Spring 2011
Computer-Based
Test Administration Manual
for
Grade 10 Mathematics
and
Reading & Mathematics Retakes
Spring 2011
Computer-Based Test
Administration Schedule

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<th>Test</th>
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<td>Reading Retake</td>
<td>March 30–April 6, 2011</td>
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<tr>
<td>Mathematics Retake</td>
<td>OR</td>
<td>Untimed</td>
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<tr>
<td></td>
<td>April 11–April 15, 2011</td>
<td></td>
</tr>
<tr>
<td>Grade 10 Mathematics</td>
<td>April 11–April 22, 2011</td>
<td>160 minutes</td>
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Any deviation from this schedule requires written approval from the Florida Department of Education (FDOE) prior to implementation.

FCAT RETAKES

Students in Grades 10–Adult participating in the Retake tests may be allowed to work until the end of the school day to complete the Retake test administered that day.

Districts selected either March 30–April 6, 2011 OR April 11–15, 2011 to administer the Retake tests.

- **FCAT Mathematics Retake** is a computer-based test (CBT). Paper-based versions will be provided for students with allowable paper-based accommodations and for students in Department of Corrections facilities, excluding Department of Juvenile Justice (DJJ) facilities. CBT sessions may be scheduled during the entire one-week testing window selected by the district.

- **FCAT Reading Retake** is offered in paper-based and computer-based formats; districts have selected the delivery mode by school.
  - **Paper-Based Reading**: Districts may choose any one day during the testing period to administer the Reading Retake test. All sites in each district must administer the Reading Retake test on the same day, as specified by the district. Each district must notify the FDOE of their selected day for administering the Reading Retake.
  - **Computer-Based Reading**: Schools administering CBT Reading may schedule computer-based Reading Retake sessions during the entire one-week testing window selected by the district. Paper-based versions will be provided for students with allowable paper-based accommodations and for students in Department of Corrections facilities, excluding Department of Juvenile Justice (DJJ) facilities.

GRADE 10 FCAT MATHEMATICS

Grade 10 students will take the computer-based FCAT Mathematics Retake test. Paper-based versions will be provided for students with allowable paper-based accommodations and for students in Department of Corrections facilities, excluding DJJ facilities. The test will be administered in one 160-minute session with a scheduled 10-minute break after 80 minutes of testing. Mathematics sessions may be scheduled beginning on Day 3 of the administration window.
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Due to changes in policy, as well as administration processes, information in this manual can change significantly from one administration to the next. Even experienced district and school assessment coordinators, technology coordinators, and test administrators are responsible for reading and becoming familiar with all information in this manual.

What's New for 2011 Computer-Based Testing (CBT)

1. The Grade 10 Mathematics and Mathematics Retake assessments are computer-based only for this administration. The Reading Retake is available in computer-based and paper-based formats; districts have identified the schools participating in the computer-based Reading Retake. District and school personnel must familiarize themselves with computer-based testing (CBT) policies and procedures and adhere to the instructions in this manual before, during, and after testing.

2. All Retake paper-based materials, regardless of administration week selected, must be ready to return to Pearson by Monday, April 18.


4. For computer-based administrations, Florida will use the TestNav 6.9 platform, which requires an application download. Last year, Florida used the browser-based TestNav 7.0. The setup instructions have been revised to reflect the change in platform.

5. A new user role has been created in PearsonAccess. District assessment coordinators and/or school assessment coordinators may create accounts for test administrators for the purpose of resuming computer-based tests during the testing windows.

6. The name of the Mathematics Work Folder has changed to Florida Computer-Based Testing Work Folder. This change was to accommodate the addition of the Biology 1 End-of-Course (EOC) Assessment, which will also require a Work Folder.

7. Students are required to participate in a practice test at the school using the script provided in this manual. The practice test is delivered using an ePAT, or electronic practice assessment test. The ePAT is also available for students to practice on their own.

8. After participating in a practice test, if a student prefers not to use the online calculator for the Mathematics test, he or she may request a hand-held calculator to use on the day of testing. Test administrators should have a supply of FCAT calculators for these students.

9. The Grade 10/Retake FCAT Mathematics Reference Sheet is provided in the CBT platform, TestNav 6.9; however, schools may elect to provide hardcopy reference sheets to students. Any hardcopy reference sheets must be single-page, double-sided photocopies of the reference sheet that appears as a double-sided perforated page in Appendix D of this manual. Check the front and back of each copy before distributing copies to students, and follow the instructions in the administration script.

10. Accommodated forms will be available in the computer-based platform (e.g., large print, color contrast, zoom, screen reader). Accommodated forms will be accessed using the TestHear software, which is similar to the TestNav 6.9 software but which provides accommodations and allows the use of assistive devices. FDOE will provide separate instructions and administration scripts for accommodated forms. An accommodated ePAT for each accommodated form will be provided for students to practice using the computer-based accommodations. Directions for accessing these ePATs and providing accommodated practice sessions will be provided by the FDOE.

11. The ratio of proctors to students required for computer-based testing has been decreased from one proctor for every 15 students to one proctor for every 25 students.
Reminders for 2011 Computer-Based Testing (CBT)

1. Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification. Please carefully read the Test Security Policies and Procedures on pages 7–9, the Florida Test Security Statute on page 124, and the Florida State Board of Education Test Security Rule on pages 125–126. District assessment coordinators must require that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors read and sign an FCAT CBT Administration and Security Agreement, provided in Appendix D.

2. While the Department and Pearson currently employ strategies to protect the environment in the production and destruction of materials, we encourage schools and districts to consider recycling manuals and other non-secure ancillary materials after scores have been reported.

3. Students may not have any electronic or recording devices at their desks, in their pockets, or anywhere they can reach them during testing, even if the devices are turned off or the students do not use them. If a student is found to be in possession of ANY electronic device(s) during testing, his or her test must be invalidated in order to successfully enforce this policy.

4. The following forms and materials for CBT can be found at www.FLAssessments.com/SpringRMS:
   - Forms to report test irregularities/security breaches and missing materials
   - Training materials
   - Comment forms
   - Administration Record/Security Checklist
   - Security Log

5. Test administrators must NOT administer the FCAT to their family members. Students who are related to their assigned test administrator should be reassigned to an alternate test administrator.

6. If a student begins a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test. No exceptions will be made once the student leaves the school’s campus. If you have concerns about a student, you should not allow the student to begin. Instead, arrange to administer the test to that student on a make-up day.

7. Administration manuals must be provided to itinerant teachers in time for them to prepare adequately for the test. These teachers must also be included in test administrator training.

8. Practice tests can be used at any time after they are posted, up to the day before the test. Please remember to use these tests in enough time to adequately familiarize students with the format of the testing platform.
Introduction

This manual provides the instructions necessary to administer the computer-based Florida Comprehensive Assessment Test® (FCAT) Reading and Mathematics Retake and Grade 10 Mathematics test.

General information regarding the FCAT/FCAT 2.0 assessments, including Grade 10 Mathematics and Retakes, may be found in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual. District assessment coordinators, school assessment coordinators, technology coordinators, and test administrators at schools where the computer-based tests are administered must be familiar with the information contained in both manuals, as appropriate.

All Grade 10 Mathematics and Mathematics Retake administrations are computer-based. Paper-based test materials (regular print, large print, braille, one-item-per-page) are available as accommodations if indicated on student IEPs or Section 504 plans and will also be provided for students in Department of Corrections facilities, excluding Department of Juvenile Justice (DJJ) facilities. Use the Spring 2011 Reading, Mathematics, and Science Test Administration Manual to administer the Grade 10 Mathematics and Mathematics Retake tests to students using paper-based accommodations.

The Reading Retake is available in computer-based and paper-based formats for this administration. Districts have already identified the schools participating in the computer-based Reading Retake. For schools administering the computer-based Reading Retake, paper-based test materials (i.e., Reading Passage Booklets, regular print, large print, braille, one-item-per-page) are available as accommodations if indicated on student IEPs or Section 504 plans and for students in Department of Corrections facilities, excluding DJJ facilities. Use the Spring 2011 Reading, Mathematics, and Science Test Administration Manual to administer the Reading Retake test to students using paper-based accommodations or to administer the paper-based Reading Retake.

Glossary of Important Terms

**PearsonAccess** ([www.PearsonAccess.com/fl](http://www.PearsonAccess.com/fl)) is a website used for almost all test preparation (e.g., PreID), setup, administration, and reporting tasks. The correct test administration must be selected each time you log in. PearsonAccess requires username and password setup. In general, links to support materials covered in this manual are also provided at [www.FLAssessments.com/SpringRMS](http://www.FLAssessments.com/SpringRMS) or at [www.FLAssessments.com/AdditionalResources](http://www.FLAssessments.com/AdditionalResources).

**PearsonAccess Training Center** is accessed from the Training Center tab on the PearsonAccess Home page. It provides an opportunity to practice PearsonAccess tasks and is the means of managing the Infrastructure Trial in preparation for testing. The Training Center requires username and password setup.

**Proctor Caching** is the process of loading or “caching” test content locally on a computer at the school level. It does not require a separate caching server and can run on any workstation on the network that meets the minimum requirements. Proctor Caching software is provided by Pearson. Proctor Caching is used to reduce test delays due to network congestion and provides students with a more seamless testing experience. Proctor Caching is **required** for all FCAT/EOC computer-based testing in Florida.

**TestNav 6.9 (TestNav)** is the platform that Florida will use for computer-based statewide assessments beginning in Spring 2011. The software application is installed either on a file server or on each computer that will be used for testing.
Test Administration Policies and Procedures

Administration Schedule

The Spring 2011 computer-based Reading and Mathematics Retake must be administered between March 30 and April 6, 2011, or April 11 and April 15, 2011, as directed by your district assessment coordinator. Districts have selected one of the two weeks indicated on the inside front cover of this manual. Any deviation from the official testing schedule must be approved in writing by the FDOE.

The FCAT Retake is untimed; however, testing for a single subject must not extend beyond the end of a school day. If a student has been working the length of a typical school day on a subject but has not finished, the test administrator should instruct the student to submit his or her test for scoring.

The Spring 2011 computer-based Grade 10 Mathematics test must be administered between April 11 and April 22, 2011; sessions may be scheduled beginning on the third day of testing through the end of the testing window. The time allotted for Grade 10 Mathematics is 160 minutes. Test administrators must allow the exact amount of time allotted for each session. While some, if not all, students may finish before the time allotted for testing ends, this policy is in place to provide a fair environment for students who require all or most of the allotted time and to avoid pressuring any student to finish early. Remember that schools have the option of permitting students to read for the remainder of the allotted time; however, no special incentives should be given to students to encourage them to finish early.

Students to Be Tested

Students who are eligible to participate in this Retake administration are listed on pages 2–4 of the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.

First-time Grade 10 students will participate in the Grade 10 FCAT 2.0 Reading and Grade 10 FCAT Mathematics tests.

Retained Grade 10 students without a passing score on file will participate in the FCAT Mathematics Retake and/or FCAT Reading Retake.

Before a student can participate in any computer-based administration, the student must participate in a practice test (ePAT) to learn how to use the computer-based system.

Administration Accommodations

Appendix A provides information concerning allowable test administration accommodations for students with disabilities and English Language Learners (ELLs). For students with disabilities, the accommodation must be provided as stated in the student’s current IEP or Section 504 plan, unless it is not an allowable FCAT accommodation. For example, an electronic dictionary may be used in class for reading and noted on the IEP but is not allowable on the FCAT. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the administration dates.
Accommodated test forms that are available on the computer (e.g., large print, color contrast, zoom, screen reader) are included in the category of flexible presentation accommodations in Appendix A and must also be documented on the student’s IEP or Section 504 plan. Accommodated test forms will be provided via a separate computer-based system, TestHear, which will operate on Windows PC workstations and on Macintosh workstations that can run Windows and Mac OS 10.5 or later (e.g., via Boot Camp). A separate Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes includes scripts and instructions for administering accommodated test forms to students. It can be accessed at www.FLAssessments.com/CBTSpringAccommodations (available February 2011).

Paper-based accommodations (i.e., Reading Passage Booklets, regular print, large print, braille, one-item-per-page) must be documented on student IEPs or Section 504 plans. See Appendix A of this manual for more information regarding paper-based accommodations. Districts are required to identify the types of paper-based accommodations needed for students during the Spring PreID window. No overage of paper-based test materials for students requiring accommodations will be provided. If additional materials are needed, the district assessment coordinator must place an additional order in PearsonAccess.

Make-Up Administration Procedures

Students who are not tested on a regular administration date due to a temporary illness, disabling condition, etc., should be tested on a make-up day. All security and administration procedures must be followed while conducting make-up tests.

Computer Preparations

Each workstation (student computer) to be used for testing must meet the minimum specifications and be prepared according to the instructions provided in this manual. The Infrastructure Trial test must also have been successfully loaded on each workstation prior to the test administration. The Infrastructure Trial test is a full-size test using mock items that will simulate the loading and processing of an operational test administration. There was a statewide Infrastructure Trial in December 2010, but the test is available to be run at any time. Instructions for running this trial can be found in the Infrastructure Readiness Guide, which is located at http://www.FLAssessments.com/AdditionalResources.

For additional information about room preparations, see page 11.

For information about support for computer-based testing, see Contacting Pearson Support in Appendix C.

Student Authorization Tickets

The School Assessment Coordinator sections of this manual provide instructions for scheduling students into test sessions and printing Student Authorization Tickets. Each student needs a Login ID and a test code (password) for each test session. Login IDs and test codes are printed on the Student Authorization Tickets. Students will need a pen or pencil during testing to sign their tickets.

Student Authorization Tickets must be handled in a secure manner and returned to the school assessment coordinator immediately after each test session is completed.

The test administrator will give each student a ticket only AFTER all students have entered the testing room, and all tickets must be collected BEFORE students leave the testing room.
Test Group Codes

A test group code is a unique four-digit number used to identify groups of students tested together. Each group of tested students, initial or make-up, should receive a unique test group code. District assessment coordinators will either create and distribute test group codes to all school assessment coordinators or will instruct them to create their own unique four-digit codes. Students will enter the test group code as indicated in the scripts.

Questions During Testing

During testing, a test administrator should not attempt to resolve computer-related issues if it is disruptive to students. The test administrator must have a way to contact the school assessment coordinator or technology coordinator without leaving the room unattended. If school personnel continue to have difficulty, they may contact Pearson at 877-847-3043 or Florida@support.pearson.com.

Work Folders

Students who take the computer-based Mathematics tests are allowed to have a paper Work Folder to work the problems. School assessment coordinators will receive a supply of Florida Computer-Based Testing Work Folders. The Work Folder is a blank piece of yellow 11x17 paper folded in half. One Work Folder should be sufficient for each student; however, students may request additional folders.

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

Once students complete the Mathematics test, the test administrator must collect all Work Folders. The school assessment coordinator should store the Work Folders until results are reported and then destroy them as directed by the district assessment coordinator. Used folders are secure materials.

Reading Passage Booklets

For eligible students taking the computer-based Reading Retake, Reading Passage Booklets will be provided to schools that ordered these materials during the PreID window. Students are eligible if their IEPs or Section 504 plans include this accommodation. The booklets contain reading passages but do not contain test items. Students will respond to test items on the computer.

Reading Passage Booklets are secure materials and must be stored in a secure location before and after testing. Please see the Spring 2011 Reading, Mathematics, and Science Test Administration Manual for passage booklet return instructions.

