

SPRING 2015 SAT-10, FSA, FCAT/FCAT 2.0, AND EOC ASSESSMENTS



MONITOR TRAINING PACKET

**Student Assessment and Educational Testing
Miami-Dade County Public Schools**

Monitor Responsibilities

Monitoring Schedule

District monitors will make unannounced pre-monitoring visits and test session monitoring visits to selected schools for the Stanford Achievement Test, Tenth-Edition (SAT-10); Florida Standards Assessments (FSA) English/Language Arts (ELA) and Writing Component, Mathematics; and Algebra 1, Algebra 2, and Geometry End-of-Course (EOC) Assessments; Florida Comprehensive Assessment Test (FCAT/FCAT 2.0) Reading and Mathematics Retake, and Science; and Next Generation Sunshine State Standards (NGSSS) Algebra 1 Retake, Biology 1, Civics, and US History EOC Assessments. Below is the general pre-monitoring and test session monitoring schedule.

Assessment Program	Pre-Monitoring	Test Session Monitoring
FSA ELA Writing*	Grades 4 -7: February 26 or 27	Grades 4-11: March 2 – 13
FCAT/FCAT 2.0 Reading and Mathematics Retake* and NGSSS Algebra 1 Retake* EOC	N/A	FCAT/FCAT 2.0 Retake (Grades 10+ - Adult) and NGSSS Algebra 1 Retake EOC (Grades 7 -12): March 16 – April 2 <i>No Testing: March 20, Teacher Planning Day and March 23-27, Spring Break</i>
FSA* ELA and Mathematics and FCAT 2.0 Science	Grades 3 – 4 ELA and Mathematics: March 11 – 13	Grades 3 – 4 FSA ELA and Mathematics: March 16 – April 10 <i>No Testing: March 20, Teacher Planning Day and March 23-27, Spring Break</i>
	N/A	Grades 5 and 8 FCAT 2.0 Science: April 13 – 24
	N/A	Grades 5 – 11 FSA ELA and Mathematics: April 13 – May 8
SAT-10 Kindergarten: Sentence Reading and Mathematics Grades 1 and 2: Reading Comprehension and Mathematics: Problem Solving	Grades K-2: April 9 or 10	K-2: April 13 – 17
FSA EOC* Assessments	N/A	Algebra 1, Geometry, and Algebra 2: April 20- May 15
NGSSS EOC* Assessments	N/A	Biology 1, Civics, And US History: April 20 – May 22

*Computer-based assessments only: FSA ELA Writing Grades 8-11; FSA ELA Grades 5-11; FSA Mathematics Grades 3-8; FCAT/FCAT 2.0 Reading and Mathematics Retake; FSA Algebra 1, Geometry, Algebra 2 EOC, and NGSSS Algebra 1 Retake, Biology 1, Civics, US History EOC Assessments

Monitoring Procedures

Monitors are responsible for observing testing procedures and reporting their findings to Student Assessment and Educational Testing (SAET). Monitors shall not interfere with the testing process nor discuss any problems or concerns noted with school personnel.

- Review the monitoring information prior to visiting schools. If you have any questions, contact SAET at 305-995-7520.
- Complete the *Test Security Agreement for Test Session Observers* (Attachment A).

Test Administrators' Responsibilities: Maintaining Test Security Before, During, and After the FSA, FCAT/FCAT 2.0, and EOC Assessments (Attachment B) provides test administration and security procedures.

All visits to schools should be unannounced.

➤ **Pre-Monitoring (Paper Based Administrations Only)**

If you are visiting a school **prior to** the test administration window:

- ◆ Check that all materials are stored in a secure, limited access location.
- ◆ Ask to see documentation that shows that school personnel accounted for all of the testing materials they received.
 - The *Test Materials Chain of Custody Form* should be completed.
- ◆ Complete the pre-monitoring form (FM-6680).

➤ **Test Session Monitoring**

If you are visiting a school **during** the test administration window:

- ◆ Arrive at the school one-half hour prior to the time testing is scheduled to start.
- ◆ Wear your employee ID badge and sign in at the school office.
- ◆ Obtain supplemental information required to complete the test session monitoring forms before or after the testing session, not while the test is taking place. The forms may be completed at the school sites.
 - Obtain a copy of the school's training packet used to train school staff, if available.

