SPRING 2019
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) Writing and Reading Components, Mathematics; Algebra 1 Retakes (Spring only), Algebra 1 (first time testers), and Geometry End-of-Course (EOC) Assessments; Florida Comprehensive Assessment Test (FCAT 2.0) Science; and Next Generation Sunshine State Standards (NGSSS) Biology 1, Civics, and US History EOC Assessments. Below is a sample pre-monitoring and test session monitoring schedule.

Date	Assessment Program*	School Assignment
February 25 - March 15	FSA ELA Writing Retake or FSA ELA Reading Retake or FSA Algebra 1 Retake EOC (Grades 10+ - AD) CBT Session	**N/A**
April 1 or 2	FSA ELA Writing (Grades 4-6) or FSA ELA Reading (Grade 3) Pre-monitoring	**N/A**
April 1 - 12	FSA ELA Writing (Grades 7-10) CBT Session	**N/A**
April 3 (make-ups to April 12)	FSA ELA Writing (Grades 4-6) or PBT Session	**Brownsville Middle 4899 NW 24 Avenue Miami, FL 33142**
April 3 – 4 (make-ups to April 12)	FSA ELA Reading (Grade 3) PBT Session	
April 5 or 8	SAT-10 Kindergarten: Sentence Reading and Mathematics or Reading Comprehension and Mathematics Problem Solving (Grades K-2) Pre-monitoring	**N/A**
April 9 – 10 (make-ups to April 12)	SAT-10 Kindergarten: Sentence Reading and Mathematics or Reading Comprehension and Mathematics Problem Solving (Grades K-2) PBT Session	**N/A**
April 29 or 30	FSA ELA Reading (Grades 4 – 6) or FSA Mathematics (Grades 3 – 6) or FCAT 2.0 Science (Grades 5 & 8) Pre-monitoring	**Banyan Elementary 3060 SW 85 Avenue Miami, FL 33155**
May 1 - 2 (make-ups to May 14)	FSA ELA Reading (Grades 4 – 6) or PBT Session	**N/A**
May 6 – 7 (make-ups to May 14)	FSA Mathematics (Grades 3 – 6) or PBT Session	
May 8 – 9 (make-ups to May 14)	FCAT 2.0 Science (Grades 5 & 8) PBT Session	
May 1 - 29	FSA ELA Reading (Grades 7-10) or FSA Mathematics (Grades 7-8) or CBT Session	**Barbara Goleman SHS 14100 NW 89 Ave. Miami Lakes, FL 33018**
	FSA Algebra 1 or Geometry EOC (Grades 6-12) or CBT Session	
	NGSSS Biology 1, Civics, or US History EOC (Grades 6-12) CBT Session	

*Computer-based assessments include the following: Grades 7-10 FSA ELA Writing; Grades 7-10 FSA ELA Reading; Grades 7-8 FSA Mathematics; FSA ELA (Reading and Writing) Retake; FSA Algebra 1 Retake; FSA Algebra 1 and Geometry EOCs; and NGSSS Biology 1, Civics, and US History EOCs.

Note: Spring Break is scheduled on March 25-29, 2019.

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 <u>prior</u> 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 Testing (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 testing materials they received.
    - The *Test Materials Chain of Custody Form* (See Sample) should be completed.

- Complete the Pre- and Post-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.

   o Exception: Students taking a Retake exam, 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* (See Sample) 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 for Use in PBT Administrations (FM-6681)* if a paper-based test session is observed or *Monitoring Form for Use in CBT Administrations* (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 2019 test administration manuals is provided as Attachment F.

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 the 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. The exception to this rule is for students who are severely visually disabled and have an approved unique accommodation from the FLDOE, for auditory presentation of FSA ELA Writing and Reading Passages.

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. However, the Reading passages may NOT be read aloud to students. The exception to this rule is for eligible students who are severely visually disabled and have an approved unique accommodation from the FLDOE, for auditory presentation of FSA ELA Writing and Reading Passages. Please refer to the *FSA ELA Reading Instructions for Oral Presentation Accommodations* found in Attachment F for further guidance and examples.

Note, the reading passages <u>and</u> items on 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 of the monitoring forms and call SAET at 305-995-7520 for clarification or assistance.