Calculators

The computer-based Mathematics tests have a built-in, four-function calculator. Students will not need a hand-held FCAT calculator. Once a student has participated in a practice test, he or she may request to use a hand-held calculator instead of the built-in calculator, but it must be an approved FCAT calculator, as indicated in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.
General Information—Test Administration Policies and Procedures

Students with visual impairments may use the FCAT large key/large display calculators or FCAT talking calculators supplied by the FDOE. Schools that have not yet accumulated an adequate supply of FCAT large key/large display or FCAT talking calculators to accommodate all students with visual impairments may use comparable calculators that are regularly used in their classrooms. Such calculators must be basic, four-function models and must not have functions that are unavailable on FCAT calculators. No other calculators may be used.

Reference Sheets

The computer-based Mathematics tests have a pop-up window that includes the Grade 10/Retake FCAT Mathematics Reference Sheet. Schools may provide paper copies of reference sheets to students; however, schools must make the copies themselves. The Department will not provide paper copies of CBT reference sheets.

The reference sheet is located in Appendix D. It is a single-page, double-sided document. If paper versions are provided to students, they must be single-page, double-sided copies. The front and back of each copy must be carefully checked against the original to ensure all content is copied and that it is clear and easy to read.

Online Tools

Several online tools are available to students taking a computer-based assessment. Students will practice using these tools during the practice test; instructions for using these tools are provided in the script for administering the practice test.

Eliminate Choice

A student can use this tool to cross out answer choices that he or she has eliminated as possible correct answers. If a student tries to eliminate an answer that has been selected as the answer, or tries to select an answer that has been eliminated, he or she will be prompted to confirm the choice. This tool is available for all computer-based tests.

Notepad

A student can use this tool to make notes on a particular question for later reference. Each question has a new notepad. This tool is available for computer-based Reading tests.

Highlighter

A student can use this tool to highlight portions of a passage, question, or graphic. This tool is available for all computer-based tests.

Eraser

A student can use the eraser to remove highlighting or to erase the X that appears over an answer choice when a student uses the Eliminate Choice tool. This tool is available for all computer-based tests.
Reference Sheets

A pop-up window with the Grade 10/Retake FCAT Mathematics Reference Sheet is included in the computer-based Mathematics tests. See page 5 for more information about the use of paper reference sheets. The Directions for Completing the Response Grid, a diagram of a calculator, and Helpful Hints for Using a Four-Function Calculator may also be accessed as pop-up windows in Mathematics tests.

Calculators

The computer-based Mathematics tests have a built-in, four-function calculator. See pages 4–5 for more information about the use of hand-held calculators.

Straightedge

This tool looks like a ruler but has no measuring units. It can be used in the same way the edge of a piece of paper would be used to help work a problem. This tool is available for computer-based Mathematics tests.
General Information—Test Security Policies and Procedures

Test Security Policies and Procedures

Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the Test Security Statute, s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See Appendix B for the full text of the Florida Test Security Statute and State Board of Education Rule. Examples of prohibited activities are listed below:

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

Please read and familiarize yourself with the Statute and Rule on pages 124–126.

If students with current IEPs, Section 504 plans, or ELL plans have allowable accommodations documented, test administrators may provide accommodations as described in Appendix A and may modify the scripts in this manual as necessary to reflect the allowable accommodations. A separate Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes includes scripts and instructions for administering accommodated computer-based test forms to students. For paper-based accommodations, scripts and instructions are provided in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual. Permission to modify scripts for allowable accommodations must NOT be interpreted as permission to paraphrase items.

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

Any monitoring software that would allow test content on student workstations to be viewed on another computer during testing must be turned off.

Please remember that after ANY administration, initial or make-up, Student Authorization Tickets, Reading Passage Booklets, Session Rosters, hardcopy reference sheets, and used Work Folders must be returned immediately to the school assessment coordinator and placed in locked storage. No more than three persons should have access to the locked storage room. Secure materials should not remain in classrooms or be taken off the school’s campus overnight. Secure documents should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the Security Numbers section of the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.

District assessment coordinators must require that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors sign and return an FCAT CBT Administration and Security Agreement, provided in Appendix D, stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists the school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement.

Each school is required to maintain an accurate Security Log, provided in Appendix D, for each testing room. Anyone who enters a testing room for the purpose of monitoring the test is required to sign the log. This applies to test administrators, proctors, and anyone who relieves a test administrator, even for a short break, regardless of how much time he or she spends monitoring a testing room.
General Information—Test Security Policies and Procedures

Test administrators must NOT administer the FCAT to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator.

Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations and/or loss of teaching certification.

Admission of Students to Testing

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

Districts must ensure that students take each subject test only ONCE during this administration. In the event that a student takes a test (Reading or Mathematics) more than once and it cannot be determined which test was taken first, both scores will be invalidated.

Proctors

When testing a large group of students, proctors MUST be assigned to the room to assist the test administrator. Refer to the table below for the required number of proctors.

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

* It is recommended that a proctor be assigned to rooms with 25 or fewer students whenever possible.

School personnel and non-school personnel may be trained as proctors (only school personnel may be trained as test administrators). Prior to testing, inform all proctors of their duties for assisting with test sessions and of the appropriate test security policies and procedures. School personnel duties may include preparing and distributing materials (e.g., authorization tickets, Work Folders). Non-school personnel may assist test administrators during test administration; however, they may NOT participate in any of the test administration procedures (e.g., distributing and collecting authorization tickets, assisting students with logging in to the test).

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

Proctors must also be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Every proctor who monitors a testing room for any length of time must sign an FCAT CBT Administration and Security Agreement and the Security Log for that room.
Missing Materials and Test Irregularities/Security Breaches

Test administrators should report any test irregularities (e.g., power outage, fire alarm) and possible security breaches to the school assessment coordinator immediately.

If, after a thorough investigation, a secure document, such as a Student Authorization Ticket, a used Work Folder, a Session Roster, or a Reading Passage Booklet, is not found or a test irregularity or security breach is identified, the school assessment coordinator must contact the district assessment coordinator. A test irregularity may include testing that is interrupted for an extended period of time due to a local technical malfunction. The district assessment coordinator should call the FDOE Bureau of K–12 Assessment immediately to discuss the concern. A written report must be submitted to the Bureau within ten days after an irregularity or security breach has been discovered and within 30 days after secure materials have been identified as missing. The report must include, as applicable, the nature of the situation, the time and place of the occurrence, the names of the persons involved, a description of the communication between the district assessment coordinator’s office and school personnel, how the incident was resolved, and what steps are being implemented to avoid future losses, irregularities, or security breaches.

A form to report missing secure materials and a form to report test irregularities and security breaches can be found online at www.FLAssessments.com/SpringRMS. School personnel and district assessment coordinators may use these forms, manipulate these forms, or create their own forms to submit with a written report. Compile all pertinent information and submit the written report to the FDOE via fax at 850-245-0781 or via email as indicated on the forms.

If there is reason to believe that a secure document has been stolen, the school assessment coordinator should contact the district assessment coordinator immediately. The district assessment coordinator must then call the Bureau of K–12 Assessment to discuss a plan of action. This action may include the involvement of local law enforcement personnel.
General Information—Test Invalidation Policies and Procedures

Test Invalidation Policies and Procedures

Test Invalidation

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

The test administrator should discuss situations involving possible invalidation with the school assessment coordinator and the situation should be investigated immediately.

A test MUST be invalidated if any of the following circumstances occur:

1. A student has an electronic device during testing.
2. A student is cheating during testing.
3. A student is disruptive during testing.

Situations involving possession of electronic devices, possible cheating, or disruptive behavior should be investigated and discussed with the school assessment coordinator and site administrator before a final invalidation decision is made. Please note, as stated in Rule 6A-10.042, FAC, in situations involving cheating, a report must be submitted to the FDOE within ten calendar days of the incident as stated on page 9.

A test MAY be invalidated if any of the following circumstances occur:

1. A student becomes ill and is unable to finish, OR a student is not allowed the correct amount of time (e.g., the test administrator instructs students to stop working without allowing the correct amount of time, or a parent removes a student for an appointment prior to the end of the allotted testing time). If a student starts a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test. No exceptions will be made once the student leaves the school’s campus. If you have concerns about a student, you should not allow the student to begin. Instead, arrange to administer the test to that student on a make-up day.

Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the test items. If a determination can be made that the student was provided enough time to respond completely, the test should be submitted for scoring.

If it is determined that the student was not provided adequate time to complete a test AND the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised AND the student has not left the school’s campus, the student may return to the testing room during the same school day to complete the test.

2. A student was given an accommodation not allowed on the FCAT.
3. A student was given an accommodation not on the student’s IEP, Section 504 plan, or ELL plan.
4. A student was not provided an allowable accommodation listed on the student’s IEP, Section 504 plan, or ELL plan.
5. An error occurs in test administration or procedures that could compromise the validity of the test results (e.g., students had access to an unauthorized visual aid that gave an unfair advantage).
Test Administrator Responsibilities Before Testing

Please remove the Test Administrator Checklist from Appendix D and use it before, during, and after testing.

Conduct Practice Test (ePAT)

Prior to administering the computer-based Retake, conduct a practice test (lasting approximately 45 minutes), based on instructions from your school assessment coordinator. The practice test contains sample test items to prepare students for the Reading and Mathematics tests. It will help familiarize you and your students with the Mathematics Reference Sheet, the online tools, and the process for responding to items on the computer. The practice test items are not intended to replicate the difficulty of the items on the tests but are very similar in content and format.

All students who will participate in this administration MUST participate in a practice test conducted at their school.

For each practice test, you will need the practice test script in this manual. Read and familiarize yourself with the practice test script and practice using the tools in the ePAT before administering any practice test to students.

The script for the practice test is provided in this manual to ensure that all students are given the same instructions. However, for the practice test ONLY, you may provide additional information as needed.

Work Folders for the Mathematics tests and Reading Passage Booklets for the Reading test will not be provided for practice tests. Instruct students to bring their own scratch paper and pencils/pens.

Prepare the Room for Testing

The computer-based test should be administered in a room that has comfortable seating, good lighting, and sufficient workspace for students using Work Folders and Reading Passage Booklets. Make sure that the room is adequately ventilated and free of distractions.

Students must not be able to easily view other students’ computer screens or Work Folders. During the practice test, check the configuration of your test room to make sure you will be able to provide a secure environment during testing. Make adjustments prior to test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

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

When you arrive on the day of testing, open each student workstation in the testing room to the student login screen as indicated in the script. Ensure that you have a way to contact the technology coordinator or the school assessment coordinator during testing without leaving the room unattended.

Outside each door to the testing room, post a sign that reads TESTING—Please Do Not Disturb. A sign is provided in Appendix D.

Each test session will have a unique six-digit test code (password) that will be printed on the Student Authorization Tickets and Session Roster (this is not the same as the test group code used to identify groups of students tested together). Students will be prompted to enter the test code (password) to access the test.

If you are administering the test to 26 or more students, see the chart on page 8 for the number of proctors needed.
Required Administration Information

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

- Students assigned to your room—provide Student Name and Student ID Number
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Accommodations provided (codes provided in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes)
- Test group code
- Grade level
- Signatures of test administrator and school assessment coordinator and dates for when secure materials (e.g., Work Folders, Student Authorization Tickets, Session Rosters, Reading Passage Booklets, Mathematics Reference Sheets) are received and returned

The school assessment coordinator will provide a Session Roster, Student Authorization Tickets, and test group codes. The Session Roster can be used to record or verify most of the required administration information. Please note that the roster will include blank fields for recording accommodations provided and attendance information. Other required information (e.g., grade level, test group code) may be recorded anywhere on the roster.

Copy and file all required administration information for future reference. Return the originals to the school assessment coordinator.

Assemble Materials

Test Administration Manuals

You will need this manual to read the test administration scripts. You are responsible for reading the appropriate sections, scripts, and appendices of this manual BEFORE testing. You must also familiarize yourself with all appropriate sections of the Spring 2011 Reading, Mathematics, and Science Test Administration Manual prior to administering a computer-based test.

You will be asked by your school assessment coordinator to sign an FCAT CBT Administration and Security Agreement, provided in Appendix D, stating that you have read and agree to abide by all test administration and test security policies and procedures. Failure to adhere to these policies and procedures may result in the invalidation of student tests and/or loss of teaching certification.

Pencils/Pens

Instruct students to bring a pencil or a pen on the day of testing, but a supply of pencils and pens should also be available. Students will need a pen or pencil to sign their authorization tickets and to work problems in their Work Folders for the Mathematics tests.

Watch or Clock

You will need a watch or clock to ensure that students are allowed the exact amount of time indicated for the Grade 10 Mathematics session.

The Reading and Mathematics Retake tests are untimed; however, testing for each Retake subject may not exceed the length of the school day. If a Retake student has been working the length of the school day on a subject but has not finished, it is appropriate to stop testing and submit the document for scoring.
Security Log

You are required to maintain an accurate Security Log for your testing room. **Anyone who enters a testing room for the purpose of monitoring a test MUST sign the log for that testing room.** This applies to test administrators, proctors, and anyone who relieves a test administrator, even for a short break, regardless of how much time he or she spends monitoring a testing room. Remove the Security Log from Appendix D and use it as required. This document can also be found at [www.FLAssessments.com/SpringRMS](http://www.FLAssessments.com/SpringRMS).

Do Not Disturb Sign

Remove the Do Not Disturb sign from Appendix D and make copies for all entrances to the testing room. Post the signs prior to testing.

Electronic Devices Sign

Remove the Electronic Devices sign from Appendix D and post it prior to testing where it is visible to all students.

Receive Materials

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

Student Authorization Tickets/Session Rosters

On the morning of testing, your school assessment coordinator will provide you with a Session Roster and, for each student scheduled for your test session, a Student Authorization Ticket. You may use the Session Roster to verify and collect the required administration information. Be sure that the tickets and the roster identify the correct test session.

Work Folders

You will receive a Work Folder for each student taking a computer-based Mathematics test. Distribute these folders as indicated in the script for administering the Mathematics tests. You will also receive extra folders in case students need more than one. Used work folders are considered secure materials.

Work Folders are not provided for practice tests so students should bring their own scratch paper.

Reading Passage Booklets

You may receive Reading Passage Booklets for students with disabilities taking the CBT Reading Retake if this accommodation is outlined in their IEPs or Section 504 plans. Distribute these booklets to these students once testing has begun. Students may write in these booklets. All booklets must be collected immediately after testing and be returned with the authorization tickets. Reading Passage Booklets are secure materials and are not provided for practice tests.
Calculators

If a student requests to use a hand-held calculator instead of the calculator in the computer-based testing platform, make sure a working FCAT calculator is available. See pages 4–5 for more information regarding calculators.

Reference Sheets

If your school will provide paper copies of reference sheets to students who request them, make sure a sufficient number of copies are available. See page 5 for more information regarding Mathematics Reference Sheets.

Accommodations

If you will be administering the computer-based test to students who require allowable accommodations, familiarize yourself with the exact accommodations that are to be given prior to testing. If an accommodation(s) is not provided exactly as it appears on a student’s IEP, Section 504 plan, or ELL plan, that student’s test will be invalidated. Contact your school assessment coordinator if you have questions about student accommodations.
Test Administrator Responsibilities During Testing

If a student starts a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test, with the exception of students who have an extended time accommodation that specifically allows for a single session of a subject test to be taken over more than one school day. No other exceptions will be made once the student leaves the school’s campus. If you have concerns about a student, you should not allow the student to begin. Instead, arrange to administer the test to that student on a make-up day.

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

Read Script

Read the appropriate script VERBATIM to students. Please read the important information and adhere to the instructions between the SAY boxes as you read the script to students.

