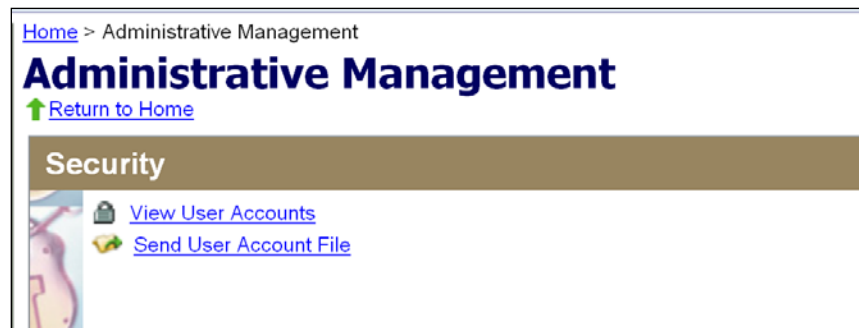
- The header row is necessary and should not be modified. Headers in the .csv file must precisely match those listed in the table so that the system can identify which fields are included in the file.

- All fields included in the .csv file will be updated when the file is uploaded. Therefore, it is best to include ONLY fields to be updated. Users who do not need to be updated can be deleted from the file before it is uploaded.
- For districts 01 through 09, ensure the leading zeroes (for authorized organizations) are properly formatted in the .csv file. In Excel, format these cells to require six digits, including zeroes, using the “Custom” cell format category.
- For Start Date and End Date, ensure the cells are formatted for MM/DD/CCYY HH:mm (see following chart for a description). If these cells are not formatted properly, you will receive an error message.

Column Descriptions and Rules		
Header	Description	Rules
Action	The code representing the action to be taken for the record.	Required field. Case-sensitive. Valid values are: C (Create) U (Update)
User ID	Contains the unique user ID. Must be unique. If the user ID entered is already taken and “C” is in the Action field, you will receive an error message upon upload.	Required field. Case-sensitive. It is recommended that Training Center accounts end in “-TC” to distinguish them from the PearsonAccess operational accounts.
First Name	User’s first name.	Required field. Do not include commas.
Middle Name	User’s middle name.	Optional field (can be left blank).
Last Name	User’s last name.	Required field. Do not include commas.
Email	User’s email address. The email address is used to supply login instructions.	Required field.
Authorized Organizations	The 6-digit district/school number. The values in this field should represent ALL organizations associated with the user.	Required field. Multiple organization codes must be separated with a colon. Include leading zeroes (e.g., Alachua would begin with 01). For a district-level account, the two-digit district number is followed by four zeroes (e.g., 140000 for DeSoto).
Roles	Contains the role(s) associated with the user (District Assessment Coordinator, School Administrator, CBT Coordinator, or CBT Test Administrator).	Required field. Roles must be stated exactly. Multiple roles must be separated with a colon. See the <i>Determine User Roles</i> section of this guide.
Locked	Identifies whether the user’s	Valid values are:

Column Descriptions and Rules		
Header	Description	Rules
	account should be locked. Populate with “true” if the account should be locked. Populate with “false” (or leave blank) if the account should remain unlocked. If an account is locked, the user will receive an error message when attempting to log in to PearsonAccess. Use this field to control user access throughout the school year.	True False  When blank, the system will default the locked status to False.
Start Date	Identifies when a user account becomes active.	Required field. Format as: MM/DD/CCYY HH:mm MM is the 2-digit month DD is the 2-digit day CC is the century YY is the 2-digit year HH is the hour based on 24 hours mm is the minute  For example, 08/31/2013 17:00
End Date	Identifies when a user account becomes inactive. Default setting is one year from the Start Date. If any End Dates are scheduled before the end of the administration year and the user should remain active, update the End Date.	Required field. Format as: MM/DD/CCYY HH:mm MM is the 2-digit month DD is the 2-digit day CC is the century YY is the 2-digit year HH is the hour based on 24 hours mm is the minute  For example, 08/31/2014 17:00
Deleted	Identifies whether the user’s account should be deleted. Populate this field with “true” if the account should be deleted. Populate with “false” (or leave blank) if the account should not be deleted.	Valid values are: True False  When blank, the system will default the deleted status to False.