- ◆ Randomly select a classroom in which to observe the test administration.
- ◆ Do not enter a testing session after testing has started or leave a testing session before the test is over.
 - Exception: Students taking the FCAT/FCAT 2.0 Reading and Mathematics Retake, and/or EOC assessments, as well as some ESE and ESOL students are allowed extended time. Monitoring visits should be scheduled to enter the testing session before it starts. Exit unobtrusively after testing is well underway and time has been sufficient to evaluate the session.
- ◆ A *Security Log* must be maintained for each testing room to record personnel monitoring the test administration for any length of time. District monitors may be requested to sign the security log by the test administrator. If so, in the column titled “Assigned Area of Room” write “District Monitor/Observer”.
- ◆ Complete the test session monitoring form (FM-6681) if a paper-based test session is observed or (FM-7469) if a computer-based test session is observed.

➤ **Monitoring ESOL AND ESE Classrooms**

If you monitor an ESOL or ESE classroom, please complete the *Supplemental Monitoring Form for use in ESOL and ESE Classrooms* (FM-6685).

A copy of the **Test Accommodations** (Appendix A) from the Spring 2015 FSA test administration manual is provided as Attachment C.

Dictionaries: English Language Learners (**ELLs**) **should** have access to a word-to-word heritage language-to-English or English-to-heritage language translation dictionary which does not contain definitions. Electronic translation dictionaries that are standalone devices without the ability to access the Internet may be used.

Writing: The FSA ELA Writing directions and prompt **may be read aloud to** students with oral presentation accommodation on their IEP or Section 504 plan. The Writing component of the ELA test requires that students read a variety of texts and respond to what they read. Because this portion of the test assesses reading skills as well as writing skills, the passages may NOT be read aloud to students.

Reading: Students with oral presentation accommodations on their IEPs or Section 504 plans may have the FSA ELA directions, test questions, and answer choices read aloud to them. The Reading passages may NOT be read aloud to students. However, **the reading passages and items** on the FCAT 2.0 Retake

Reading, and the SAT-10 **may not be read to the students under any circumstances**. This applies to standard curriculum, ESE, and ELL students.

Mathematics and Science: Some **ESE** students may receive assistance with reading the science or mathematics items, if documented in the student's IEP or Section 504 plan. **ELLs** may only receive assistance in the heritage language with a word or phrase that is confusing the student, on an individual basis.

If in doubt....please write your observations in the comment section and call SAET at 305-995-7520 for clarification or assistance.

Additional copies of the SAT-10, FSA, FCAT/FCAT 2.0, and EOC Monitoring Forms may be obtained from Records and Forms management at:

Pre-Monitoring Form: <http://forms.dadeschools.net/webpdf/6680.pdf>

Monitoring Form: <http://forms.dadeschools.net/webpdf/6681.pdf>

Computer-based Test Administration Session Monitoring Form:
<http://forms.dadeschools.net/webpdf/7469.pdf>

Supplemental Monitoring Form for use in ESOL and ESE Classrooms:
<http://forms.dadeschools.net/webpdf/6685.pdf>

Return completed monitoring forms and a copy of the school's training packet by Friday, June 5, 2015 to:

Student Assessment and Educational Testing
Location #9023
1450 NE 2nd Avenue
Room 208
Miami, FL 33132
Fax: 305-995-7522
Email: bbetancourt@dadeschools.net

Monitor Observations

As you monitor the test administration, you may observe any or all of the following:

- Secure storage of test materials
- Distribution of test materials to test administrators and documentation of test booklet assignments to classrooms
- Admission of students to testing and documentation of attendance in each room
- Appropriateness of test setting
- Student/test administrator ratio (paper-based is 1/30 and computer-based 1/25)
- Distribution and handling of test materials in the classroom (including secure storage of unused/unassigned and returned booklets)
- Documentation of test booklet assignment to students
- Electronic devices turned off and stored out of “arm’s reach”
- Visual barriers installed in workstations for CBT testing
- Reading of the test script
- Observance of timing guidelines and directions
- Maintenance of test security during the test session
- Collection of test materials from students
- Return/collection of test materials from testing rooms
- Maintenance of security in hallways, bathrooms, etc.
- Adherence to state and district security procedures

Spring 2015 Stanford Achievement Test, Tenth-Edition (SAT-10) Monitor Training Information

Timing: The SAT-10 is an untimed assessment and students in grades K-2 should participate district-wide. The administration times provided for the SAT-10 are estimates only and are appropriate for most standard curriculum students. However, students who need additional time to complete the assessment should be allowed to continue working until they complete the test. Accommodations may be provided to ESE and ELL students as appropriate.