You may make the necessary modifications to the scripts when testing students who are allowed certain accommodations. Do not interpret this as permission to paraphrase test items.

Distribute Materials

Ensure that each student has a pen or pencil.

Distribute the Student Authorization Tickets as indicated in the scripts. For the Mathematics tests, distribute Work Folders, calculators, and reference sheets (as needed) before testing begins.

For the Reading Retake, distribute the Reading Passage Booklets, if any, as indicated in the script.

Keep Time

Keep accurate time for Grade 10 Mathematics sessions. Record the starting and stopping times in the spaces provided in the script and also display these times for students.

The Retake tests are untimed; however, testing for a single Retake subject may not exceed the length of the school day.

Maintain Test Security

Maintain test security at all times and report violations or concerns to the school assessment coordinator immediately.
Test Administrator Responsibilities During Testing

Adhere to the Test Security Policies and Procedures on pages 7–9, the Statute and Rule in Appendix B, and the FCAT CBT Administration and Security Agreement that you signed prior to testing.

If a student leaves the room, you must secure the student’s computer. Your school assessment coordinator will provide instructions. Either the student must exit the TestNav system (by clicking the X or the red circle in the top corner of the screen, clicking Yes, exit the test, then clicking Yes once more), or some type of visual block (e.g., a file folder) must be applied to obscure the test screen. If the student exits the system, he or she must be authorized to resume testing. If your district assessment coordinator creates a Test Administrator account for you in PearsonAccess and trains you on the process, you will be able to resume testing for these students. Otherwise, your school assessment coordinator must authorize the student to resume testing.

Supervise Test Administration

It is not appropriate to use cell or classroom phones (except to contact your school assessment coordinator or technology coordinator if issues arise), grade papers, or work on the computer during testing. Instead, while students are working, move around the room and ensure the following:

- Students have cleared the area around their workstations of all materials except for Student Authorization Tickets, pens or pencils, and the following materials, as applicable: Work Folders, calculators, Reading Passage Booklets, and reference sheets
- Students do not have books, notes, extra scratch paper, or electronic devices of any kind (except for FCAT calculators) during testing, even if they do not use them
- Students do not talk or make any disturbance
- Students are working independently

While you may encourage students to continue working, you may not talk with them about test items or help them with their answers. Any desktop-viewing programs or similar software that would enable a test administrator to view test items and student responses must be turned off during testing. If students finish the test before the allotted time has elapsed, you may encourage them to go back and check their work. You may not provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to check their work on specific items. Further, you may not discuss test items or answers with students, even after testing has been completed. Because some items may be used on future tests, discussion would compromise the validity of those items.

If a student reports a test item that he or she thinks is defective, note the student’s name, session name, content area, item number, and basic student concern (e.g., two possible answers, no correct answer). Most concerns result from a student not reading an item carefully; therefore, encourage the student to reread the item. If the student still thinks that the item is defective, reassure the student that a flawed item will not be used to calculate student scores. The student should answer the item to the best of his or her ability and continue with the test. Once testing has ended, inform your school assessment coordinator of the concern, and he or she will contact the district assessment coordinator, who in turn will provide the FDOE with this information. The item will be investigated, and the district will be informed of the results of the investigation.

If a student’s computer is disconnected from the test, contact the technology coordinator to help diagnose any technical issues or contact the school assessment coordinator to resume that student’s test in PearsonAccess. If your district assessment coordinator created a Test Administrator account for you, you will be able to resume the student’s test. Then assist the student with logging in again.

As directed by the district assessment coordinator, schools may permit students to read after they have finished the test and their test materials (authorization tickets, Work Folders, Reading Passage Booklets, and calculators) have been collected. While still in the testing room, students are not permitted to write or use computers after they have finished the test and completed a comment form.
NOTE: Prior to each computer-based test administration, participating students must complete a practice test (ePAT) to learn how to use the computer-based system. A separate Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes includes scripts and instructions for administering accommodated practice tests to students. Even students who participated in the computer-based Spring 2010 Retake administration or the Spring 2010 Algebra 1 End-of-Course field test must participate in the practice test for this administration.

Ensure that the ePAT Launcher and the FCAT Reading and Mathematics Retake Practice Test have been downloaded to each computer that will be used for the practice test.

The ePAT script first describes the presentation of Reading questions and computer tools common to both the Reading and the Mathematics tests, followed by the information that is unique to Mathematics. The script indicates where the Mathematics instructions begin. If you don’t have any students who need to take Mathematics, you may skip that portion of the script, as indicated.

**Beginning the ePAT**

1. Before students arrive, ensure that the testing room is prepared as described on page 11.
2. Ensure that all software applications, including Internet browsers, on each computer are closed before conducting this practice test.
3. Double-click the ePAT Launcher icon.

It may take a moment to open. During this time, you will see an active display to let you know that the program is working.

The student login screen will be displayed as shown below. The computer is now ready for the student to begin.
Today you are going to learn how to use TestNav 6.9, the computer-based test system. This practice test is designed for students who will take Grade 10 Mathematics for the first time or need to retake Reading, Mathematics, or both.

If you will be taking a Mathematics test, you will be given a Work Folder on the day of the test to work the problems; however, today you can use your own paper to work the Mathematics problems. You will not be allowed to use any scratch paper for the Reading Retake.

On the day of the test, you will also receive a Student Authorization Ticket with your name, a Login ID, and a six-digit test code \textit{(password)} on it. Your computer will be open to the login screen. After you sign your name on your Student Authorization Ticket, you will log in by typing your Login ID and test code exactly as they are shown on your ticket. Then you will see a Welcome screen with your name at the bottom.

Today, we will access the practice test without a Login ID or test code.

Your computer should be opened to the login screen.

Please follow my instructions, and do not change screens until I tell you to do so.

Now select the \textbf{FCAT Reading and Mathematics Retake Practice Test}, type your name, and click the \textbf{Launch} button. You should see a Welcome screen with your name on it. Please raise your hand if you don’t see the Welcome screen.

Pause to make sure that all students have proceeded to the Welcome screen, as shown below.

Now click the \textbf{Next} button in the bottom right corner to proceed to the first sample passage.

Pause to make sure that all students have the first reading passage on their screen, as shown on the next page. Help students if necessary.
Before you begin reading the passage, listen as I describe the screen.

For the Reading Retake, the reading passages will initially appear on the screen without the questions.

On the right side of the passage is a scroll bar. Now scroll down slowly either by clicking the down arrow or by clicking the scroll bar.

When reading a passage, always make sure that you scroll down to read the entire passage.

Practice scrolling the passage window.

Walk around the room and make sure everyone can scroll to the bottom of the passage. Help students if necessary.

At the bottom of the screen you will see a Next button in the right corner. You will not see the Next button until you have scrolled down to the end of a question or passage.

Click the button. You will now see the reading passage on the top of the screen and the first question on the bottom of the screen. You can click and drag the dividing line in the middle of the screen to give more or less space for the passage or the question. You can also scroll up and down on the right side of the screen.

Make sure that each student has the first item on his or her screen.

Now look at the question. To select an answer, you will click the bubble beside the answer choice or click anywhere on the answer choice. Please click the letter A next to the first answer choice. Answer choice A should now be selected.

Select answer choices C and D to see how your answer changes. (Pause.)

Are there any questions?

After answering all questions,

Now I will describe several features and tools that may help you with the computer-based test, and you will practice using them.
First, I want to describe the features available at the bottom of the screen. These buttons are only available once you reach the end of a question or passage. If you do not see these buttons, use the scroll bar on the right side of the screen to scroll to the end of the question or passage.

The bottom center of the screen shows the question number and your name. This practice test only has 13 questions. When you take the actual test, there will be more questions.

In the bottom left corner is the **Back** button. This button can be used to move to a previous question or passage.

The **Reset** button can be used to remove the answer selected or filled in on the grid. If you select an answer and then decide you want to leave the answer blank, clicking **Reset** will remove the selection. For question 1, click answer choice A. Now, click the **Reset** button. The mark next to answer choice A disappears.

Below **Reset** is the **Go To** button. Click this button. (*Pause for students to click the button.*) This takes you to a summary screen, which shows the question number, whether a question has been answered, and whether a question has been flagged for review. Clicking on a question number will take you to that question. Reading passages are also indicated on this screen. The **Go To** screen also includes the **Submit** button. Once you submit the test, it cannot be restarted. Only click **Submit** once you are completely finished with the test, or when I instruct you to do so. Click **Question 1** to return to the first question.

In the bottom right corner is the **Review** button. This feature allows you to flag a question that you might want to review at a later time. Click the **Review** button and the word “Review” will turn yellow and a red check mark will appear. At any time, you can go back to the questions that you flagged for review. You can also access the questions marked for review on the summary screen by clicking the **Go To** button. After reviewing a question, click the **Review** button again and the red check mark disappears.

The final button in the right corner is the **Next** button. As I mentioned earlier, click this button to move to the next question or passage. Make sure you only click the **Next** button one time. If you double-click or click more than one time while the page is loading, you may skip a question.

At the top of your screen, you will see several icons that open the various tools you can use during the test.

Locate the **pointer** icon. The pointer is the default tool for responding to questions.

Click the **eliminate choice** icon on your toolbar. You can use this tool to cross out answer choices that you have eliminated as possible correct answers. Now click anywhere on answer choice A. You should see an X through answer choice A. Click answer choice B and an X appears through this choice also. Now turn off the eliminator by clicking it again. If you want to select an answer that you have eliminated, remove the X by clicking it. A pop-up window will ask you if you want this choice to be your answer. Click **Yes** or **No**. Practice eliminating answer choices and removing the Xs. (*Pause.*)

Now, click the **highlighter** icon on the toolbar. You can use this tool to highlight portions of a reading passage, a question, or a graphic. To highlight, click at the top left corner of the first word you want to highlight and move the highlighter over the words until you get to the bottom right corner of the last word you want to highlight. Practice highlighting phrases in the passage. (*Pause.*)

Now turn off the highlighter.
Locate the eraser icon. You can use the eraser tool to remove highlighting and to erase an X from an eliminated choice. To erase highlighting, select the eraser tool, then click anywhere in the highlighted area. The highlighting will disappear from the entire area. Click the eraser icon and practice. (Pause.)

Click the notepad icon and a notepad appears in a pop-up window. The notepad is only available for Reading. Now practice typing words in the notepad. (Pause.)

If you want to make notes on a particular question for later reference, you can type them into this window. You can also move the notepad around on the screen by clicking on the top of the notepad and dragging the pop-up window over the screen. To close the notepad, click the X or the red circle in the top corner. When you open the notepad on that question again, your notes will still be there. Now practice opening and closing the notepad. (Pause.)

Now, click the last icon, which is the Help button. A drop-down menu will appear with a list of tools. Select the highlighter. A pop-up window with a description of the tool will be displayed. Click Next on this window to see how the tool works. Use the buttons at the bottom to go back, to see what’s next, to replay the demonstration, or to close the window. Close the Help window.

Are there any questions so far?

Answer any questions.

If you don’t have any students taking a Mathematics test, skip to the third SAY box on page 22.

The remaining three tools are for Mathematics tests only. Now you will practice using these three tools and answering gridded-response Mathematics questions.

If you are not taking a Mathematics test, you may follow along with me or quietly practice using the tools for the Reading Retake on questions 1 through 7.

Now click the Go To button and select Question 8. (Pause.) Follow my directions as I describe the three tools that will appear for Mathematics questions only.

Click the ruler icon in the toolbar and select straightedge. The straightedge looks like a ruler but has no measuring units. You can use this straightedge just like you would use the edge of a piece of paper to help you work a problem. You can slide and rotate the straightedge. To slide it, click anywhere on the straightedge and drag. To rotate the straightedge, click on the white section on the right side and move it clockwise and counterclockwise. You can also use the buttons on the Rotate toolbar. Practice using the straightedge. (Pause.)

Click the ruler icon again to turn off the straightedge. Now, click the calculator icon in the toolbar and select Four Function to open the calculator. You can move the calculator by clicking the top of the calculator and dragging it to another part of the screen. Practice moving the calculator around the screen. (Pause.) Click the keys of the calculator to enter numbers and functions. Practice using the calculator to solve a simple problem such as one plus two. (Pause.) You will have more time to practice using the calculator later in the practice session. Now, close the calculator by clicking the X or the red circle in the top corner of the calculator. If you are not comfortable using the online calculator tool by the end of today’s practice test, you will be given an opportunity to request a hand-held FCAT calculator on the day of testing.

Walk around the room and make sure everyone can use the tools. Help students if necessary.
Now, click the **Exhibit** icon to the right of the calculator in the toolbar. The **Exhibit** icon looks like an open book.

Once you open the Exhibit window, you will see two tabs. The first tab is **Formulas**. Click the Formulas tab to view the *Grade 10/Retake FCAT Mathematics Reference Sheet*. You will need to scroll all the way down and use the horizontal scroll bar at the bottom of the screen to see all of the information on the reference sheet.

The second tab in the Exhibit window is **Instructions**. Click the Instructions tab to view the *Directions for Completing the Response Grid*, a diagram of a four-function calculator, and *Helpful Hints for Using a Four-Function Calculator*. Again, you will need to scroll all the way down and use the horizontal scroll bar at the bottom of the screen to see all of the information.

Practice scrolling to view all information in the Exhibit windows. During testing, you may leave an Exhibit window open while answering test items. You may also open and use your calculator with an Exhibit window open.

Adjust the window by clicking and dragging on any edge or corner. Move the Exhibit window by clicking on the bar in the top of the window and dragging it to another part of the screen. Now, practice moving the window around the screen. *(Pause.)* Close the Exhibit window by clicking the X or the red circle in the top corner of the pop-up window.

Are there any questions?

After answering all questions,

Now you will practice entering Mathematics responses. Question 8 is a Mathematics multiple-choice question. Answer this type of question just like the Reading multiple-choice questions. Click the bubble beside an answer or click on the answer to indicate your answer choice.

Now click **Next** and go to question number 9. This is a gridded-response question. To enter your response, click the bubbles in the grid that correspond to each digit or symbol in your answer. The selected bubbles will be filled in, and each digit, fraction bar, and decimal point you have selected will appear in the box above the bubble. You can also use your keyboard to type digits or symbols in the boxes at the top of the grid and the corresponding bubble below each box will be filled in. Now practice entering a response using both methods. *(Pause.)*

If you want to change a value in a column, just click a different bubble in that same column. To clear a column, click in the box at the top of the column and delete the value in the column using the delete key on your keyboard. You can also use the **Reset** button to clear all columns and boxes.

Practice clicking the bubbles and entering and changing your answer to see how your response is displayed. *(Pause.)*

If you don’t have any students taking a Mathematics test, resume here.

In question number 9, the top row of the table where it says “Name of Mammal” should be lightly shaded gray. Please raise your hand if you cannot see the shading of this row on your computer screen. *(Pause.)*

Contact your school technology coordinator if the row is not shaded. This means the contrast and/or brightness settings on the student’s computer should be adjusted to allow the student to see the shading.
Now, click the Go To button and select Reading Passage 1. Answer all the questions in this practice test and practice using the tools.

Walk around the room and assist students as necessary. After students have practiced using the tools and responded to all items, you may display the following answers or read them to the students. Ask the students to check their answers. If you read the answers, pause between answers to allow students to move between questions.

Go back to question 1 to check your answers. The correct answers for questions 1–13 are:

1. C
2. D
3. B
4. C
5. A
6. B
7. D
8. C
9. 5/6, 10/12, 20/24, .83, .833, .8333, 0.83, or 0.833
10. .066, 0.066, .0664, .07, or 0.07
11. A
12. D
13. 1.5, 3/2, or a fraction equivalent to 3/2 such as 6/4 (Be sure students do not enter 1½ for question 13.)