Monitoring Forms may be obtained from Records & Forms Management accessible at:

- Pre- and Post- Monitoring Form:
  http://forms.dadeschools.net/webpdf/6680.pdf

- Paper-based Test Monitoring Form:
  http://forms.dadeschools.net/webpdf/6681.pdf

- Computer-based Test 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 <u>and</u> a copy of the school's training packet by Friday, May 31, 2019 to:
Student Assessment and Educational Testing (Location #9023)
1450 NE 2nd Avenue, Room 208
Miami, FL 33132
or
Fax: 305-995-7522
or
Email: bbetancourt@dadeschools.net

Monitor Observations

As you monitor the test administration, you may observe one or more of the following:

o   Secure storage of test materials

o   Distribution of test materials to test administrators and documentation of test booklet assignments to classrooms

o   Admission of students to testing and documentation of attendance in each room

o   Appropriateness of test setting

o   Test administrator/student ratio 1 to 25 (paper-based and computer-based)

o   Distribution and handling of test materials in the classroom (including secure storage of unused/unassigned and returned booklets)

o   Documentation of test booklet assignment to students

o   Electronic devices turned off and stored out of "arm's reach"

o   Visual barriers installed in workstations for CBT testing

o   Reading of the test script

o   Observance of timing guidelines and directions

o   Maintenance of test security during the test session

o   Collection of test materials from students

o   Return/collection of test materials from testing rooms

o   Maintenance of security in hallways, bathrooms, etc.

o   Adherence to state and district security procedures

Spring 2019 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:

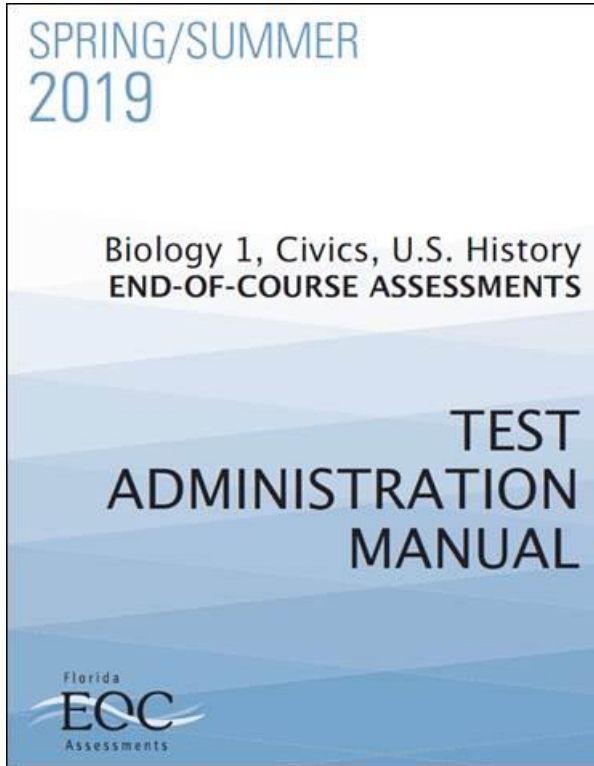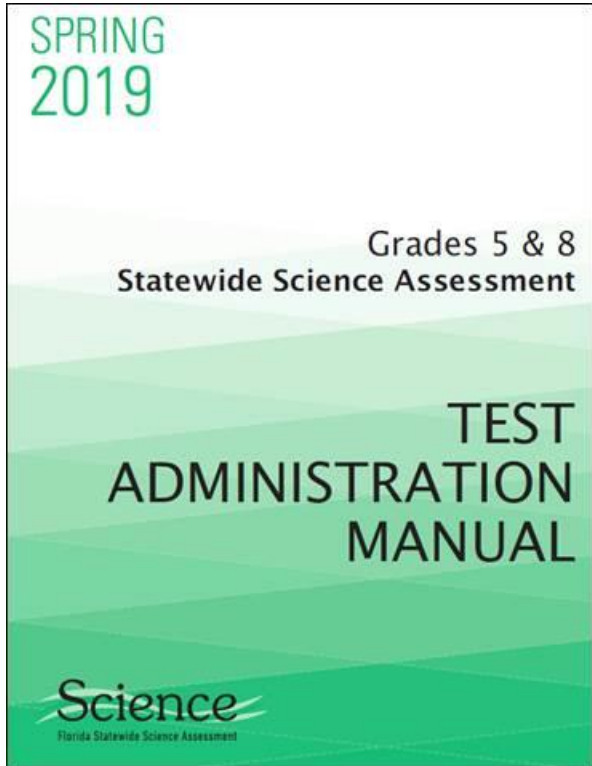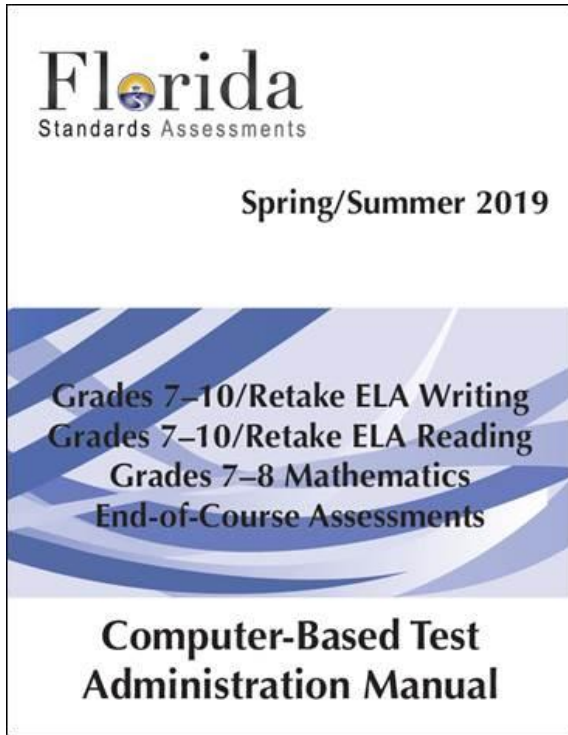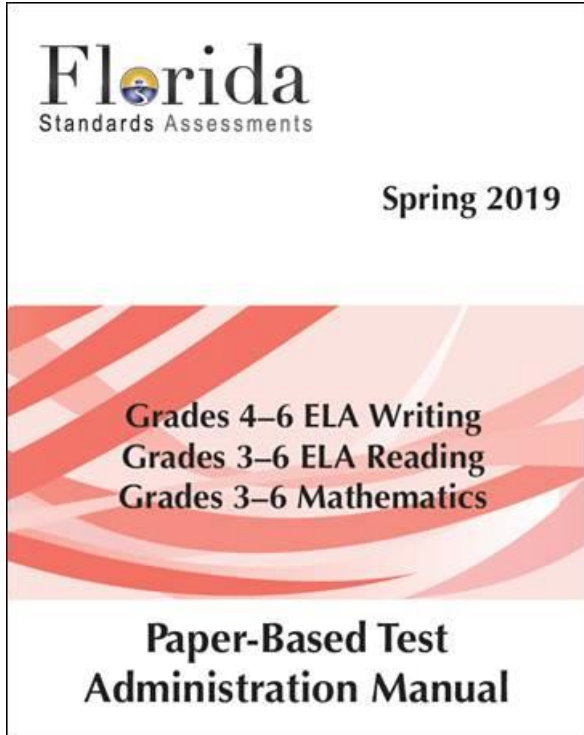| Grade	Sentence Reading Reading Comprehension	Mathematics Mathematics Problem Solving
Kindergarten	as a marker	as a marker
Grade 1	as a marker	as a ruler
Grade 2	as a marker	as a ruler