NOTE: The *Mathematics* (K) and *Mathematics: Problem Solving* subtest (Grades 1 and 2) is dictated to the students. However, students in grades 1 and 2 must work independently in the *Reading Comprehension* subtest while the kindergarten students will have the *Sentence Reading* subtest partially read by the test administrator on select questions.

SAT-10 Important Considerations:

- The test must be administered in a room that allows for comfortable seating, good lighting, and freedom from distractions.
- Classroom materials that might provide clues to students must be removed or covered. The students' writing space should be large enough to accommodate the test booklet.
- Each administrator must use the administration script provided in the *Stanford Select SAT-10 Directions for Administering*.
- Classrooms with students testing should have DO NOT DISTURB signs posted.
- Test booklets must be handed out on a one-at-a-time basis.
- All testing materials should be secured in a locked storage area when not in use.
- Kindergarten students will use the *SESAT 2 Test Booklets* (orange). Grade 1 students will use the *Stanford Select Primary 1 SAT-10 Test Booklet* (green). Grade 2 students will use the *Stanford Select Primary 2 SAT-10 Test Booklet* (blue). Scratch paper is required for the *Mathematics: Problem Solving* subtest.
- **Scratch Paper:** Several sheets should be provided to each student in **(Grades K-2)** for the mathematics subtest. Please discard at the school site once results are made available. Do not return with testing materials.

- **Centimeter/Inch Ruler:** District-supplied rulers should be available for each student in **(Grades K-2)** for **all** subtests as noted below:

Grade	<i>Sentence Reading Reading Comprehension</i>	<i>Mathematics Mathematics Problem Solving</i>
Kindergarten	as a marker	as a marker
Grade 1	as a marker	as a ruler
Grade 2	as a marker	as a ruler

Spring 2015 FSA, FCAT/FCAT 2.0, and End-of-Course (EOC) Assessments

General Information

- ◆ Note that FSA, FCAT/FCAT 2.0, and EOC Assessments regulations prohibit student possession of any electronic device that reproduces, transmits, calculates, or records, except the calculators provided for specified tests/grade levels. Unapproved devices, including cell phones, are not permitted “within arm’s reach” during testing or during breaks, even if the electronic device is not visible.
 - Test administrators and proctors should also turn off their electronic devices during the test administration.
- ◆ No visual cues are allowed (word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, transitional devices, organizational patterns, etc.).
- ◆ FCAT 2.0 Reading Retake; FCAT Mathematics Retake; FSA ELA Writing Grades 8-11; FSA ELA Grades 5-11; FSA Mathematics Grades 5-8; are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ All EOC Assessments are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ For the FSA Mathematics Grades 7-8; students will have an on-screen scientific calculator provided in the FSA Secure Browser for sessions 2 and 3. Students testing on the computer may request and use an approved handheld scientific calculator during Sessions 2 and 3. Students with paper-based accommodations must be provided an approved handheld scientific calculator for sessions 2 and 3.
- ◆ For the FSA Algebra 1, Geometry, and Algebra 2 EOC Assessments, students will have an on-screen scientific calculator provided in the FSA Secure Browser for session 2. Students testing on the computer may request and use an approved handheld scientific calculator during Sessions 2. Students with paper-based accommodations must be provided an approved handheld scientific calculator for sessions 2.
- ◆ For the NGSSS Algebra 1 Retake and Biology 1 EOC Assessments; and FCAT Mathematics Retake, students will have an on-screen four-function calculator provided in the CBT TestNav 8 platform. An approved hand-held four function calculator may be provided to students testing on the computer for the NGSSS Algebra 1 Retake and Biology 1 EOC Assessments; and FCAT Mathematics

Retake. Students with paper-based accommodations must be provided an approved handheld four-function calculator.