Now we’ll demonstrate how you will exit the test if you need to leave the room for an extended period during the actual test and will resume your test later. Click the X or the red circle in the top corner. A pop-up window will appear and ask you to confirm that you want to exit the test. For today, click No, return to the test. On the day of the test, you will click Yes and you will be permitted to leave the test. Selecting this option will allow you to return to the test if you are authorized to do so.

Now we’ll demonstrate how you will exit the test if you are finished with the test and you will not be returning at a later time to complete it. Click the Go To button. Click the Submit button. A pop-up window will appear and ask you to confirm that you want to submit the test. Remember that once you have clicked this button, you cannot return to the test. If you are finished practicing, click Yes, submit my test. You will be asked to confirm this decision. Click Yes and, on the following screen, click Close.

Samples of the Submit Test for Scoring dialog box are shown on the following page.
Script for Administering the Practice Test (ePAT)

Windows

Mac

Check each computer and make sure that each student has exited the test properly. Help students as needed. If any students want additional practice for the test, provide them with the ePATs URL (www.FLAssessments.com/ePATs) so they can access the practice test on their own.
Script for Administering Computer-Based Grade 10 Mathematics

During testing, do not use cell or classroom phones (except to contact the school assessment coordinator or technology coordinator), check email, grade papers, etc. Your full attention should be on students AT ALL TIMES as you move around the room. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading the test items. As you move around the room, please check the top of student screens to ensure students are working in the correct test.

The following script should be used only for Grade 10 students taking the Mathematics test for the first time. If you are administering an accommodated CBT form (e.g., large print, color contrast, zoom, screen reader) of the Grade 10 Mathematics test, refer to the script in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes. If you are administering a paper-based test as an accommodation for the Grade 10 Mathematics test, refer to the administration script in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual. If you are administering the Mathematics Retake, turn to page 38.

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

Provide individual restroom breaks as needed and maintain the security of the test during breaks. For short restroom breaks, it is recommended that visual blocks be applied to students’ computer screens (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student’s test will need to be resumed in PearsonAccess before the student can continue testing.

Before Testing

1. Ensure you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are told to do so in the script.**
2. Ensure that the testing room is prepared as described on page 11.
3. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
4. Before reading this script, be sure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for the Grade 10 Mathematics test, enough Work Folders, and, if your school will be distributing these to students, copies of the Grade 10/Retake FCAT Mathematics Reference Sheet. (An online reference sheet is provided, but students can request a hardcopy reference sheet if the school provides them.)
6. Distribute the Work Folders and any hardcopy reference sheets or hand-held FCAT calculators before testing begins. A supply of hand-held FCAT calculators should be available for students who request them. References to hand-held calculators and hardcopy reference sheets are in parentheses and italics in this script and should be read to students, as applicable.
7. Make sure that all students have a pen or pencil to sign their authorization tickets and work the problems. You should have a supply of extra pencils.
8. Ensure that all software applications, including Internet browsers, are closed on all student workstations before this test begins.
9. Start TestNav on all computers that will be used for testing. To open a computer to the student login screen, double-click the TestNav icon, enter the URL as it appears on the Student Authorization Ticket, then click **Go**. Note: The URL is case-sensitive.

It may take a moment to open. During this time, you will see an active display to let you know that the program is working.

The student login screen is displayed as shown below. The computer is now ready for the student to begin. The login screen does not time out, but it will become inactive if interrupted by another application.

10. As students complete the test, follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at [http://www.FLAssessments.com/RetakeStudentCommentForm](http://www.FLAssessments.com/RetakeStudentCommentForm).

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**Say**

Before taking the Grade 10 Mathematics test on the computer, you must have participated in a practice test. If you did not complete a practice test for this administration of the computer-based test, raise your hand.

If any students did not participate in a practice test, contact the school assessment coordinator for instructions. Then,

**Say**

Remove all materials from your desk except your Florida Computer-Based Testing Work Folder, *(FCAT calculator)*, *(Grade 10/Retake FCAT Mathematics Reference Sheet)*, and your pen or pencil. Write your name on your Work Folder. *(Pause.)*

Please do not type any information or start the test until I tell you to do so.

You may take the Mathematics test only **ONCE** during this administration.

You may not have any electronic or recording devices *(except an FCAT calculator)* at your desk, in your pockets, or anywhere you can reach them during testing, even if they are turned off or you do not use them. **If you are found with any electronic devices during this test, your test will not be scored.** If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your district’s procedures regarding electronic devices. **AT THIS TIME, ENSURE THAT YOUR OWN ELECTRONIC DEVICES ARE TURNED OFF.**

**Say**

If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are NOT permitted to discuss or exchange information about the test with anyone.

Please remember that during and after the test you MUST NOT:

- talk or make any disturbance
- look at another student’s computer screen or Work Folder
You will have 160 minutes to complete the Grade 10 Mathematics test. After 80 minutes, we will take a stretch break.

Read each question carefully, then choose the best answer to each question. Click **Next** to move to the next question, or **Back** to return to the previous question.

For questions with grids, be sure to check your response in the boxes at the top of the grid before you go to the next question.

If you come to a question you can’t answer, flag it for review using the **Review** button and keep going. The **Go To** button will show you all answered and unanswered questions and any questions that were marked for review. Clicking on a question in the **Go To** screen will take you to that question on the test. Click the **Go To** button again to access the **Submit** button or to move to a different question. Go back to the questions you flagged for review after you have answered all the other questions. At any time during the test, you may use the eliminate choice tool, highlighter, eraser, straightedge, and calculator, but you are not required to use these tools.

Now we will review your online *Grade 10/Retake FCAT Mathematics Reference Sheet*, **Directions for Completing the Response Grid**, a diagram of the four-function online calculator, and **Helpful Hints for Using a Four-Function Calculator**. These are available in the Exhibit tool. The Exhibit icon looks like an open book.

Once you open the Exhibit window, you will see two tabs. The first tab is **Formulas**, which includes the *Grade 10/Retake FCAT Mathematics Reference Sheet*. You will need to scroll all the way down and use the horizontal scroll bar at the bottom of the screen to see all of the information on the reference sheet.

The second tab in the Exhibit window is **Instructions**, which includes the **Directions for Completing the Response Grid**, a diagram of a four-function calculator, and **Helpful Hints for Using a Four-Function Calculator**.

Now I will read aloud the **Directions for Completing the Response Grid**.

1. **Work the problem and find an answer.**
2. **Enter your answer in the answer boxes at the top of the grid.**
   - Enter your answer with the first digit in the left answer box OR with the last digit in the right answer box.
   - Enter only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   - Be sure to enter a decimal point or fraction bar in the answer box if it is part of the answer.
You may refer to the Directions for Completing the Response Grid at any time while taking the Mathematics test.

If your school provided printed copies of the Grade 10/Retake FCAT Mathematics Reference Sheet for students to use,

Now look at the top of your paper reference sheet. It should say Grade 10/Retake FCAT Mathematics Reference Sheet. Turn it over and ensure both sides of the reference sheet have the correct title. Examine both sides carefully to ensure content near the edge of the reference sheet has not been cut off. Please raise your hand if there are any problems with the reference sheet.

(Pause. Collect any problematic reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.)

Write your name in the upper right corner on both sides of the reference sheet now. (Pause.)

This is considered a secure document and must be returned with your Work Folder. You will still have access to the reference sheet in the Exhibit tool in TestNav, in case you have any questions about any formulas. Please raise your hand if you have any questions.

Answer any questions.

You may use your Work Folder to work the problems. You cannot use any other paper. If you need another folder during testing, raise your hand. You must turn in your Work Folder and authorization ticket before you leave the room.

When you finish, be sure to click Submit. A window will appear on your screen that displays the number of unanswered questions. This window also shows two sections of the test. Section 1 is the test group code, which is a required question. Once you enter the test group code and click Next, you cannot return to this question or this section. Section 2 contains all of the test questions. This window provides two options: Yes, submit my test or No, return to the test. If you want to end the test, confirm by clicking Yes, submit my test and then click Yes. Remember that once you have submitted your test, you cannot return to the test.

I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or need help submitting your test.

Now, look at the login screen. If you do not see this screen, raise your hand. If a computer is not opened to the login screen, open TestNav and enter the URL as it appears on the Student Authorization Ticket, or move the student to another computer.

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

Distribute the Student Authorization Tickets.
Look at your authorization ticket and make sure it has your name, date of birth, and ID number on it.

Please note that your authorization ticket is valid for only one login attempt for this test. Do NOT log in before I instruct you to do so.

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

If a student has an incorrect ticket, provide the correct Student Authorization Ticket to the student. If you don’t have the correct ticket, the student may NOT be administered the computer-based test at this time. Dismiss the student with instructions to see the school assessment coordinator, who will reschedule the assessment.

Now, sign your name on your authorization ticket. (Pause.)

Then, on the login screen, type your Login ID exactly as shown on your authorization ticket, including capitalization. (Pause.)

Also, type the six-digit test code exactly as shown on your authorization ticket, including capitalization. (Pause.)

Now click the Login button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Welcome screen. Retype the Login ID and test code (password) for a student, if necessary.

You should now see a Welcome screen. This screen identifies the test and it reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others.

Read Option A or B based on instructions from your district/school assessment coordinator.

**Option A**

When you have finished the test, click the Go To button and review the summary screen to make sure you have answered every question. Once you have clicked Submit and confirmed that you want to submit your test, raise your hand. I will collect your Work Folder and authorization ticket (and calculator and reference sheet) and provide you with instructions for accessing the student comment form. Then sit quietly until everyone is finished. Do not use the computer once you finish the comment form.

Please raise your hand if you have any questions.

OR
Option B

When you have finished the test, click the Go To button and review the summary screen to make sure you have answered every question. Once you have clicked Submit and confirmed that you want to submit your test, raise your hand. I will collect your Work Folder and authorization ticket (and calculator and reference sheet) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use the computer.

Please raise your hand if you have any questions.

After answering all questions,

Say

Remember, you have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes of testing.

Now, scroll to the bottom of the Welcome screen and click Next. (Pause. Post the test group code for students.)

The next screen is where you will enter your four-digit test group code. Enter the test group code ________ in the boxes and click Next. Now begin working.

Complete the following:

STARTING time: __________
Add 80 minutes: +80 minutes
Time to call a 10-minute break: __________
Add 10 minutes: +10 minutes
TIME TESTING RESUMES: __________
Add 70 minutes: +70 minutes
Time for 10 minute reminder: __________
Add 10 minutes: +10 minutes
STOPPING time: __________

Display the STARTING and STOPPING times for students.

If a student must leave the testing room for an extended period of time (e.g., due to illness) but may continue testing later in the day, direct the student to exit the TestNav system by clicking the X or the red circle in the top corner of the screen, clicking Yes, exit the test, then clicking Yes once more. Collect the Student Authorization Ticket, Work Folder, calculator, and reference sheet before the student leaves the room. When the student returns, provide the Student Authorization Ticket, Work Folder, calculator, and reference sheet. The student’s test will need to be resumed in PearsonAccess before the student can continue testing. Follow the instructions provided by your school assessment coordinator.

If a student cannot resume testing or an error message appears during testing, contact the school assessment coordinator or the technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the “Early Warning System” (EWS) on the TestNav interface that students see during testing. The EWS alerts students to possible problems with the transmission of their test data and allows you to take action to ensure student responses are captured. If a student receives this alert, follow the prompts for the “Test Proctor” on the screen. The student’s test may need to be resumed in PearsonAccess. Your attention should
not be diverted from other students. If a student cannot complete the test on the computer, collect the Student Authorization Ticket, Work Folder, calculator, and reference sheet from the student and notify your school assessment coordinator.

Verify that each student has properly completed the test by checking his or her computer screen before the student leaves the room. Collect all Work Folders and Student Authorization Tickets. Also collect any hand-held FCAT calculators and hardcopy reference sheets. Make sure that each computer displays the desktop. Assist any students who need help submitting the test.

After 80 minutes from the STARTING time,

**Say** STOP. You may stand and stretch, but do not talk or look at another student’s computer screen.

After 10 minutes,

**Say** Now be seated. You still have 80 minutes to complete the test, and I will let you know when you have 10 minutes left. Continue working. Make sure you are on the screen where you left off.

After 70 minutes from the TIME TESTING RESUMES,

**Say** You have 10 minutes to complete the test.

After 10 more minutes,

**Say** STOP. If you haven’t clicked **Submit**, do so now.

A window appears. Confirm that you are ready to end the test by clicking **Yes, submit my test** and then click **Yes**.

After you submit the test, raise your hand. I will collect your Work Folder and authorization ticket *(and calculator and reference sheet)* and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

I will collect your Work Folder and authorization ticket *(and calculator and reference sheet)* now.

Complete the following steps:

1. See page 10 if you think that a test should be invalidated.
2. Report any missing authorization tickets, Session Rosters, Work Folders, and reference sheets to your school assessment coordinator immediately.
3. See **Test Administrator Responsibilities After Testing** on page 45 for additional instructions.
Script for Administering Computer-Based Reading Retake

During testing, do not use cell or classroom phones (except to contact the school assessment coordinator or technology coordinator), check email, grade papers, etc. Your full attention should be on students AT ALL TIMES as you move around the room. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading the test items. As you move around the room, please check the top of student screens to ensure students are working in the correct test.

The following script should be used only for students taking the computer-based Reading Retake. If you are administering an accommodated CBT form (e.g., large print, color contrast, zoom) of the Reading Retake, refer to the script in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes. If you are administering the paper-based Reading Retake or if your school is administering the computer-based Reading Retake and you are administering the test to students requiring paper-based accommodations, refer to the administration script in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.

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

Provide individual restroom breaks as needed and maintain the security of the test during breaks. For short restroom breaks, it is recommended that visual blocks be applied to students’ computer screens (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student’s test will need to be resumed in PearsonAccess before the student can continue testing.

Before Testing

1. Ensure you have the four-digit test group code assigned by your school assessment coordinator. Do not display the test group code until you are told to do so in the script.
2. Ensure that the testing room is prepared as described on page 11.
3. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
4. Before reading this script, be sure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for the Reading Retake test.
6. If you have students who require Reading Passage Booklets (see page 4), make sure you have received the booklets from your school assessment coordinator.
7. Make sure that all students have a pen or pencil to sign their authorization tickets. You should have a supply of extra pencils.
8. Ensure that all software applications, including Internet browsers, are closed on all student workstations before this test begins.
9. Start TestNav on all computers that will be used for testing. To open a computer to the student login screen, double-click the TestNav icon, enter the URL as it appears on the Student Authorization Ticket, then click Go. Note: The URL is case-sensitive.
   It may take a moment to open. During this time, you will see an active display to let you know that the program is working.
The student login screen is displayed as shown below. The computer is now ready for the student to begin. The login screen does not time out, but it will become inactive if interrupted by another application.

10. As students complete the test, follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at http://www.FLAssessments.com/RetakeStudentCommentForm.

Before taking the Reading Retake on the computer, you must have participated in a practice test. If you did not complete a practice test for this administration of the computer-based Retake, raise your hand.

If any students did not participate in a practice test, contact the school assessment coordinator for instructions. Then,

Remove all materials from your desk except your pen or pencil.

Please do not type any information or start the test until I tell you to do so.

You may take the Reading test only ONCE during this administration.