Spring 2019 FSA, FCAT 2.0, and NGSSS Assessments

General Information

♦ Note that test security 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.).

♦ FSA ELA Writing, Grades 4-6; FSA ELA Reading, Grades 3-6; FSA Mathematics, Grades 3-6 are paper-based ONLY.

♦ FSA ELA (Reading and Writing) Retake; FSA ELA Writing, Grades 7-10; FSA ELA Reading, Grades 7-10; FSA Mathematics, Grades 7-8 are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.

♦ All FSA and NGSSS 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 Retake, Algebra 1, and Geometry 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 Session 2. Students with paper-based accommodations must be provided an approved handheld scientific calculator for Session 2.

♦ For the NGSSS Biology 1 EOC assessment, students will have an on-screen four-function calculator provided in the TestNav 8 platform. An approved hand-held four function calculator may be provided to students testing on the computer for the NGSSS Biology 1 EOC assessment. 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.

♦ Headphones and earbuds are required for students taking the FSA ELA Reading Retake and Grades 7-10 FSA ELA Reading tests to access the audio section.

♦ CBT Worksheets must be provided for computer-based FSA ELA Reading Grades 7-10 and Retake. However, CBT Worksheets are optional for NGSSS Civics and US History EOC assessments.

♦ Reference Sheets 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 are provided for the FSA Mathematics in Grades 4-8; FSA Algebra 1 Retake; FSA Algebra 1 and Geometry EOC assessments.

♦ CBT Work Folders are provided to students for the computer-based FSA Mathematics, Grades 7-8; FSA Algebra 1 Retake; FSA Algebra 1 and Geometry EOC; and NGSSS Biology 1 EOC assessments.