- ◆ Approved four-function hand-held calculators are used for FCAT 2.0 Science, Grade 8.
- ◆ Grades 5-11 students will need headphones or earbuds for all computer-based FSA ELA tests.
- ◆ CBT Worksheets must be provided for computer-based FSA ELA Reading Grades 5-11. However, CBT Worksheets are optional for FCAT 2.0 Reading Retake and NGSSS US History and Civics EOC Assessments.
- ◆ Reference Sheets and z-tables will be available as online references (in a pop-up window). Students testing on the computer may be provided a paper copy reference sheet. Students with paper-based accommodations must be provided a paper version of the reference sheet. Reference sheets will be provided for FSA Mathematics in Grades 4-8, FSA Algebra 1, Algebra 2, and Geometry EOC; NGSSS Algebra 1 Retake EOC Assessment; and FCAT Mathematics Retake. For the FSA Algebra 2 EOC, a z-table will also be available.
- ◆ CBT Work Folders are provided to students for the computer-based FSA Mathematics, Grades 5-8; FSA Algebra 1, Algebra 2, and Geometry EOC; NGSSS Algebra 1 Retake and Biology 1 EOC; and FCAT Mathematics Retake.
- ◆ A Periodic Table of Elements is provided to students for use during Grade 8 FCAT 2.0 Science sessions; and NGSSS Biology 1 EOC Assessment.
- ◆ Note that students may **not** have scratch paper or do any writing after finishing any FSA, FCAT/FCAT 2.0 or EOC test sessions.
- ◆ Schools may allow students to read a book after they have completed the FSA ELA and Mathematics; FCAT/FCAT 2.0 Retake; FCAT 2.0 Science test sessions, **but they may not write or use the computer.**
 - **Note:** Students are NOT allowed to read after the FSA ELA Writing test.
- ◆ Schools may allow students to read a book after they have completed the EOC test sessions; **but they may not write or use the computer.**
- ◆ There are separate test administration manuals for the FSA, FCAT/FCAT 2.0, and EOC Assessments:
 - **Spring 2015 FSA ELA Writing Test Administration Manual (PBT and CBT)**
 - **Spring 2015 FSA ELA and Mathematics Test Manual (PBT)**

- **Spring 2015 FSA ELA, Mathematics, and EOC Test Manual (CBT)**
- **Spring 2015 NGSSS FCAT 2.0 Science Test Manual (PBT)**
- **Spring 2015 NGSSS EOC and FCAT 2.0 Retake Test Manual (CBT)**
 - You should observe that the correct test administration manual is being used for the test being administered and that the students are being administered the correct session(s) for that day. Please refer to your daily session schedule.

FCAT/FCAT 2.0 Reading and Mathematics Retake Graduation Test Information

- ◆ The FCAT 2.0 Reading and FCAT Mathematics Retake tests are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ The FCAT 2.0 Reading Retake is administered over two days. Students have up to half of a typical school day to complete each session.
- ◆ The FCAT Mathematics Retake is administered in one day. Students have up to the full school day to complete the test.

FSA Algebra 1 EOC Graduation Test Information

- ◆ The FSA Algebra 1 EOC is computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ The FSA Algebra 1 EOC is administered in two 90-minute sessions with one session per day over two days. Students may continue working through half the length of a typical school day to complete each session.

NGSSS Algebra 1 Retake EOC Graduation Test Information

- ◆ The NGSSS Algebra 1 Retake EOC is computer-based ONLY delivered via TestNav 8. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ The NGSSS Algebra 1 Retake EOC is administered in one 160-minute session with a 10-minute break after the first 80 minutes. Students may not be dismissed during the first 80 minutes; however, if they complete the test in the first 80 minutes, they may be dismissed at the beginning of the 10 minute break. After the 10-minute break, students may be dismissed as they complete the test. Any student not finished by the end of the 160 minutes may continue working. Students have up to a full typical school day to complete the test.

ATTACHMENT A

FLORIDA STANDARDS ASSESSMENT (FSA); FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT/FCAT 2.0) AND END-OF-COURSE (EOC) ASSESSMENTS TEST SECURITY AGREEMENT FOR TEST SESSION OBSERVERS

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 follow:

- 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;
- Do not make answer keys available to examinees; 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 permitted to observe a test administration session. 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 interfere with the test administration session.

Prior to observing a test administration session, all persons must be informed of the appropriate test security procedures for observing the test sessions. Persons must also be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test.

Observers may not be placed in rooms in which members of their families or friends are being tested.

I have read the information contained in this form and agree to abide by the provisions involving test security for the Statewide Assessment Programs.