You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them during testing, even if they are turned off or you do not use them. **If you are found with any electronic devices during this test, your test will not be scored.** If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your district’s procedures regarding electronic devices. **AT THIS TIME, ENSURE THAT YOUR OWN ELECTRONIC DEVICES ARE TURNED OFF.**

If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are NOT permitted to discuss or exchange information about the test with anyone.

Please remember that during and after the test you MUST NOT:

- talk or make any disturbance
- look at another student’s computer screen
- ask for help answering any test questions
- have notes or scratch paper
- have any electronic or recording devices in your possession, even if you don’t use them

Please raise your hand if you have any questions.
After answering all questions,

Although the Reading Retake is UNTIMED, you must finish before the end of the school day. If you are still working at the end of the school day, you will be asked to submit your test whether you have finished or not.

Remember, you will need to scroll down to read each article, passage, essay, or poem. Read each question carefully, then choose the best answer to each question. You cannot proceed until you have reached the end of the question or passage and the Next button is visible. Click Next to move to the next question, or Back to return to the previous question.

If you come to a question you can’t answer, flag it for review using the Review button and keep going. The Go To button will show you all answered and unanswered questions and any questions that were marked for review. Clicking on a question in the Go To screen will take you to that question on the test. Click the Go To button again to access the Submit button or to move to a different question. Go back to the questions that you flagged for review after you have answered all the other questions. At any time during the test, you may use the eliminate choice tool, highlighter, eraser, and notepad, but you are not required to use these tools.

When you finish, be sure to click Submit. A window will appear on your screen that displays the number of unanswered questions. This window also shows two sections of the test. Section 1 is the test group code, which is a required question. Once you enter the test group code and click Next, you cannot return to this question or this section. Section 2 contains all of the test questions. This window provides two options: Yes, submit my test or No, return to the test. If you want to end the test, confirm by clicking Yes, submit my test and then click Yes. Remember that once you have submitted your test, you cannot return to the test.

I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or need help submitting your test.

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

If a computer is not opened to the login screen, open TestNav and enter the URL as it appears on the Student Authorization Ticket, or move the student to another computer.

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

Distribute the Student Authorization Tickets.

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

Please note that your authorization ticket is valid for only one login attempt for this test. Do NOT log in before I instruct you to do so.

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

If a student has an incorrect ticket, provide the correct Student Authorization Ticket to the student. If you don’t have the correct ticket, the student may NOT be administered the computer-based Retake at this time. Dismiss the student with instructions to see the school assessment coordinator, who will reschedule the assessment.
Now, sign your name on your authorization ticket. (Pause.)

Then, on the login screen, type your Login ID exactly as shown on your authorization ticket, including capitalization. (Pause.)

Also, type the six-digit test code exactly as shown on your authorization ticket, including capitalization. (Pause.)

Now click the **Login** button, but do **NOT** proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Welcome screen. Retype the Login ID and test code (password) for a student, if necessary.

You should now see a Welcome screen. This screen identifies the test and it reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others.

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

**Option A**

When you have finished the test, click the **Go To** button and review the summary screen to make sure you have answered every question. Once you have clicked **Submit** and confirmed that you want to submit your test, raise your hand. I will collect your authorization ticket and provide you with instructions for accessing the student comment form. When you finish, you may leave quietly.

Please raise your hand if you have any questions.

**OR**

**Option B**

When you have finished the test, click the **Go To** button and review the summary screen to make sure you have answered every question. Once you have clicked **Submit** and confirmed that you want to submit your test, raise your hand. I will collect your authorization ticket and provide you with instructions for accessing the student comment form. Then sit quietly until everyone is finished. Do not use the computer once you finish the comment form.

Please raise your hand if you have any questions.

**OR**
Option C

Say

When you have finished the test, click the Go To button and review the summary screen to make sure you have answered every question. Once you have clicked Submit and confirmed that you want to submit your test, raise your hand. I will collect your authorization ticket and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use the computer.

Please raise your hand if you have any questions.

After answering all questions,

Say

Now, scroll to the bottom of the Welcome screen and click Next. (Pause. Post the test group code for students.)

The next screen is where you will enter your four-digit test group code. Enter the test group code ________ in the boxes and click Next. Now begin working.

At this time, distribute a Reading Passage Booklet to any student with this accommodation. Make sure the student writes his or her name on the front of the booklet.

If an extended break such as lunch occurs, direct all students to click the X or the red circle in the top corner of the screen, then click Yes, exit the test and click Yes once more. Collect the Student Authorization Tickets and, if any, Reading Passage Booklets, before the students leave the room. Place all Student Authorization Tickets and, if any, Reading Passage Booklets in locked storage until testing resumes, and make sure that the computers are kept secure at all times. Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. When the students return, provide the Student Authorization Tickets and Reading Passage Booklets so that students can resume testing.

For those students who exited their tests, the students’ tests will need to be resumed in PearsonAccess prior to their return. Follow the instructions provided by the school assessment coordinator.

If a student cannot resume testing or an error message appears during testing, contact the school assessment coordinator or the technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the “Early Warning System” (EWS) on the TestNav interface that students see during testing. The EWS alerts students to possible problems with the transmission of their test data and allows you to take action to ensure student responses are captured. If a student receives this alert, follow the prompts for the “Test Proctor” on the screen. The student’s test may need to be resumed in PearsonAccess before the student can continue testing. Your attention should not be diverted from other students. If a student cannot complete the test on the computer, collect the Student Authorization Ticket and, if applicable, the Reading Passage Booklet, from the student and notify the school assessment coordinator.

Verify that each student has properly completed the test by checking his or her computer screen before the student leaves the room. Collect all Student Authorization Tickets and, if any, Reading Passage Booklets. Make sure that each computer displays the desktop. Assist any students who need help submitting the test.

If the school day is ending and there are students who are still working,

Say

STOP. If you haven’t clicked Submit, do so now.

A window appears. Confirm that you are ready to end the test by clicking Yes, submit my test and then click Yes.
After you submit the test, raise your hand. I will collect your authorization ticket and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

I will collect your authorization ticket (and Reading Passage Booklet) now.

Complete the following steps:

1. See page 10 if you think a test should be invalidated.
2. Report any missing authorization tickets, Session Rosters, and Reading Passage Booklets to your school assessment coordinator immediately.
3. See Test Administrator Responsibilities After Testing on page 45 for additional instructions.
Script for Administering Computer-Based Mathematics Retake

During testing, do not use cell or classroom phones (except to contact the school assessment coordinator or technology coordinator), check email, grade papers, etc. Your full attention should be on students AT ALL TIMES as you move around the room. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading the test items. As you move around the room, please check the top of student screens to ensure students are working in the correct test.

The following script should be used only for students taking the computer-based Mathematics Retake. If you are administering an accommodated CBT form (e.g., large print, color contrast, zoom, screen reader) of the Mathematics Retake, refer to the script in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes. If you are administering the Mathematics Retake to students requiring paper-based accommodations, refer to the administration script in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.

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

Provide individual restroom breaks as needed and maintain the security of the test during breaks. For short restroom breaks, it is recommended that visual blocks be applied to students’ computer screens (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student’s test will need to be resumed in PearsonAccess before the student can continue testing.

Before Testing

1. Ensure you have the four-digit test group code assigned by your school assessment coordinator. Do not display the test group code until you are told to do so in the script.
2. Ensure that the testing room is prepared as described on page 11.
3. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
4. Before reading this script, be sure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for the Mathematics Retake test, enough Work Folders, and, if your school will be distributing these to students, copies of the Grade 10/Retake FCAT Mathematics Reference Sheet. (An online reference sheet is provided, but students can request a hardcopy reference sheet if the school provides them.)
6. Distribute the Work Folders and any hardcopy reference sheets or hand-held FCAT calculators before testing begins. A supply of hand-held FCAT calculators should be available for students who request them. References to hand-held calculators and hardcopy reference sheets are in parentheses and italics in this script and should be read to students, as applicable.
7. Make sure that all students have a pen or pencil to sign their authorization tickets and work the problems. You should have a supply of extra pencils.
8. Ensure that all software applications, including Internet browsers, are closed on all student workstations before this test begins.
9. Start TestNav on all computers that will be used for testing. To open a computer to the student login screen, double-click the TestNav icon, enter the URL as it appears on the Student Authorization Ticket, then click Go. Note: The URL is case-sensitive.

It may take a moment to open. During this time, you will see an active display to let you know that the program is working.

The student login screen is displayed as shown below. The computer is now ready for the student to begin. The login screen does not time out, but it will become inactive if interrupted by another application.

10. As students complete the test, follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at http://www.FLAssessments.com/RetakeStudentCommentForm.
ask for help answering any test questions
have notes or scratch paper, other than your Work Folder
have any electronic or recording devices in your possession (other than your FCAT calculator), even if you don’t use them

Please raise your hand if you have any questions.

After answering all questions,

Although the Mathematics Retake is UNTIMED, you must finish before the end of the school day. If you are still working at the end of the school day, you will be asked to submit your test whether you have finished or not.

Read each question carefully, then choose the best answer to each question. Click Next to move to the next question, or Back to return to the previous question.

For questions with grids, be sure to check your response in the boxes at the top of the grid before you go to the next question.

If you come to a question you can’t answer, flag it for review using the Review button and keep going. The Go To button will show you all answered and unanswered questions and any questions that were marked for review. Clicking on a question in the Go To screen will take you to that question on the test. Click the Go To button again to access the Submit button or to move to a different question. Go back to the questions you flagged for review after you have answered all the other questions. At any time during the test, you may use the eliminate choice tool, highlighter, eraser, straightedge, and calculator, but you are not required to use these tools.

Now we will review your online Grade 10/Retake FCAT Mathematics Reference Sheet, Directions for Completing the Response Grid, a diagram of the four-function online calculator, and Helpful Hints for Using a Four-Function Calculator. These are available in the Exhibit tool. The Exhibit icon looks like an open book.

Once you open the Exhibit window, you will see two tabs. The first tab is Formulas, which includes the Grade 10/Retake FCAT Mathematics Reference Sheet. You will need to scroll all the way down and use the horizontal scroll bar at the bottom of the screen to see all of the information on the reference sheet.

The second tab in the Exhibit window is Instructions, which includes the Directions for Completing the Response Grid, a diagram of a four-function calculator, and Helpful Hints for Using a Four-Function Calculator.

Now I will read aloud the Directions for Completing the Response Grid.

1. Work the problem and find an answer.

2. Enter your answer in the answer boxes at the top of the grid.
   - Enter your answer with the first digit in the left answer box OR with the last digit in the right answer box.
   - Enter only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   - Be sure to enter a decimal point or fraction bar in the answer box if it is part of the answer.
If your school provided printed copies of the *Grade 10/Retake FCAT Mathematics Reference Sheet* for students to use,

Now look at the top of your paper reference sheet. It should say *Grade 10/Retake FCAT Mathematics Reference Sheet*. Turn it over and ensure both sides of the reference sheet have the correct title. Examine both sides carefully to ensure content near the edge of the reference sheet has not been cut off. Please raise your hand if there are any problems with the reference sheet.

(Pause. Collect any problematic reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.)

Write your name in the upper right corner on both sides of the reference sheet now. (Pause.)

This is considered a secure document and must be returned with your Work Folder. You will still have access to the reference sheet in the Exhibit tool in TestNav, in case you have any questions about any formulas. Please raise your hand if you have any questions.

You may use your Work Folder to work the problems. You cannot use any other paper. If you need another folder during testing, raise your hand. You must turn in your Work Folder and authorization ticket before you leave the room.

When you finish, be sure to click **Submit**. A window will appear on your screen that displays the number of unanswered questions. This window also shows two sections of the test. Section 1 is the test group code, which is a required question. Once you enter the test group code and click **Next**, you cannot return to this question or this section. Section 2 contains all of the test questions. This window provides two options: **Yes, submit my test** or **No, return to the test**. If you want to end the test, confirm by clicking **Yes, submit my test** and then click **Yes. Remember that once you have submitted your test, you cannot return to the test**.

I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or need help submitting your test.

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

If a computer is not opened to the login screen, open TestNav and enter the URL as it appears on the Student Authorization Ticket, or move the student to another computer.

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

Distribute the Student Authorization Tickets.
Script for Administering Computer-Based Mathematics Retake

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

Please note that your authorization ticket is valid for only one login attempt for this test. Do NOT log in before I instruct you to do so.

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

If a student has an incorrect ticket, provide the correct Student Authorization Ticket to the student. If you don’t have the correct ticket, the student may NOT be administered the computer-based Retake at this time. Dismiss the student with instructions to see the school assessment coordinator, who will reschedule the assessment.

Now, sign your name on your authorization ticket. (Pause.)

Then, on the login screen, type your Login ID exactly as shown on your authorization ticket, including capitalization. (Pause.)

Also, type the six-digit test code exactly as shown on your authorization ticket, including capitalization. (Pause.)

Now click the Login button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Welcome screen. Retype the Login ID and test code (password) for a student, if necessary.

You should now see a Welcome screen. This screen identifies the test and it reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others.

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

Option A

When you have finished the test, click the Go To button and review the summary screen to make sure you have answered every question. Once you have clicked Submit and confirmed that you want to submit your test, raise your hand. I will collect your Work Folder and authorization ticket (and calculator and reference sheet) and provide you with instructions for accessing the student comment form. When you finish, you may leave quietly.

Please raise your hand if you have any questions.

OR
### Option B

When you have finished the test, click the **Go To** button and review the summary screen to make sure you have answered every question. Once you have clicked **Submit** and confirmed that you want to submit your test, raise your hand. I will collect your Work Folder and authorization ticket (*and calculator and reference sheet*) and provide you with instructions for accessing the student comment form. Then sit quietly until everyone is finished. Do not use the computer once you finish the comment form.

Please raise your hand if you have any questions.

---

### OR

### Option C

When you have finished the test, click the **Go To** button and review the summary screen to make sure you have answered every question. Once you have clicked **Submit** and confirmed that you want to submit your test, raise your hand. I will collect your Work Folder and authorization ticket (*and calculator and reference sheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use the computer.

Please raise your hand if you have any questions.

---

After answering all questions,

Now, scroll to the bottom of the Welcome screen and click **Next**. (*Pause. Post the test group code for students.*)

The next screen is where you will enter your four-digit test group code. Enter the test group code _______ in the boxes and click **Next**. Now begin working.

If an extended break such as lunch occurs, direct all students to click the X or the red circle in the top corner of the screen, then click **Yes**, **exit the test** and click **Yes** once more. Collect the Student Authorization Tickets, Work Folders, calculators, and reference sheets before the students leave the room. Place all Student Authorization Tickets, Work Folders, calculators, and reference sheets in locked storage until testing resumes, and make sure that the computers are kept secure at all times. **Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc.** When the students return, provide the Student Authorization Tickets, Work Folders, calculators, and reference sheets so that the students can resume testing.

For those students who exited their tests, the students’ tests will need to be resumed in PearsonAccess prior to their return. Follow the instructions provided by the school assessment coordinator.

If a student cannot resume testing or an error message appears during testing, contact the school assessment coordinator or the technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the “**Early Warning System**” (EWS) on the TestNav interface that students see during testing. The EWS alerts students to possible problems with the transmission of their test data and allows you to take action to ensure student responses are captured. If a student receives this alert, follow the prompts for the “Test Proctor” on the screen. The student’s test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on the computer, collect the Student
Authorization Ticket, Work Folder, calculator, and reference sheet from the student and notify your school assessment coordinator.