♦ 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 2.0 or NGSSS test sessions.

♦ Schools may allow students to read a book after they have completed the FSA ELA Reading and Mathematics; FSA and NGSSS EOC; and FCAT 2.0 Science test sessions, **but they may not write or use the computer.**
  o **Note:** Students are NOT allowed to read, write, or use the computer after the FSA ELA Writing test (Grades 4-10 and Retake).

♦ There are separate test administration manuals for the paper-based Grades 4-6 FSA Writing, Grade 3-6 FSA ELA Reading and Mathematics; computer-based FSA (ELA, Math, Retakes, and EOC) Assessments; paper-based Statewide Science Assessment; and computer-based NGSSS EOC Assessments (see pictures below).

Florida Standards Assessments

Spring 2019

Grades 4–6 ELA Writing
Grades 3–6 ELA Reading
Grades 3–6 Mathematics

Paper-Based Test Administration Manual

Florida Standards Assessments

Spring/Summer 2019

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

Computer-Based Test Administration Manual

SPRING 2019

Grades 5 & 8
Statewide Science Assessment

TEST ADMINISTRATION MANUAL

Science
Florida Statewide Science Assessment

SPRING/SUMMER 2019

Biology 1, Civics, U.S. History
END-OF-COURSE ASSESSMENTS

TEST ADMINISTRATION MANUAL

Florida EOC Assessments

Note: 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 testing schedule.

FSA English Language Arts (ELA) Retake (Reading and Writing) Graduation Test

- ♦ The FSA ELA (Writing and Reading) Retake are computer-based ONLY delivered via the FSA Secure Browser. Paper-based tests will be available only as an accommodation to eligible students.

  - o The FSA ELA Writing Retake is administered in one 120-minute test session. Students have up to half of a typical school day to complete the session, if needed.

  - o The FSA ELA Reading Retake Component is administered in two 90-minute test sessions over two days. Students have up to half of a typical school day to complete each session, if needed.

FSA Algebra 1 Retake EOC Graduation Test

- ♦ The FSA Algebra 1 Retake EOC is computer-based ONLY delivered via the FSA Secure Browser. Paper-based tests will be available only as an accommodation to eligible students.

- ♦ The FSA Algebra 1 Retake EOC is administered in two 90-minute sessions over two days. Students may continue working through half the length of a typical school day to complete each session.

ATTACHMENT A

FLORIDA STANDARDS ASSESSMENT (FSA); FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT 2.0) AND NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) 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; and

- Follow all procedures specified in the test administration manuals.

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 not to exceed 1 year.

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 site personnel may be permitted to observe a test administration session. However, they may not participate in any of the test administration procedures.

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

_____   _____
Print Name   Date

_____
Observer's Signature

ATTACHMENT B

**TEST ADMINISTRATORS' RESPONSIBILITIES MAINTAINING TEST SECURITY
BEFORE, DURING, AND AFTER TESTING**

This material does not cover every aspect of the test administrations. Rather, it highlights procedures to be followed 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 2019 FSA Paper-Based Test Administration Manual**
    - **Spring/Summer 2019 FSA Computer-Based Test Administration Manual**
    - **Spring 2019 Statewide Science Assessment Test Administration Manual**
    - **Spring/Summer 2019 NGSSS EOC Test Administration Manual**

2. Test administrators and/or proctors **must not** have access to the test booklets until the day of testing.

3. For paper-based and computer-based administrations, there **must** be one adult (test administrator) for every 25 students (1:25).

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 and Writing Passage Booklets, Audio Passage Transcripts, 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 and Writing Passage Booklets, Audio Passage Transcripts, 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 each respective assessment as it is presented in the appropriate test administration manual.

18. For the FSA computer-based tests, 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 (NGSSS 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 approve test sessions and/or resume students, 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, all statewide assessments are secure tests. Neither test administrators nor proctors may read the items in the test booklets or on the computer screen 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 an assessment 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 or FSA Secure Browser 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, per the guidelines set forth in Appendix A of the test administration manuals. 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 or Section 504 Plan. 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 approved 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 must 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 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 and date of birth appear on the test-and-answer booklet 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, date of birth (DOB) (can be recorded by the school assessment coordinator or the student), school name or number, district name or number, "Today's Date", and test group code as specified in the test script, and that the "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 collected from students must not be placed where they are accessible to the other students 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 and Writing 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 student 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 testing materials (as applicable), including test and answer books, planning sheets, Reading and Writing Passage Booklets, Audio Passage Transcripts, CBT worksheets, CBT work folders, CBT test tickets, approved 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 (as applicable), including test and answer books, planning sheets, Reading and Writing Passage Booklets, CBT worksheets, CBT work folders, CBT test tickets, approved calculators, reference sheets, and 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 accommodations provided, and accommodations used are recorded on the **Administration Record/Security Checklist or Session Roster for both paper and computer-based administrations**.