Observer's Signature

Date

Name Printed

ATTACHMENT B

TEST ADMINISTRATORS' RESPONSIBILITIES MAINTAINING TEST SECURITY BEFORE, DURING, AND AFTER THE FSA, FCAT/FCAT 2.0, and EOC ASSESSMENTS ADMINISTRATIONS

This material does not cover every aspect of the test administrations. Rather, it highlights procedures to be followed in order to maintain test security during a testing session. Persons serving as test administrators or proctors **must** attend a training session conducted at their school or center and must review the appropriate 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 the test manual containing the security procedures, the administration directions, and the script to be read to students. Test administrators **must use the following manuals as appropriate to administer the test(s)**:
 - **Spring 2015 FSA ELA Writing Test Administration Manual (PBT and CBT)**
 - **Spring 2015 FSA ELA and Mathematics Test Manual (PBT)**
 - **Spring 2015 FSA ELA, Mathematics, and EOC Test Manual (CBT)**
 - **Spring 2015 NGSSS FCAT 2.0 Science Test Manual (PBT)**
 - **Spring 2015 NGSSS EOC and FCAT/FCAT 2.0 Retake Test Manual (CBT)**
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 seals removed 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. For CBT, the seating chart should also indicate laptop/mobile device assignments, if applicable.
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 or pens 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. 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 and computer-based testing, the test administrator will ensure that students read and sign below the *Testing Rules Acknowledgement* prior to testing, as directed to do so on the script.
13. For paper-based testing, the test administrator and/or proctor **will** assign a 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 test and answer books, planning sheets, Reading Passage Booklets, CBT worksheets, CBT work folders, CBT test tickets, approved calculators, reference sheets, and periodic tables 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 should be secured immediately, out of reach of students. **Do not leave** testing materials (as applicable), including test and answer books, planning sheets, Reading Passage Booklets, CBT worksheets, CBT work folders, CBT test tickets, approved calculators, reference sheets, and periodic tables, **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).**
17. Test administrators **must** read the appropriate script for administering the FSA, FCAT/FCAT 2.0, or EOC Assessment as it is presented in the appropriate *test administration manual*.
18. For the FSA computer-based tests (FSA ELA Writing, Grades 8-11; FSA ELA, Grades 5-11; FSA Mathematics, Grades 5-8; and FSA Algebra 1, Algebra 2, and Geometry EOC) test group codes will not be necessary. Instead, a Session ID will be generated when the test session is created by the test administrator in the FSA Portal (Test Administrator Interface). The Session ID will be unique and will identify the group of students testing together for a specific subject test and session. Test group codes are required for all other paper and computer based test administrations (FSA Grades 3 & 4; FSA ELA Writing Grades 4-7; FCAT 2.0 Science, FCAT/FCAT 2.0 Retake, and NGSSS Algebra 1 Retake, Biology 1, Civics, and US History EOC).

Security measures implemented for computer-based testing parallel those for paper-based administration. Test Administrators and/or proctors must actively monitor the testing room.

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 CBT test tickets.

21. CBT test tickets are secure test documents, and must be kept in locked, limited access location.
22. During test sessions, unused CBT test 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/approved to continue testing.
24. If test administrators are given access to PearsonAccess to resume or approve test sessions, an additional proctor should be assigned to the testing room.
25. If a student must be excused for a short break, **it is permissible to turn off the monitor** so that the screen cannot be viewed, rather than exiting or pausing the test session.
26. Remember, the FSA, FCAT/FCAT 2.0, and all 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 session of the FSA, FCAT/FCAT 2.0, and EOC Assessments 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 TestNav 8 or FSA 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) which can be an electronic translation dictionary that is a standalone device without the ability to access the Internet, according to the guidelines set forth in Appendix A of the Test Administration Manual. Proctors should check paper dictionaries 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.

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.

33. If a student needs to leave the room during a paper-based test session, all testing materials including 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. (Exception: Electronic dictionaries without access to Internet for ESOL students levels 1-4).
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 logout of TestNav 8 in Pearson or Pause the test in the FSA Secure Browser, but the student must be resumed or approved to continue testing once he/she returns. Students **MUST NOT** submit their responses for a break.
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. In addition, a new Session ID to log into the CBT FSA Secure Browser or a new test group code would have to be assigned.