Verify that each student has properly completed the test by checking his or her computer screen before the student leaves the room. Collect all Work Folders and Student Authorization Tickets. Also collect any hand-held FCAT calculators and hardcopy reference sheets. Make sure that each computer displays the desktop. Assist any students who need help submitting the test.

If the school day is ending and there are students who are still working,

**STOP.** If you haven’t clicked **Submit**, do so now.

A window appears. Confirm that you are ready to end the test by clicking **Yes, submit my test** and then click **Yes**.

After you submit the test, raise your hand. I will collect your Work Folder and authorization ticket (*and calculator and reference sheet*) and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

I will collect your Work Folder and authorization ticket (*and calculator and reference sheet*) now.

Complete the following steps:

1. See page 10 if you think that a test should be invalidated.
2. Report any missing authorization tickets, Session Rosters, Work Folders, and reference sheets to your school assessment coordinator immediately.
3. See *Test Administrator Responsibilities After Testing* on the next page for additional instructions.
Test Administrator Responsibilities After Testing

Return Materials to the School Assessment Coordinator

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 1). Make a copy for your files.

2. Ensure that all accommodations actually used by each student are included in your required administration information. Provide this record to the school assessment coordinator so the accommodations can be added to the student profiles in PearsonAccess.

3. Notify the school assessment coordinator immediately if any Student Authorization Tickets, Session Rosters, Work Folders, Reading Passage Booklets, or reference sheets are missing.

4. Verify that your Security Log has been completed correctly. Make a copy for your files.

5. Return the following materials to the school assessment coordinator:
   - Spring 2011 Computer-Based Test Administration Manual
   - Security Log
   - Required administration information
   - Student Authorization Tickets
   - Session Roster
   - Work Folders, if any
   - Calculators, if any
   - Reading Passage Booklets, if any
   - Mathematics Reference Sheets, if any

Complete Test Administrator Comment Form

Complete a Computer-Based FCAT Retake Test Administrator Comment Form. Go to www.FLAssessments.com/SpringRMS, then click the CBT Test Administrator Comment Form and complete the form. This form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to the FDOE and the test contractor. If you have comments pertinent to school/district procedures, please contact your school or district assessment coordinator.
School Assessment Coordinator Responsibilities Before Testing

Please remove the School Assessment Coordinator Checklist from Appendix D and use it before, during, and after testing.

Receive Test Materials

Your district assessment coordinator will provide you with the following materials, as appropriate for your school:

- Work Folders
- Reading Passage Booklets

Ensure that an adequate supply of working hand-held FCAT calculators, including large key/large display calculators and talking calculators, is available for all students prior to the beginning of test administration.

If your school will provide paper reference sheets, ensure an adequate supply is available for all students. The reference sheet is located in Appendix D. It is a double-sided, one-page document. **You must make double-sided, one-page copies for students.** Check each copy carefully against the original to ensure all content is copied and that it is clear and easy to read.

If you need additional materials or if you have questions, contact your district assessment coordinator.

If students in your school are testing using paper-based materials, refer to the *Spring 2011 Reading, Mathematics, and Science Test Administration Manual.*

Assign Test Group Codes

Test group codes are used as a security measure to identify groups of students tested together. Your district assessment coordinator will provide instructions to you regarding four-digit test group codes that you will give to test administrators. Each group of tested students, initial or make-up, should receive a unique test group code.

The test group code is different from the six-digit test code (password) that is assigned to each test session by PearsonAccess and is printed on the Student Authorization Tickets and Session Roster. Students will be prompted to enter the test code (password) and their Login ID to log in to the test session, and then they will be prompted to enter their test group code after the Welcome screen and before they can access the items.

Required Administration Information

As directed by your district assessment coordinator, communicate to test administrators the process for collecting the required administration information, which includes the following:

- Students assigned to each test administrator’s room—provide Student Name and Student ID Number
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
School Assessment Coordinator Responsibilities Before Testing

- Accommodations provided (codes provided in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes)
- Test group code
- Grade level
- Signatures of test administrator and school assessment coordinator and dates for when secure materials (e.g., Work Folders, Student Authorization Tickets, Session Rosters, Reading Passage Booklets, Mathematics Reference Sheets) are received and returned

Provide a Session Roster, Student Authorization Tickets, and test group codes. The Session Roster can be used to record or verify most of the required administration information. Please note that the roster will include blank fields for recording accommodations provided and attendance information. Other required information (e.g., grade level, test group code) may be recorded anywhere on the roster.

File all required administration information for future reference.

Meet with Technology Coordinator

It is important that technology coordinators understand their responsibilities before, during, and after the computer-based test administration. Review the Technology Coordinator sections with your technology coordinator, and create a plan for handling issues during testing. The technology coordinator should also be involved in all planning meetings to provide input on logistics and to resolve any network issues.

Provide Appropriate Test Settings and Prepare Computers

The computer-based test should be administered in a room that has comfortable seating, good lighting, and sufficient workspace for students using Work Folders and Reading Passage Booklets. Make sure that the room is adequately ventilated and free of distractions.

Students must not be able to easily view other students’ computer screens or Work Folders. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

For more information, see the testing room requirements on page 11 and the system specifications on page 73. Please note that the requirements include a mouse or a pointing device. Touchpads are permitted only for students who are comfortable using them.

Ensure that the technology coordinator has verified that all computers meet the requirements needed to administer the computer-based tests, as indicated in this manual.

Before each test session, the test administrator should open each computer to the login screen.

Train Test Administrators and Proctors

You are responsible for training all test administrators and proctors, including non-school-based instructors (e.g., itinerant teachers). You must train several employees to act as possible alternates. In the absence of sufficiently trained administrators, postpone testing until trained personnel are available.
Train test administrators on all content in the General Information and Test Administrator Responsibilities sections and also the appropriate content in the appendices of this manual. Test administrators may be able to assist students with errors when logging in but should not try to resolve issues during testing. Determine how test administrators can get assistance during testing if necessary. If your district will create Test Administrator accounts in PearsonAccess, train test administrators on how to monitor sessions and resume students in PearsonAccess.

Also, train test administrators on the appropriate action for securing a student’s computer if a student leaves the room and will resume testing. Either the student must exit the TestNav system by clicking the X or the red circle in the top corner and then clicking Yes, exit the test, or some type of visual block (e.g., a file folder) must be applied to obscure the computer screen. For short restroom breaks, it is recommended that a visual block be applied to the student’s computer screen. For longer breaks, it is recommended that the student exit the test. The student will not be able to continue testing until he or she is authorized to resume testing in PearsonAccess. Test administrators may have the ability to resume students if these rights have been enabled by the district assessment coordinator. If you will be responsible for resuming students, instruct test administrators on how to contact you during testing to request this authorization.

It is recommended that test administrators use the ePAT to become familiar with the available tools prior to administering a practice test and prior to the operational test.

In the test session scripts, test administrators are instructed to contact you in the following circumstances:

- A student exits the test to finish later and logs out of the test session.
- A student has trouble logging in the first time.
- A student has not participated in a practice session.
- A test administrator does not have a Student Authorization Ticket for a student.
- A student’s name is not correct (e.g., misspelled) on the Student Authorization Ticket.
- A test administrator is concerned that a student is unable (e.g., too ill) to finish the test.

Provide instructions for test administrators to handle these circumstances, as well as how to secure student screens during stretch breaks.

Also provide instructions for students to access student comment forms. If you will ask the school technology coordinators to bookmark or create shortcut icons for the student comment forms, instruct test administrators on how to locate the bookmark or shortcut.

Ensure that each test administrator and proctor signs an FCAT CBT Administration and Security Agreement after training is complete. Collect and file the signed agreements.

**Assign Proctors**

Review the guidelines for the use of proctors on page 8. Explain the procedure for using the Security Log and make sure that proctors understand their responsibilities.

**Make Arrangements to Test Special Program Students**

Your district assessment coordinator may contact you to make arrangements for special program students (district virtual instruction programs, Home Education Program, etc.) to test at your school. You will receive information and instructions from your district assessment coordinator, as applicable.
Ensure Implementation of Accommodations

Appendix A provides information concerning other allowable accommodations for ELLs and students with disabilities. When testing students with accommodations, prior planning is necessary to ensure that accommodations indicated on student IEPs, Section 504 plans, or ELL plans are implemented. Arrangements for implementing accommodations must be made prior to the test administration dates. Make sure that test administrators are aware of and have made provisions for the accommodations needed for individual students.

The following categories of accommodations may be provided to eligible students.

- Administration Accommodations (e.g., flexible presentation, flexible responding, flexible setting, flexible scheduling)
  See Appendix A for information about administration accommodations.

- Accommodated CBT Forms (e.g., large print, color contrast, zoom, screen reader)
  A separate Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes that includes scripts and instructions for administering accommodated computer-based test forms will be provided at www.FLAssessments.com/CBTSpringAccommodations (available February 2011).

- Paper-Based Accommodations (e.g., regular print, large print, braille, one-item-per-page)
  Scripts and instructions for paper-based accommodations are provided in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.

Arrange Practice Test Sessions

Schedule and arrange practice tests as described in this manual. Before a student can participate in this computer-based administration, the student must complete a practice test (ePAT) to learn how to use the computer-based system. Ensure practice tests are conducted prior to each test administration.

To access instructions for downloading and installing the ePAT Launcher and practice test content, go to www.FLAssessments.com/ePATs. The technology coordinator will need to download and install the software. The ePAT Launcher only needs to be installed once, but the test content will need to be downloaded each time a new subject-area test is released.

Prior to each practice test, test administrators should know which students will be taking which subject test(s) (Reading and/or Mathematics).

Students who require accommodated CBT forms (e.g., large print, color contrast, zoom, screen reader) must also complete a practice test. Accommodated practice forms are available at www.FLAssessments.com/ePATs. Scripts and instructions for administering the accommodated practice tests will be provided at www.FLAssessments.com/CBTSpringAccommodations.

Manage Student Information in PearsonAccess

Student information may be added to PearsonAccess in two ways. Districts may add student information to PearsonAccess via PreID upload during the designated PreID window, or district or school users may add information using the Create New Student wizard in PearsonAccess after the designated PreID window. School assessment coordinators must verify the accuracy of Student Names and Student ID Numbers prior to testing.
School Assessment Coordinator Responsibilities Before Testing

Student information is viewed and verified using a Session Roster. This roster differs from the rosters under Student Data Information and under Student Registration in PearsonAccess, both of which show all students testing (both computer-based and paper-based) in your school. The Session Roster is a unique roster that allows users to isolate students participating in the computer-based test from students taking a paper-based test. The Session Roster is the most appropriate means of verifying student information for a CBT administration.

In order to access a Session Roster for verifying CBT student information, test sessions must be created in PearsonAccess and students must be assigned to the test sessions. These test sessions are not necessarily final and can be modified at any time.

PreID Upload and Test Sessions

This year, districts could elect to create test sessions automatically via PreID upload. If your district created test sessions through the PreID upload, you will see these sessions when you log in to PearsonAccess. If your district did not create these sessions, you will need to create new sessions and add students to the sessions in order to view and verify student information.

Contact your district assessment coordinator if you are unsure about whether sessions were created during the PreID upload. The information in this section only applies to schools whose districts created test sessions and classes using the PreID upload. All other schools can proceed to Create Test Sessions below.

Sessions created through the PreID upload will have one of the following prefixes to identify the tested subject:

- **Mathematics Grade 10**—sessions will have the prefix M10
- **Mathematics Retake**—sessions will have the prefix MRT
- **Reading Retake**—sessions will have the prefix RRT

If sessions were created, the session name and the class name will be the same. For example, if a session name of Clas01 was provided for Mathematics Retake, then the session name and the class name will be MRTClas01. If sessions have already been created for your school in PearsonAccess, then follow the instructions on pages 52–53 to verify student information.

Please note: Your district may have created classes only during the PreID upload. Classes will have the appropriate prefix and class name as described above. However, you will still need to create test sessions according to the instructions below.

Create Test Sessions

If your district did not create test sessions during the PreID upload (see PreID Upload and Test Sessions above), you will need to create test sessions before you can verify student information. These can be temporary sessions for the purpose of verifying student information, or you can create the test sessions you plan to use for testing.

A district or a school can decide how to set up a test session. Below are three ways of organizing a session with advantages and disadvantages of each:

- **By Test Group**: Sessions can be set up to only include students in a particular group (e.g., class, testing room) who will be testing together. They can also be used to distinguish between students taking the regular computer-based form (Main) and the accommodated forms. An advantage of this setup is that PearsonAccess can be used to manage the testing groups. Session Rosters will include only one group of students testing together. This method increases security because a test session can be started prior to testing and stopped immediately afterwards. A disadvantage is that it will require setup and management of more sessions.
School Assessment Coordinator Responsibilities Before Testing

- **By Test Day**: Sessions can be set up to include all students in a school to be tested in a subject on a particular day. An advantage of this setup is greater security because a session can be started and stopped on the same day. A disadvantage is that it requires coordination of testing groups at the school.

- **By Test Administration**: Sessions can be set up to include all students scheduled to be tested in a subject during the entire test administration. An advantage of this setup is that it limits setup and management to one session and additional make-up sessions do not need to be created. A disadvantage is that test sessions are open and active during the entire testing window, which may present a security concern. It also requires greater coordination of testing groups at the school. Depending on the number of students in a session, it may be cumbersome to locate and manage specific students.

To create a new test session

1. Log in to PearsonAccess and select the *Spring 2011 Writing, R/M/S, and Retake* administration.
2. Go to **Test Management > Manage Test Sessions**.
3. Click **New Session** to go to the New Test Sessions screen.

   ![Manage Test Sessions](image)

   If you do not have access to create test sessions, or if the window for creating a session is not open, **New Session** will be shaded and you will not be able to create a test session.

4. Enter the session details. You must enter a session name and select a school and a test before the remaining session details can be selected. Select **No** for **Read Aloud**.

5. Select the Default Form Group Type, which is required to assign a test form to a student or to a class. The Form Group Type will usually be set to **Main**, except for when computer-based accommodated test forms (e.g., large print, color contrast, zoom, screen reader) are used. Instructions for assigning these forms to specific students are provided in the *Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes*.

6. Add students to the test session either by class or by individual student. Select “**View By: Classes**” to see available classes, or select “**View By: Students**” to see available students (i.e., registered students who have not already been assigned to a session).

7. Select the check box for each class or student to be added to this session.

8. Click **Save**.

9. Return to the newly created test session or to the **Manage Test Sessions** screen.

10. Maintain a list of all test sessions. Ensure that the technology coordinator has cached test content for all sessions and that Proctor Caching is running for these sessions prior to the first day of testing.

---

**About Scheduling Details for a New Test Session**

Scheduling a date and time for a new test session is intended primarily for planning purposes. A test session will not start until you click **Start** on the Session Details screen, regardless of the scheduled start date and time.

Although you are not bound by the date and time that you select for a test session, we recommend you be as accurate as possible when completing this information. You can update the date, time, and location before a session is started.
View and Verify Student Data

The Student Name and Student ID Number must be correct in PearsonAccess. Prior to verifying student data, ensure all students have been placed in test sessions.

To confirm all students are in test sessions

1. Go to Test Management > Manage Test Sessions.
2. Select “View By: Students.”

3. Select the Show All Students box and click Search.
4. Review the Session Name column for any empty fields. If necessary, click twice on the Session Name column heading to sort descending by name. Any students who have not been placed in a session will have a blank in this column.
5. Follow instructions to Add Students to Test Sessions on page 57.

You can also locate any remaining students not already scheduled into a session by creating a new test session for each Test to be Administered (Grade 10 Mathematics, Mathematics Retake, and/or Reading Retake). Only students who are not already scheduled into test sessions will be available. If no students are available after entering all of the Session Details and checking all tests, all students have been scheduled into test sessions.