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 for paper-based tests.

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 a violation of testing standards.

ATTACHMENT C

(Document accessible at http://www.flrules.org/Gateway/reference.asp?No=Ref-06180)

Training Requirements for Administering and Proctoring the Statewide Assessments, 2015
In accordance with s. 1008.24(3) (b), F.S., district employees shall successfully complete the following training requirements prior to administering or proctoring the statewide assessments required under s. 1008.22, F.S. Training requirements must be met for each assessment administration within a school year.

District Assessment Coordinators shall be responsible for ensuring that the training requirements for coordinating, administering, and proctoring statewide assessments are completed in their district.

School Assessment Coordinators shall be responsible for ensuring that the training requirements for administering and proctoring statewide assessments are completed in their school, as required.

Test Administrators are responsible for administering statewide assessments to students. Test Administrator training must cover the following responsibilities, policies, and topics:

- Reading the test administration security policies and procedures, test administrator responsibilities, and administration scripts for the assessments they will administer, including, if applicable, accommodations portions of the test administration manuals;
- Reading the test security statute (s. 1008.24, F.S.) and Rule 6A-10.042, F.A.C.;
- Daily test administration schedules and the amount of time allocated for each test session they will administer;
- The following responsibilities and requirements, as applicable for the assessments they will administer:
  - Retrieving secure and non-secure test materials from School Assessment Coordinators immediately prior to testing;
  - Distributing secure and non-secure test materials to students, as directed in test administration scripts;
  - Collecting secure and non-secure test materials from students immediately after testing;
  - Providing and collecting required and allowable ancillary materials for students by subject test and test session (e.g., calculators, work folders);
  - Returning secure and non-secure test materials to School Assessment Coordinators immediately after testing each day;
  - Following all instructions in the test administration scripts;
  - Reading test administration scripts VERBATIM to students immediately prior to beginning the test session;
  - Ensuring that students do not have electronic devices or access to unauthorized aids, including visual aids posted in classrooms, prior to or during testing;
  - Creating, managing, and closing test sessions in the Test Delivery System for computer-based assessments;
  - Monitoring the testing room at all times during testing;

- o Protocols that must be followed during breaks in testing or individual student restroom breaks;
- o Providing the correct amount of time for each test session;
- o Maintaining required documentation, including administration information, seating charts, and security logs;
- o Contacting the School Assessment Coordinator in case of an emergency or one of the following situations:
    - ▪ A student has not participated in a required practice test session;
    - ▪ A computer-based testing student has technical difficulties;
    - ▪ A student refuses to acknowledge the testing rules;
    - ▪ A student is unable (e.g., too ill) to start or finish the test; or
    - ▪ A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).
- o Providing accommodations correctly to students with disabilities in accordance with Rule 6A-19.001 and Rule 6A-1.0943, F.A.C., as well as each student's Individual Education Plan or Section 504 Plan, for individuals administering assessments to students with disabilities;
- o Providing accommodations correctly to English Language Learners in accordance with Rule 6A-6.09091, F.A.C., for individuals administering assessments to English Language Learners; and
- o Reporting testing irregularities or missing materials to the School Assessment Coordinator.

Proctors assist Test Administrators by monitoring the testing room during testing. Proctors are permitted to perform other duties to assist the test administrator, such as distributing non-secure materials (e.g., pencils, planning sheets) and contacting school staff during testing, but they may not handle secure test materials or administer assessments or accommodations to students. Proctor training must cover the following topics:

- • Reading the test administration security policies and procedures portion of the test administration manuals for assessments they will proctor;
- • Monitoring the testing room at all times during testing;
- • Distributing and collecting non-secure test materials;
- • Allowable accommodations that will be provided to students in the testing room, if applicable;
- • Distributing and collecting non-secure test materials;
- • Contacting school staff in case of an emergency, disruption, or technical difficulty; and
- • Reporting testing irregularities or test administrator misconduct to the School Assessment Coordinator.