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 individually collect any testing materials (as applicable), including test and answer books, planning sheets, Reading Passage Booklets, CBT worksheets, CBT work folders, CBT test tickets, approved calculators, reference sheets, and periodic tables.
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 FSA, FCAT/FCAT 2.0, or EOC (as applicable), including test and answer books, planning sheets, Reading Passage Booklets, CBT worksheets, CBT work folders, CBT test tickets, approved calculators, reference sheets, and periodic tables. that was 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 (as applicable), including test and answer books, planning sheets, Reading Passage Booklets, CBT

worksheets, CBT work folders, CBT test tickets, approved calculators, reference sheets, and/or periodic tables, 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 used by each student are included in your required administration records. Accommodations used will be added to the student profile ONLY in PearsonAccess for the (FCAT/FCAT 2.0 Retake and NGSSS Algebra 1 Retake, Biology 1, Civics, and US History EOC). For all other computer-based assessments (FSA ELA Writing, Grades 8-11; FSA ELA Grades 5-11; and FSA Mathematics Grades 5-8; FSA Algebra 1, Algebra 2, and Geometry EOC), accommodations provided and accommodations used will only be recorded on the **Administration Record/Security Checklist**. For paper-based tests, accommodation used must be 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.

Overview

The information in this appendix is organized into sections by category (see table below).

Accommodations for Students with Disabilities	
Test Accommodations for Students with Disabilities (General Information)	Pages 76–77
Accommodations for Students with Disabilities	Pages 77–81
Unique Accommodations	Pages 81–82
Accommodations for English Language Learners	
Accommodations for English Language Learners (ELLs)	Page 82
Special Document Instructions	
Large Print Test Administrator Instructions	Pages 83–85
Braille Test Administrator Instructions	Pages 86–89
One-Item-Per-Page Test Administrator Instructions	Pages 90–93

Test Accommodations for Students with Disabilities (General Information)

As specified in this appendix, accommodations may be provided to students with disabilities enrolled in public schools with current IEPs or Section 504 plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations.

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP or Section 504 team and recorded on the IEP or Section 504 plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.

3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in a test administration may have access to accommodations if the following information is provided:

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3)(a), F.S., or Rule 6A-19.001(6), FAC, and
- Documentation that the requested accommodations are regularly used for instruction.

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit the following website: www.fldoe.org/ese/fcatasd.asp.

Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 plans. Listed below are allowable accommodations for 2014–2015 Florida Standards Assessments. Not all allowable accommodations are listed.

A. Flexible Presentation

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include:
 - Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments.
 - Accommodations/assistive technology the student needs when using a computer or mobile device.
 - Training and services the student needs to successfully use a computer or mobile device in instruction/assessments.
 - The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future.
- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information for regular print test materials must be submitted to FDOE.
- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility information for large print test materials must be submitted to FDOE.
- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information for braille test materials must be

submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.

- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.
- A regular print or large print passage booklet may be requested for a student participating in a computer-based Reading or Writing test. The passage booklet contains the passages only and does NOT contain prompts, test items, or answer choices. Student eligibility information for passage booklets must be submitted to FDOE.
- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in Reading and Writing tests may NOT be read aloud to students. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses.
- For computer-based test administrations, a student may use the text-to-speech (TTS) form for oral presentation of directions, prompts, items, and answer choices. TTS will not be enabled on passages in Reading and Writing tests.
- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in Reading and Writing tests may NOT be signed to students. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative.
- For oral or signed presentation, the test administrator or proctor may sign or read aloud to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include but are not limited to reading/signing to a group of students, reading/signing to a student individually, reading/signing only when a student requests.
- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud directions, passages, prompts, items, and answer choices to him/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing, correcting, or editing responses.

- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking form.
- Colored transparencies/overlays may be used.
- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, prompts, items, and answer choices. If a highlighter is used on a scannable document, responses must be transcribed into a replacement document.

B. Flexible Responding

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
 - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
 - If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
- A student may use speech-to-text technology to record responses.
- A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer or other device to provide responses.
- A student may use a computer switch or pointing device to provide responses.
- A student may use a communication device to provide responses.
- A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based or paper-based test.
- A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom

breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.

- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student’s IEP or Section 504 plan. **Extended time is not unlimited time**; it should align with the accommodation used regularly in the student’s classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time.
- Each test session must be completed within one school day.

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken in order to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a size comparable to the normal instruction group size indicated on the student’s IEP or Section 504 plan.
- If a student requires use of an accommodation that may disturb other students, the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items around the student’s desk or computer station).
- White noise/sound machines or music that is approved by district/school personnel may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze, or head control systems).
- Visual magnification and auditory amplification devices may be used.

- Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
- For Sessions 2 and 3 of Grades 7–8 Mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. No other calculator may be used. No calculators may be used during other tests or test sessions.
- Visual magnification and auditory amplification devices may be used.
- Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper and pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation. Multiplication charts/tables may NOT be used.
- Other assistive technology typically used by the student in classroom instruction may be used, provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric may not be used except when approved by FDOE for use with braille test materials.

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. **Paper-based accommodations are not unique accommodations and may be provided to eligible students.**

Written requests for unique accommodations must be submitted using the *Unique Accommodations Request Form*. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 plan, must be used regularly by the student in the classroom, and must not negate the validity of the assessment. Requests should be reviewed and approved by district personnel before submission to FDOE. Each unique

accommodation must be approved by the Commissioner of Education or a designee prior to its use.

Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. Listed below are allowable accommodations for ELLs participating in 2014–2015 Florida Standards Assessments.

A. Flexible Setting

- ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

B. Flexible Scheduling

- ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
- ELLs may be provided additional time; however, each test session must be completed within one school day.

C. Assistance in Heritage Language


- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language for directions, prompts, items, and answer choices. This should NOT be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student’s heritage language. Assistance may NOT be provided for passages in Reading and Writing tests.
- The ESOL or heritage language teacher may answer questions about the general test directions in the student’s heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may NOT be provided for words or phrases in Reading and Writing passages.

D. Approved Dictionary



ELLs should have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Electronic translation dictionaries that meet the same requirements without accessing the Internet may be used.

Florida Statewide Assessments

Spring 2015 Testing Times

 Florida Standards Assessments (FSA)				
English Language Arts – Writing Component				
Grade Level	Number of Days of Testing	Total Number Of Sessions	Minutes per Session ⁱ	Total Minutes per Grade Level
4	1	1	90	90
5	1	1	90	90
6	1	1	90	90
7	1	1	90	90
8	1	1	90	90
9	1	1	90	90
10	1	1	90	90
11	1	1	90	90
English Language Arts – Reading Component				
Grade Level	Number of Days of Testing	Total Number of Sessions	Minutes per Session	Total Minutes per Grade Level
3	2	2	80	160
4	2	2	80	160
5	2	2	80	160
6	2	2	85	170
7	2	2	85	170
8	2	2	85	170
9	2	2	90	180
10	2	2	90	180
11	2	2	90	180
Mathematics				
Grade Level	Number of Days of Testing	Total Number of Sessions	Minutes per Session	Total Minutes per Grade Level
3	2	2	80	160
4	2	2	80	160
5	2	2	80	160
6	2	3	60	180
7	2	3	60	180
8	2	3	60	180
FSA End-of-Course Assessments				
Grade Level	Number of Days of Testing	Number of Sessions	Minutes per Session ⁱⁱ	Total Minutes per Assessment
Algebra 1	2	2	90	180
Geometry	2	2	90	180
Algebra 2	2	2	90	180

Florida Statewide Assessments Spring 2015 Testing Times

Next Generation Sunshine State Standards (NGSSS) Assessments				
 Florida Comprehensive Assessment Test® FCAT 2.0				
Subject	Number of Days of Testing	Total Number of Sessions	Minutes per Session	Total Minutes per Grade Level
Reading Retake	2	2	Up to ½ school day	Up to one full school day
Grade 5 Science	2	2	80	160
Grade 8 Science	1	2	80	160
 NGSSS End-of-Course Assessments ⁱⁱⁱ				
Subject	Number of Days of Testing	Total Number of Sessions	Minutes per Assessment	
Algebra 1 Retake	1	1	160	
Biology 1	1	1	160	
Civics	1	1	160	
U.S. History	1	1	160	

ⁱ The FSA ELA Writing Component Test is comprised of one, 90-minute session, which is the amount of time represented in this chart. However, students may have up to 120 minutes to complete their work, if needed.

ⁱⁱ FSA EOC assessments are comprised of two, 90-minute sessions, which is the amount of time represented in this chart. However, students may have up to one-half of a regular school day to complete each session, if needed.

ⁱⁱⁱ NGSSS EOC assessments are comprised of one, 160-minute session, which is the amount of time represented in this chart. However, students may have up to one regular school day to complete the assessment, if needed.

CONTACT INFORMATION

For specific information on test administration and security procedures or accommodations, please contact:

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