To view and verify student data

1. Go to Test Management > Manage Test Sessions.
2. Click a session name.
3. Click the Session Roster button. This will create a PDF of the roster that can be printed or viewed electronically. The roster will display all students (including Student Name and Student ID) that have been assigned to a session.
4. Verify Student Name and Student ID for all students in the session. Note any incorrect information.
5. Repeat these steps for all remaining sessions until all student information is verified.

In the event that incorrect information is discovered or other changes to student information need to be made, refer to the appropriate sections of the manual. The descriptions below of several possible issues will assist you in locating the applicable portions of the manual.

Incorrect student information. If a Student Name or a Student ID Number is incorrect, follow the steps for Delete a Student and then follow the steps for Add a Student. Any other incorrect information that is editable before and after testing can be changed as described in Manage Other Student Information on pages 60–61 and in Update Student Information on pages 68–69. Report all incorrect information to the school or district student information database manager after testing has been completed.

Note: If an error in a student’s name occurs after the first 11 characters of the first name or after the first 12 characters of the last name, PearsonAccess will not allow you to create a new student profile for that student. Update those fields after testing is complete and follow the instructions in Update Student Information.

Student information not included in PreID upload. If a student does not have a profile in PearsonAccess, follow the steps for Add a Student.

Note: Any new student who shows up for the first time on the day of testing must be added to PearsonAccess (follow the steps for Add a Student) and must participate in a practice test (ePAT) prior to taking the actual test.
School Assessment Coordinator Responsibilities Before Testing

**Student is new to school and district.** If a student is new and does not have a profile in PearsonAccess, follow the steps for *Add a Student*.

**Student transfers from another school or district.** If a student transfers to your school, follow the steps for *Add a Student* to add the student to your school. **Do not change the student's enrollment.**

**New test needs to be added or changed for an existing student.** If a student is assigned to take only the Spring 2011 Mathematics Retake test, but he or she also needs to take the Spring 2011 Reading Retake test, follow the steps in *To change the tests assigned to a student* on page 60.

**Incorrect test format.** If a student’s test format was set incorrectly (e.g., computer-based testing student is set up to take paper), follow the steps in *To change the test assignment details for a student* on page 60.

**Note:** Changing a test from online to paper will not cause a new PreID label to be created or for paper materials to be automatically ordered. The student will need to grid a blank student grid sheet.

**Student not participating in the administration.** If a student is not participating, no further action is required. The student record will remain in PearsonAccess, but the student should not be scheduled for a test session. If a student was placed in a test session for the purpose of verifying student information, the student should be removed from the session. This is similar to not using a PreID label for a student in a paper-based administration.

---

**Delete a Student**

PearsonAccess student profiles created by the PreID upload are treated the same as PreID labels for a paper-based administration. For example, if a paper label is incorrect, instead of writing on the student label to correct it, you destroy the label and grid a blank student grid sheet. Similarly, you cannot correct (edit) certain data in the student profiles in PearsonAccess. Instead, if the **Student Name** or the **Student ID Number** is incorrect, you need to remove the student’s test assignment (i.e., delete the student) and then create a new record. Technically, this does not completely delete the student from PearsonAccess, but it will prevent the student from being assigned to a test session.

**To remove a student's test assignment**

1. Go to **Test Management > Student Registration**.
2. Select “**View By: Registered Students**” on the Student Registration screen.
   - To view all students, select the **Show All Students** check box and click **Search**.
   - To search for an individual student, enter the search criteria and then click **Search.** **Note:** You must enter or select **at least one** search field. The more specific the criteria, the more focused the search will be.
3. Click the name of the student, and then click the **Assigned Tests** tab.
4. Select all Online tests assigned to that student and then click **Remove Test.** **Note:** Do not remove any paper tests assigned to the student.
5. Click **Yes – Continue with Removal** to confirm.

If a corrected student profile needs to be added to PearsonAccess, follow the instructions for *Add a Student*.

---

**Add a Student**

For students not already identified in the PreID process or with an incorrect Student Name or Student ID Number, remove the test assignment (see *Delete a Student*), and then create a new profile in the system using the Create New Student wizard. Please note that during the PreID window, students can only be added using the PreID upload. The Create New Student wizard is disabled during that window.
School Assessment Coordinator Responsibilities Before Testing

Note: If an error in a student’s name occurs after the first 11 characters of the first name or after the first 12 characters of the last name, PearsonAccess will not allow you to create a new student profile for that student. Update those fields after testing is complete and follow the instructions in Update Student Information on pages 68–69.

To successfully create a new student, you must complete the five-part registration process described below. If all five parts are not completed, the student will not be created.

Part 1: Add a New Student (steps 1–3)
Part 2: Edit Student Details (steps 4–6)
Part 3: Edit Test Registration Details (steps 7–12)
Part 4: Edit Class Registration (step 13)
Part 5: Edit Assigned Tests and Enable the Student to Test on Computer (Set Online Indicator) (steps 14–18)

Until you have completed all five parts, you will only have two options:

- Save your data entry and continue to the next step.
- Click Cancel to delete all information entered at any point during the five-part process.

Part 1: Add a New Student
1. Log in to PearsonAccess.
2. Click the Student Data tab, then click Student Data Information.
3. Click New Student.

Part 2: Edit Student Details
4. Enter test data for all required fields (Florida Student ID Number, Student Last Name, and Student First Name) on the Student Master Record.
   - The student name must be entered in all caps.
   - The Florida Student ID Number can be a 10-digit Florida Student ID Number (e.g., 1234567891) or the 9-digit Social Security Number followed by an X (e.g., 123456789X).
5. Scroll down and select the Enrolled School.
6. Click Save and Next to save your entered data.

Note: If a student is created for this administration with the same Florida Student ID Number (or Social Security Number followed by an X), the same first 11 characters of the first name, and the same first 12 characters of the last name as an existing student profile at this school, the duplicate student error message will appear. Click Back to Student Entry Form and cancel the process. The existing student profile must be used, unless there is an error in the Student Name or Student ID Number. If the error is in the Student Name after the first 11 characters of the first name or the first 12 characters of the last name or if there are other errors in the student’s profile, see Update Student Information on pages 68–69.
Part 3: Edit Test Registration Details

7. Select the appropriate Test Administration.
8. Enter the student’s Date of Birth.
9. To record ethnicity, use the drop-down box to select Yes or No.
10. To record race, use the drop-down boxes to select Yes or No next to each race category. Yes may be selected for more than one category.
11. Select the appropriate Gender and Grade.
12. Click Save and Next.

Part 4: Edit Class Registration

13. To assign the student to an existing class, select the box next to the class name and click Save and Next. To assign the student to a new class, click New Class and follow the steps to create a new class. The class name has a limit of 9 characters and must be in all caps (e.g., THOMAS). When the class has been created and added to the list, select the box next to the class name and click Save and Next.
School Assessment Coordinator Responsibilities Before Testing

- Part 5: Edit Assigned Tests and Enable the Student to Test on Computer (Set Online Indicator)

14. The student must be assigned to a test. Select the box(es) next to the appropriate test(s).

15. Set the student’s **Tested Grade** and **Online Indicator** for each test.
   - **Tested Grade** is the grade level of the student to be tested.
   - **Online Indicator** indicates that the student will participate in the computer-based administration. **Yes** must be selected for a student to be available to be scheduled into a test session.

![Screenshot of test setup interface]

16. Click **Save and Next** to complete the registration process for this student.
   
   *See Add Students to Test Sessions to add this student to a test session.*

---

**Test Management**

**Manage Test Sessions**

One of a school assessment coordinator’s primary responsibilities is to manage computer-based test sessions in PearsonAccess. The following table describes the main test session management tasks that are performed before test sessions. (See *Create Test Sessions* for some of the common methods of setting up test sessions.)

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>View an Existing Test Session</td>
<td>Check the session details and verify that students are assigned to the correct session.</td>
<td>57</td>
</tr>
<tr>
<td>Add, Move, or Remove Students</td>
<td>Students actually testing in this session may have changed since the session was created.</td>
<td>57–58</td>
</tr>
<tr>
<td>Manage Class Information (optional)</td>
<td>Classes can be used to manage students in PearsonAccess.</td>
<td>58–60</td>
</tr>
<tr>
<td>Manage Other Student Information</td>
<td>Some student data may be changed in PearsonAccess.</td>
<td>60–61</td>
</tr>
<tr>
<td>(Technology Coordinator) Proctor Cache test items</td>
<td>Proctor Caching is required for efficient test delivery. Provide <strong>technology coordinators</strong> with a list of all test sessions for the school.</td>
<td>76–102</td>
</tr>
<tr>
<td>Print Student Authorization Tickets and Session Rosters</td>
<td>Each student needs a Student Authorization Ticket in order to log in to the test session, and each test administrator needs a Session Roster.</td>
<td>61–62</td>
</tr>
<tr>
<td>Distribute Student Authorization Tickets and Session Rosters to test administrators</td>
<td>Student Authorization Tickets and Session Rosters are secure and should only be distributed on the day the assessment will be administered.</td>
<td>61–62</td>
</tr>
</tbody>
</table>
School Assessment Coordinator Responsibilities Before Testing

View an Existing Test Session

To view an existing test session (e.g., to verify all students to be tested are included)

1. From the Home page, click the Test Management tab.
2. Click the Manage Test Sessions link.
3. Under Session Name, click the name of the session you want to verify.
4. Review and verify the students to be tested in this session. The Session Roster can also be used to verify the list of students.
   - If students are missing, see Add Students to Test Sessions.
   - If students are in the incorrect session, see Move Students to Another Session.
   - If students will not be testing or if they were absent the entire testing window, see Remove Students from Test Sessions.

Add Students to Test Sessions

To add students to an existing test session

1. Go to Test Management > Manage Test Sessions.
2. Select “View By: Test Sessions.”
3. Click the session name on the Manage Test Sessions screen to go to the Session Details screen.
4. Click Add Students.
5. Select “View By: Classes” or “View By: Students.”
6. Select the check box for the class or the student you want to add, and then click Add to Session.
   After you add the students, you can verify the Form/Form Group Type for newly added students by clicking Edit on the Session Details and using the Form/Form Group Type drop-down menu for an individual student. The Form Group Type will always be set to Main, except for when computer-based accommodated test forms (e.g., large print, zoom, color contrast, screen reader) are used.
7. Click Save after you make changes.

To add students to a new test session, see Create a New Test Session.

Move Students to Another Session

To move students to another test session (e.g., a student is in the wrong session, a student needs to be rescheduled to a make-up session)

1. Click the session name on the Manage Test Sessions screen to go to the Session Details screen.
2. Select the check box for each student to be moved.
   Only students with a Ready, Exited, Resumed, or Resumed-Upload status may be moved. Students with a Submitted, Processing, Completed, or Marked Complete status may not be moved to another session.
3. Click Move to go to the Move Students screen.
School Assessment Coordinator Responsibilities Before Testing

4. Select an existing test session or create a new test session to which the students will be moved. If you create a new session, the School, Context, Test to be Administered, and Read Aloud values are carried over from the previous session.

Remove Students From Test Sessions

To remove students from a test session (e.g., students were scheduled to the session but were absent during the entire testing window)

1. From the Home page, click the Test Management tab.
2. Click the Manage Test Sessions link.
3. Under Session Name, click the session from which you want to remove a student.
   - On the Session Details screen, select the check box for each student you want to remove.
   - Click the Remove button.
   - Click Yes – Remove Students to confirm this action.

Manage Class Information

Class is a required field in PearsonAccess. When students are added to PearsonAccess, either through PreID upload or through the Create New Student wizard, they are assigned to a class.

Though class assignment is a required field, school assessment coordinators may decide whether they want to use this field as a means of organizing student information. Class assignment may be used to manage students in PearsonAccess (e.g., to indicate groups of students tested together). However, school assessment coordinators may not want the additional tasks associated with managing and changing student class assignments in PearsonAccess and may choose to disregard class assignment. In this case, students would have class assignments, and school assessment coordinators would manage groups of students tested together through test session assignments or some other means.

For students added through PreID upload, a class name was provided by the district or all students were added under generic class names, depending on the assessment(s) the students are registered to take. If no class name was provided, any of the following default class names were assigned depending on the student’s test assignment: M10-Class, MRT-Class, or RRT-Class.

The prefixes were determined using the following:

- Mathematics Grade 10 classes will have prefix M10.
- Mathematics Retake classes will have prefix MRT.
- Reading Retake classes will have prefix RRT.

For example, if a district provided a class name of Clas01 for Mathematics Retake, then the class name is MRTCclas01.
Students added to PearsonAccess through the Create New Student wizard require a class assignment, but there are not any prefixes automatically added to these class names.

If a school prefers to use classes to group students to be tested together, the school would create a new class, add students to the class, and then assign students to a test.

Add a New Class

To add a class

1. Go to Test Management > Student Registration.
2. You must be in “View By: Classes” mode. Click Add Class on the Student Registration screen.
3. Enter the class name. The class name has a limit of 9 characters and must be in all caps (e.g., THOMAS).
4. Select your school name from the drop-down menu (required field).
5. Click Save to add the class.

After the new class is added, you can add students to the class and then assign the class to a test. See instructions for Add Students to a Class and Assign Students in a Class to a Test.

Add Students to a Class

To add students to a class

1. Go to Test Management > Student Registration.
2. Click “View By: Classes.”
3. Click the name of the class to view the Class Details screen.
4. Click Add Students.
5. Check the box next to each student to be added to the class. Click Save and then click Yes – Continue with Add to confirm.

Assign Students in a Class to a Test

To assign students to a test (e.g., a student has not been assigned to a test)

1. Go to Test Management > Student Registration.
2. Select “View By: Classes.”
3. Click the class name to see all students assigned to that class.
4. Select the box next to the student name(s) to be assigned to a test and select Assign Students to Test.
5. From the Test drop-down box, select the name of the type of test the student will take and click Next.
6. Select Yes for the Online Indicator and select a grade for the Tested Grade.
7. Click Save. (If the student was already assigned to the test, you will receive an error message.)
Change a Student’s Assigned Class

To change a student’s assigned class

1. Select “View By: Registered Students” on the Student Registration screen.
   - To view all students, check the “Show All Students” box and then click Search.
   - To search for an individual student, enter search criteria and then click Search. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)

2. Click the name of the student to go to the Registered Students screen.

3. Click the Assigned Classes tab.
   - To add a class assignment, click Add Class Assignment, select the class, and then click Add.
   - To remove a class assignment, select the class and then click Remove Class Assignment. Click Yes – Continue with Removal to confirm.
   - If a student has already been assigned to a class and a test, you must first remove the test assignment, and then remove the class assignment (see To remove a student’s test assignment on page 53).

Manage Other Student Information

If a Student Name or Student ID Number are incorrect, follow the instructions to Delete a Student and to Add a Student.

Some assignments and demographic data that may be changed in PearsonAccess are covered in this section.

- **To change the tests assigned to a student** (e.g., a student is assigned to the wrong test)
  1. Select “View By: Registered Students” on the Student Registration screen.
  2. Click the name of the student to go the Registered Students screen.
  3. Click the Assigned Tests tab.
     - To add a test assignment, click Add Test and click the name of the test. Select Yes for the Online Indicator and select a grade for the Tested Grade. Then, select any optional indicators or accommodations, if needed. Click Save.
     - To remove a test assignment, select the box next to the test, and then click Remove Test. Click Yes – Continue with Removal to confirm.