ATTACHMENT D

	Session times, universal adjustments, and maximum for accommodations		
Grade/Test	**Number of Sessions and Standard Time**	**Universal Adjustments**	**Max for Accommodations**
K SAT-10	SAT-10 Reading 1 Session Approx. 30 minutes	n/a	Up to 1 school day
K SAT-10	SAT-10 Mathematics 1 Session Approx. 30 minutes	n/a	Up to 1 school day
1-2 SAT-10	SAT-10 Reading 1 Session Approx. 40 minutes	n/a	Up to 1 school day
1-2 SAT-10	SAT-10 Mathematics 1 Session Approx. 40 minutes	n/a	Up to 1 school day
4-6 FSA ELA Writing	FSA ELA Writing PBT 1 session - 120 minutes	n/a	Up to 1 school day
7-10 FSA ELA Writing	*FSA ELA Writing CBT 1 session - 120 minutes*	n/a	Up to 1 school day
3 FSA ELA Reading	FSA ELA Reading PBT 2 Sessions (2 days)/ 80 minutes	n/a	Up to 1 school day for each session
5 FCAT 2.0 Science	FCAT 2.0 Science PBT 2 Sessions (2 days)/ 80 minutes	n/a	Up to 1 school day for each session
8 FCAT 2.0 Science	FCAT 2.0 Science PBT 2 Sessions (1 day)/ 80 minutes each	n/a	Up to 1 school day for each session
4-5 FSA ELA Reading	FSA ELA Reading PBT 2 Sessions over 2 days/ 80 minutes each	n/a	Up to 1 school day for each session
6 FSA ELA Reading	FSA ELA Reading PBT 2 Sessions over 2 days/ 85 minutes each	n/a	Up to 1 school day for each session
7-8 FSA ELA Reading	*FSA ELA Reading CBT 2 Sessions over 2 days/ 85 minutes each*	n/a	Up to 1 school day for each session
9-10 FSA ELA Reading	*FSA ELA Reading CBT 2 Sessions over 2 days/ 90 minutes each*	n/a	Up to 1 school day for each session

Session times, universal adjustments, and maximum for accommodations			
Grade/Test	Number of Sessions and Standard Time	Universal Adjustments	Max for Accommodations
3-5 FSA Math	FSA Mathematics PBT 2 Sessions over 2 days/ 80 minutes each	n/a	Up to 1 school day for each session
6 FSA Math	FSA Mathematics PBT 3 Sessions over 2 days/ 60 minutes each	n/a	Up to 1 school day for each session
7-8 FSA Math	FSA Mathematics CBT 3 Sessions over 2 days/ 60 minutes each	n/a	Up to 1 school day for each session
6-12, Enrolled FSA EOCs	FSA EOCs Algebra 1, Geometry CBT 2 Session /90 minutes each	Up to 1/2 day, if needed	Up to 1 school day for each session
6-12, Enrolled NGSSS EOCs	NGSSS EOCs Biology 1, Civics, US History CBT 1 Session - 160 minutes	Up to 1 school day, if needed	n/a
FSA ELA Writing Retake	FSA ELA Writing Retake CBT 1 session - 120 minutes	Up to 1/2 day, if needed	Up to 1 school day for each session
FSA ELA Reading Retake	FSA ELA Reading Retake CBT 2 Sessions over 2 days/ 90 minutes each	Up to 1/2 day, if needed	Up to 1 school day for each session
FSA Algebra 1 Retake EOC	FSA Algebra 1 Retake EOC CBT 2 Sessions over 2 days / 90 minutes each	Up to 1/2 day, if needed	Up to 1 school day for each session

Spring 2019 Test Administration Schedules

FSA Algebra 1 Retake EOC, FSA ELA Writing Retake and FSA ELA Reading Retake
- (CBT and PBT accommodations): February 25 – March 15

FSA ELA Reading Grade 3 (PBT): April 3-4 (Makeups to April 12)

FSA ELA Writing (Grades 4-10):
- Grades 4-6 (PBT): April 3 (Makeups to April 12)
- Grades 7-10 (CBT and PBT Accommodations): April 1-12

FSA ELA Reading Grades 4-6: PBT: May 1-2 (Makeups to May 14)

FSA Math Grades 3-6: PBT: May 6-7 (Makeups to May 14)

FCAT 2.0 Science:
- **Grade 5 PBT:** May 8-9 (Makeups to May 14)
- **Grade 8 PBT:** May 8 (Makeups to May 14)

FSA ELA Reading Grades 7-10 and FSA Math Grades 7-8:
- PBT accommodations: May 1-17 *(for on-time reporting)*
- CBT: May 1-29*

FSA EOC (Algebra 1, Geometry):
- PBT accommodations: May 1-17 *(for on-time reporting)*
- CBT: May 1-29*

NGSSS EOC (Biology 1, Civics, US History):
- PBT accommodations: May 1-17 *(for on-time reporting)*
- CBT: May 1-29*

*No testing on May 27, Memorial Day Holiday.