- To submit the updated user account file, go to **Administrative Management** and click **Send User Account File**.



- Click **Browse** to select the file you just updated or created. The file does not require a particular title; however, it must be saved as a .csv file.

File Name	Sent By	Sent Date	Status	Messages
UAT_Send_User_Account_Test_File.csv	egolfal	10/02/2010 11:51 AM	Complete	<a href="#">Processing complete</a>

- Click **Send**.

When the file is submitted, a processing step will validate the records and check for errors. **All valid records will be loaded to the database.** Records with data problems will not be loaded to the database. If an email address is provided when uploading the file, an email notification will be sent when processing is complete. The email will detail the status of the uploaded file and provide you with a link to the PearsonAccess website so you can review the file upload status.

#### File Status

- To check the status of a submitted file, return to the **Send User Account File** screen. The lower half of the screen displays the processing status of submitted files, and the status is typically displayed within 2 hours of submitting the file.

Results: 1-5 of 74				
File Name	Sent By	Sent Date	Status	Messages
<a href="#">Invalid_Firstname_REF.csv</a>	RegTestuser	04/07/2009 03:21 AM	Rejected	<a href="#">System Error</a>
<a href="#">Complete_with_problems_new.csv</a>	RegTestuser	04/07/2009 03:17 AM	Complete with problems	<a href="#">Processing complete</a>
<a href="#">Complete_with_problems_new.csv</a>	RegTestuser	03/31/2009 12:12 AM	Complete with problems	<a href="#">Processing complete</a>
<a href="#">Invalid_UploadHeaderwithoutvalues_REF.csv</a>	sachinkong	03/26/2009 04:57 AM	Complete with problems	<a href="#">Processing complete</a>
<a href="#">Invalid_UploadHeaderwithoutvalues_REF.csv</a>	RegTestuser	03/17/2009 09:00 AM	Complete with problems	<a href="#">Processing complete</a>

- The Status column contains one of the following messages:
  - **Processing:** The file is going through the validation process.
  - **Rejected:** The file format was invalid or ALL of the records in the file were invalid.
  - **Complete:** All records in the file were successfully uploaded.
  - **Complete with problems:** Valid records in the file were uploaded, but some records were not successfully uploaded due to errors.
- To review the file details, click on the message in the **Messages** column to go to the **File Details** screen. If there is a problem with the file (Status = Complete with problems), click the “+” in the Records column for a description of the error causing the data problem. Use the information to fix the user account file, and then resubmit the file.
  - To view the contents of a submitted file, click **download file**.
  - If there are data problems with the file, it is recommended to review the entire user account file before submitting the file. Once corrections have been made to the records with data problems, you can upload the modified file on the Send User Account File screen.

**File Details**  
[Return to Send User Account File](#)

**View File Details**

File: **Invalid UploadHeaderwithoutvalues\_REF.csv** [download file](#)  
 Size: **0.5 Kb**  
 Sent By: **Regfname Reglname**  
 Sent Date: **03/17/2009 08:58 AM**  
 Status: **Data Problems in file**

Results: 1-1 of 1	
Records	Data Problems
<div> <div>+</div> <div>5</div> </div>	Failed accounts

Results: 1-1 of 1

Review all user accounts periodically to ensure that all users are active and that accounts for users who should no longer have access have been deleted.

If you need help managing accounts or have questions regarding PearsonAccess, you may contact Pearson Customer Support at 877-847-3043 or [Florida@support.pearson.com](mailto:Florida@support.pearson.com), Monday-Friday, 7:00 am-8:30 pm (EST).