ATTACHMENT F

General Information about Accommodations

Allowable Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2018–2019 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. Student eligibility information for paper-based accommodations must be submitted to FDOE. Eligibility and documentation requirements for these requests are located on pages 10–11.

- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information for regular print test materials must be submitted to FDOE.

- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility for large print test materials must be submitted to FDOE.

- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.

- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.

- A regular print or large print passage booklet may be requested for a student participating in a computer-based 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 ELA Reading and ELA Writing tests may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see page 10). Passages in Mathematics or EOC assessments may be read aloud. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Directions, prompts, items, and answer choices may be repeated as many times as a student requests.

- 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 ELA Reading and ELA Writing tests.

- American Sign Language (ASL) videos and Closed Captioning for ELA Reading audio content are available for eligible students who have these accommodations identified in their IEPs or Section 504 Plans.

- Dual monitors may be set up for an American Sign Language (ASL) Accommodation, where the student will work on one monitor and have the ASL translation on the other.

- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be signed to students. Passages in Mathematics or EOC assessments may be signed. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Directions, prompts, items, and answer choices may be signed as many times as a student requests.

- For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include but are not limited to reading/signing to a group of students, reading/signing to a student individually, and reading/signing only when a student requests.

- Test directions may be repeated, clarified, or summarized as many times as a student requests.

- A student may be provided with a copy of directions from the administration script that is read by the test administrator.

- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).

- A student may read aloud directions, passages, prompts, items, and answer choices to himself/ herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.

- Verbal encouragement (e.g., "keep working," "make sure to answer every question") may be used; however, it may not be used to assist a student in producing or correcting responses.

- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).

- A student may use a straightedge to maintain or enhance visual attention to test items.

- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.

- Colored transparencies/overlays may be used.

- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.

- Positioning tools, such as a reading stand, may be used.

- A student may use a highlighter to highlight key words or phrases in directions, passages, prompts, items, and answer choices. If a highlighter is used on a scannable document and the ink is visible on a response area (e.g., writing response, answer bubble), responses must be transcribed into a replacement document.

B. **Flexible Responding**

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.

- Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
- If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
- If a student taking a paper-based ELA Writing test provides a typed response, transcription of the response into the paper-based test is not required. Directions for returning typed ELA Writing responses are included on pages 37–38 of this guide.

- A student may use speech-to-text technology to record responses. Information for using speech-to-text technology is found in the Speech-to-Text Policies document on the portal.

- A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.

- A student may use a computer or other device to provide responses.

- A student may use a computer switch or pointing device to provide responses.

- A student may use a communication device to provide responses.

- A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based 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.

- A student with a flexible scheduling accommodation that requires more than one day to complete an FSA reading, mathematics, or EOC test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:

  - The student may not be permitted to change his or her responses to items that were completed on a previous day.

- The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
    - The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should not be used. Clips must be removed after testing.
- All FSA Writing administrations must be completed in one school day.
- Grades 6–8 students with extended time accommodations may be administered one FSA Mathematics session per day (over 3 days).

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a comparable size to the normal instruction group size indicated on the student's IEP or Section 504 Plan.
- If a student requires use of an accommodation that may disturb or is not allowed for other students in the room (e.g., read aloud), the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items around the student's desk or computer station).
- White noise/sound machines or music that are approved by district/school personnel may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.

29

- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.

- For Sessions 2 and 3 of Grades 7–8 Mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking calculator may be used. No other calculator may be used. Calculators may not be used during other tests or test sessions.

- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.

- A student may use blank mathematics grids/guides to organize mathematical computation.

- Multiplication charts/tables may not be used.

- Devices designed to check grammar or spelling must not be used.

- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used except when approved by FDOE for use with braille test materials. Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.

- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing.

Unique Accommodations

In accordance with Rule 6A-1.0943, 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* provided by FDOE. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity or threaten the security of the assessment. Requests should be reviewed and approved by district personnel before submission to FDOE. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use.

Accommodations for English Language Learners (ELLs)

All ELLs participate in statewide assessments. Students who are identified as ELLs must be provided with the allowable accommodations listed below and on the following pages. ELLs who have been enrolled in school in the United States for less than one year may be exempt from FSA ELA assessments (Reading and Writing components). Exempt ELLs must participate in the annual English language proficiency assessment.

Allowable Accommodations for ELLs

Districts are required to offer accommodations to students identified as ELLs. The following are allowable accommodations for ELLs participating in the 2018–2019 Florida Standards Assessments.

A. Flexible Setting

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

B. Flexible Scheduling

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

- ELLs may be provided additional time to complete a test session; however, each test session must be completed within one school day.

C. Assistance in Heritage Language

- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for words or phrases in ELA Reading and ELA Writing passages.

- For students who are both ELLs and have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive **limited** assistance in their heritage language.

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in ELA Reading or ELA Writing passages.

D. Approved Dictionary and Glossary

- ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, such as those made available to ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

Oral Presentation Accommodations

The following read-aloud accommodations are available for FSA:

- **FSA ELA Writing**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions and prompt read aloud to them. The Writing test requires that students read a variety of texts and respond to what they have read. Because this portion of the test assesses reading skills as well as writing skills, the passages may **not** be read aloud to students.

- **FSA ELA Reading**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions, test questions, and answer choices read aloud to them. The Reading passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see below). Please see the *Instructions for Oral Presentation Accommodations* on pages 28–36 for more information.

- **FSA Mathematics and EOCs**—All mathematics and EOC directions, passages, test questions, and answer choices may be read aloud to students with this accommodation.

Any portions of tests that may be read aloud may also be signed for students with this accommodation. 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 a student to qualify for the unique accommodation that allows auditory presentation of FSA ELA Writing and Reading Passages, the student must be severely visually disabled and without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. This unique accommodation must be submitted by the district assessment coordinator to FDOE for approval.

For computer-based tests, text-to-speech features are available on the appropriate read-aloud portions for students who are assigned this accommodation in TIDE. If the type of oral presentation is not specified on the IEP or Section 504 Plan, the accommodation may be provided by a human reader or via the computer-based text-to-speech form. If specified, the accommodation should be provided as documented. As with all accommodations, the manner in which the accommodation is provided should be consistent with its use in the classroom (ensuring that students have sufficient practice and are familiar with the format).

Computer-Based Accommodations

The following CBT accommodations are available for students who have these accommodations specified on their IEPs or Section 504 Plans:

- Text-to-speech
- Masking
- American Sign Language (ASL) videos for audio/animation passages on ELA Reading tests
- Closed Captioning (CC) for audio/animation passages on ELA Reading tests
- Writing and Reading Passage Booklets

For text-to-speech accommodations, students must have headphones or earbuds for testing, and headphones/earbuds must be plugged in prior to launching the secure browser on student computers or devices. In addition, FDOE recommends that schools install the Julie Voice Pack (found in TIDE) for use with the FSA TTS forms administered on Windows computers or devices.

Student Eligibility for Paper-Based Accommodations

A student with a disability who has an IEP or Section 504 Plan may be eligible for paper-based accommodations (regular print, large print, braille, one-item-per-page) on computer-based statewide assessments. Decisions regarding accommodations, including eligibility for paper-based accommodations, should be based on a student's needs and should not be made for preferential reasons. The use of computers and mobile devices for instructional engagement and assessment is a fundamental aspect of general education, and the ability to access online environments must be considered. Students with disabilities should be given access to online environments during the educational day, including on assessments, in order to be prepared for college and careers. In addition, students should be given opportunities to practice on computer-based instructional programs and on computer-based test platforms using the available features and accommodations to determine their effectiveness and appropriateness.

Students who are eligible to receive paper-based accommodations must have an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate for the student. 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.

Students who are hospitalized/homebound and students who currently reside at Department of Corrections facilities, excluding Department of Juvenile Justice (DJJ) facilities, are also eligible to receive paper-based test materials.

Test Security

Please refer to the *Test Security Policies and Procedures* section in the test administration manuals for policy information regarding test security requirements.

CONTACT INFORMATION

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

STUDENT ASSESSMENT AND EDUCATIONAL TESTING

1450 NE 2nd Avenue, Suite 208
Miami, FL 33132
Telephone Number: 305-995-7520
Fax Number: 305-995-7522

Dr. Sally A. Shay, District Director

FSA and NGSSS Testing Programs

Ms. Maria C. Bruguera, Director I
mbruguera@dadeschools.net

Ms. Mara Ugando, Staff Specialist
mugando@dadeschools.net

Ms. Kathleen M. Sierra, Supervisor
ksierra@dadeschools.net

SAT-10 Testing Program

Ms. Mayda Cabeza, Director I
mcabeza@dadeschools.net