- **To change the test assignment details for a student** (e.g., changing from online to paper, recording accommodations)
  
  **Note:** Changing an online test format to a paper test format will not cause a new PreID label to be created. You still need to grid a blank student grid sheet. This will also allow for a student to be removed from the pre-existing list of available students for online testing when creating a new session or when verifying the Session Roster.

  The following fields will be available for editing before and after online testing. The only information you are required to correct is the accommodations actually used. Specific instructions for recording these are provided in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes.

  - Online Indicator (only editable before testing)
  - Class Name
  - All ESE/504 and ELL accommodation types
  - ELL
  - Section 504
School Assessment Coordinator Responsibilities Before Testing

- Primary Exceptionality
- Braille
- Large Print
- One-Item-Per-Page
- Reading Passage Booklet
- Regular Print Accommodations

1. Select “View By: Registered Students” on the Student Registration screen.
2. Click the name of the student to go to the Registered Students screen.
3. Click the Assigned Tests tab.
4. Click the name of an assigned test to go to the Registered Student Test Details screen.
5. Click Edit and make the changes to the allowable fields.
6. Click Save.

Some other fields may be editable after testing is completed. See Update Student Information on pages 68–69.

Schedule a New Session for Make-Ups

To schedule a new session for make-ups

1. From the Home page, click the Test Management tab.
2. Click the Manage Test Sessions link.
3. Click New Session.
4. Fill in the required fields to create a new test session for students testing during a make-up session.
5. Once a session is created, move students to this test session. Refer to the instructions on pages 57–58.
6. Provide the technology coordinator with information about this session so he or she can complete the Proctor Caching process prior to testing.

Please note, since the test window allows for multiple test sessions to be scheduled throughout the week, it is also possible to reassign absent students to existing sessions scheduled later in the week, rather than creating make-up sessions.

Student Authorization Tickets and Session Rosters

Adobe Reader is needed to view and print Student Authorization Tickets and Session Rosters. Each student must have a Student Authorization Ticket to log in to a test. Each authorization ticket contains the TestNav URL, the student’s unique Login ID, and a test code (password). You must also print a Session Roster for a list of the students tested in the same session. This roster may be used to collect the required administration information (see page 12). The tickets and rosters are secure documents and must be placed in a secure location until the day of the test session.

- To print Student Authorization Tickets
  1. From the Home page, click the Test Management tab.
  2. Click the Manage Test Sessions link.
  3. Click the session name for which you wish to print authorization tickets.
4. From the Authorizations drop-down menu, select Student Authorizations. The authorization tickets can be downloaded in three different formats: Detail View, Grid View, and List View.
   - Detail View only shows one authorization ticket per page.
   - Grid View shows six authorization tickets per page in a three row/two column layout.
   - List View displays three authorization tickets per page separated horizontally.
   It is strongly recommended that you select one format and use it consistently at your school. Ensure print settings in the Grid View are set to not cut off any URL or login information.
5. Click Save, save the file to your computer, and then click Open.
6. A PDF file containing Student Authorization Tickets for the session will open. Print the tickets.

<table>
<thead>
<tr>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Session Details" /></td>
</tr>
</tbody>
</table>

To print a Session Roster
1. From the Home page, click the Test Management tab.
2. Click the Manage Test Sessions link.
3. Click the session name for which you wish to print Session Rosters.
4. Click Session Roster.
5. Click Save, save the file to your computer, and then click Open.
6. A PDF file containing the Session Roster will open. Print the Session Roster.

Please note: Student Authorization Tickets and Session Rosters are secure materials. Distribute the appropriate materials on each day of testing.
School Assessment Coordinator Responsibilities During Testing

During a Test Session

The following table describes the main test session management tasks that are performed during test sessions.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start test sessions</td>
<td>A session must be started in PearsonAccess before students can begin the test.</td>
<td>63–64</td>
</tr>
<tr>
<td>Monitor session status</td>
<td>Keep track of each student’s testing status in PearsonAccess.</td>
<td>64</td>
</tr>
<tr>
<td>Resume students' tests</td>
<td>If a student exits the test (intentionally or unintentionally) before completing a test and will resume the same test.</td>
<td>64–65</td>
</tr>
</tbody>
</table>

Start Test Sessions

A test session must be started in PearsonAccess before students in the session can log in and begin taking the test. The FDOE recommends that sessions are started no earlier than the day before testing.

To start a test session

1. Click Start on the Session Details screen. Click Yes – Start Session to confirm.

If you do not have access to start sessions, the Start tab will be shaded and you will not be able to start the test session. Contact your district assessment coordinator to obtain access. Note: This button will only be enabled when the test administration window is open.

2. After a session is started, students can log in and begin testing. A session does not stop until you click the Stop button, regardless of the value in the Estimated Duration field. The system will not automatically start or stop a session.
School Assessment Coordinator Responsibilities During Testing

3. You can monitor the status of each student in the session. Refresh your browser window or click the **Refresh** button next to **Status** to update the real-time testing status of students. Note: After 14 minutes of inactivity on PearsonAccess, the system will time out and you will need to log back in to view session status details.

### Monitor Session Status

After a session begins, you can monitor the real-time status of students. Here is an explanation of each possible status.

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready</td>
<td>The student has not started the test.</td>
</tr>
<tr>
<td>Active</td>
<td>The student has logged in and started the test.</td>
</tr>
<tr>
<td>Exited</td>
<td>The student has exited the test but has not submitted his or her answers.</td>
</tr>
<tr>
<td>Resumed</td>
<td>The student has been authorized to resume the test.</td>
</tr>
<tr>
<td>Resumed-Upload</td>
<td>The student has been authorized to resume the test and any responses saved locally have been uploaded.</td>
</tr>
<tr>
<td>Submitted</td>
<td>The student has finished testing and submitted his or her answers.</td>
</tr>
<tr>
<td>Processing</td>
<td>The student’s test has been submitted and the system has begun processing the data.</td>
</tr>
<tr>
<td>Completed</td>
<td>The student’s submitted test data have been processed.</td>
</tr>
<tr>
<td>Marked Complete</td>
<td>The student has exited the test and will not resume the same test, or the student never logged in to this test but must be accounted for.</td>
</tr>
</tbody>
</table>

Click the **Marked Complete** icon to view the reason why the test was marked complete.

### Resume Students’ Tests

If a student exits TestNav (either unintentionally or intentionally) before completing a test, then the school assessment coordinator or a test administrator must resume the student’s test before the student can continue.

#### About Resuming a Test

**When should I resume a student’s test?**
Resume a student’s test if the student exits TestNav (either intentionally or unintentionally) before finishing the test and you want the student to continue testing.
To resume a student’s test

1. From the Session Details screen, click the check box next to the name of the student.
   You cannot resume a student who has a Ready, Submitted, or Marked Complete status. If a student is appearing as Active but he or she has been unable to log in, you may need to refresh your browser window or click the Refresh button next to Status to update the real-time testing status of students.
2. Click Resume Test.

   ![Session Details](image)

   **About Selecting “Resume Test”**
   When you select “Resume Test,” you are resuming the student’s test from the point at which the test was interrupted. After the interruption, the system will upload any test responses that the student entered, and that were saved. Once the connection to the testing server is reestablished, and the student is in Resumed-Upload status, the saved responses are transmitted to the testing server and added to the responses already stored there.

3. After you resume the student’s test, the student’s status changes to Resumed (if the student was in Exited status) or Resumed-Upload (if the student was in Started status) on the Session Details screen.

4. The resumed student can now log in to TestNav and resume the test. When the student has logged back in, the status returns to “Active.” Whenever possible, have the student log in to TestNav from the original workstation so that the student’s saved response file can be transmitted to the testing server if it was saved on the local client workstation.

5. Double-click the TestNav icon and type the URL printed on the authorization ticket. The student can log in using the same Login ID and test code (password) from the original authorization ticket if the student is in the same test session.
Resume a Test Within TestNav’s Early Warning System (EWS)

Certain circumstances, such as loss of an Internet connection, trigger the “Early Warning System” (EWS) on the TestNav interface that students see during testing. The EWS alerts students to possible problems with the transmission of their test data and allows the test administrator to take action to ensure student responses are captured.

If either of these screens appears on a student’s computer during testing, click the Test Proctor – Click Here button to open another screen that explains the actions that you should take.

To resume a test in the Early Warning System

1. Click the Test Proctor – Click Here button on the EWS warning screen and follow the on-screen directions.
2. Return to the Session Details screen and click Resume Test.
   - If a saved response file for this student is found, it will be uploaded to the testing server when the connection is reestablished and the student logs back in to TestNav. If a saved response file is not found, TestNav will prompt the user to navigate to the location where the response file is saved so it can be uploaded.
3. The student can now log in to TestNav and restart the test.
   - The student’s status will return to Started after successfully re-entering the test.
   - Whenever possible, have the student log in to TestNav from the original workstation so that the student’s saved response file can be transmitted to the testing server if it was saved on the local student workstation.

What should you do if TestNav appears to freeze when a student attempts to exit or submit a test?

Terminate the TestNav process without rebooting the local client workstation. You can exit TestNav by clicking the X or the red circle in the top corner of the TestNav interface.

Next, verify that connectivity exists between the client and the server. When connectivity is established, resume the student’s test by selecting Resume Test on the Session Details screen. The resumed student can now log in to TestNav to continue testing.

Whenever possible, have the student log in to TestNav from the original workstation so that the student’s saved response file can be transmitted to the testing server if it was saved on the local client workstation.

If a frozen screen persists and cannot be resolved using the suggestions above, contact Pearson Customer Support.
School Assessment Coordinator Responsibilities During Testing

Monitor Student Progress

Students can only begin the test after you have started the session in PearsonAccess. During testing, monitor student progress. If a student exits the system, you will need to resume the student’s test from the monitoring screen in PearsonAccess. Instruct test administrators on how to contact you during testing to request this authorization. If test administrators have been provided appropriate PearsonAccess accounts, they can also resume students during testing.

The Proctor Caching computer must be on and the Proctor Caching software must be active during testing. Confirm that your school technology coordinator has completed these crucial steps.

Supervise Test Administration and Maintain Test Security

Monitor each testing room to ensure that test administration and test security policies and procedures are followed. You and the technology coordinator must be available during testing to answer questions from test administrators and to assist with computer problems. Make sure that Security Logs are being properly completed and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during testing, the student will be able to complete the test. The student responses are automatically saved and, once the Internet connection has been restored, will be sent to Pearson. If the Internet connection is not restored by the time the student has finished the test, the test administrator should contact you or the technology coordinator for assistance. If login problems persist on a particular computer and another computer has been properly set up for testing, shut down the first computer and move the student to resume testing. The student should be able to resume testing where he or she left off if the responses are saved to the network. If the student cannot continue testing, document the issue and determine whether invalidation is appropriate. See page 10 for invalidation policies.

The test administrator should contact you or the technology coordinator if an error message appears on a student’s computer screen during testing.

Develop a plan for providing test administrators with additional Work Folders, reference sheets, and calculators, if necessary.

Supervise Make-Up Administrations

Follow all test security and test administration policies and procedures while conducting make-up administrations. Please remind test administrators that after ANY administration, initial OR make-up, materials must be returned to you immediately. Secure materials should never remain in classrooms or be taken from the school’s campus overnight.
School Assessment Coordinator Responsibilities After Testing

Prepare Test Materials for Return

Store any hand-held FCAT calculators as directed by the district assessment coordinator.

Store Student Authorization Tickets, reference sheets (if any), and Work Folders until results are reported for this administration and then destroy them as directed by the district assessment coordinator.

File the FCAT CBT Administration and Security Agreements.

Copy the Security Logs, file the copies, and place the original logs with those from the paper-based assessment that will be returned in the District Assessment Coordinator ONLY boxes.

Reading Passage Booklets are secure documents and must be returned to the district assessment coordinator using the yellow return labels.

Update Student Information

Only the Student Name and Student ID Number must be correct; however, if there was an error after the first 11 characters of the first name or after the first 12 characters of the last name, PearsonAccess would not allow you to create a new student profile for that student. Those fields can now be updated after testing is complete by following the instructions below. These instructions will also be the means of recording student accommodations. More specific instructions are provided in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes.

Report all incorrect student information to the school or district student information database manager after testing has been completed.

Once a student submits an online test and the student’s test status in PearsonAccess displays as “Completed,” you are allowed to edit certain demographic fields for computer-based Retake (Reading or Mathematics) students only until April 15, 2011. Edits can be made to computer-based Grade 10 Mathematics students only until April 29, 2011. After these dates, contact the FDOE to discuss any crucial updates (e.g., invalidations).

The following fields will be available for editing after testing:

- Tested Grade
- Tested Last Name
- Tested First Name
- Tested Middle Initial
- Tested Date of Birth
- Tested Gender
- Tested Ethnicity
School Assessment Coordinator Responsibilities After Testing

- All Tested Race categories
- Do Not Score
- Do Not Score Reason
- Class Name
- All ESE/504 and ELL accommodation types
- ELL
- Section 504
- Primary Exceptionality
- Braille
- Large Print
- One-Item-Per-Page
- Reading Passage Booklet
- Regular Print Accommodations

*Note*: Values that begin with the word *Tested* are derived from the PreID upload or from information entered in the Create New Student wizard.

To edit student information after testing

1. Go to Test Management > Student Registration.
2. Select “View By: Registered Students” on the Student Registration screen.
   - To view all students, check the “Show All Students” box and then click Search.
   - To search for an individual student, enter search criteria and then click Search. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)
3. Click the name of the student to go to the Registered Students screen.
4. Click the Assigned Tests tab.
5. Click the name of an assigned test to go to the Registered Student Test Details screen.
6. Click Edit and make the changes to the allowable fields.
7. Click Save.

### After a Test Session

The following table describes the main test session management tasks that are performed after test sessions.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark a student’s test “complete”</td>
<td>Mark a student’s test complete if a student exits the test and will not resume the same test, or if a student has never logged in to a test but must be accounted for.</td>
<td>70–71</td>
</tr>
<tr>
<td>Stop test sessions</td>
<td>A test session cannot be stopped until all students are in “Completed” or “Marked Complete” status.</td>
<td>71</td>
</tr>
<tr>
<td>Invalidate tests</td>
<td>Any tests that should not be scored must be invalidated.</td>
<td>71</td>
</tr>
<tr>
<td>Record accommodations</td>
<td>All accommodations used by students must be recorded in PearsonAccess.</td>
<td>71</td>
</tr>
</tbody>
</table>
Mark a Student’s Test Complete

You cannot stop a test session until all students in the session are in Completed or Marked Complete status. If a student exits TestNav and will not resume testing or if a student accidentally exited a test instead of clicking Submit, you must manually mark that student’s test complete. Before marking a student’s test complete, ensure that you understand the reason the student exited the test without submitting it. This reason must be entered in PearsonAccess. Marking the test complete only submits the student’s test, but it does not automatically invalidate a test. If invalidation is necessary, mark the test complete and then complete the necessary steps to invalidate the test (see page 71). NEVER submit a student's answers or mark a student's test complete because of a technical issue without first receiving directions from FDOE or Pearson.

To mark a student’s test complete

1. Select the check box for the student on the Session Details screen, and then click Mark Test Complete to go to the Mark Test Complete screen.

   ![Session Details](image)

   2. Enter the reason for marking the test complete in the text box. Note: There is a 50-character limit.
   - If you select multiple students and you want to enter the same reason for all selected students, select the Use the same reason for all students radio button.
   - To enter a reason for an individual student, select the Use different reasons for each student radio button.

   ![Mark Test Complete](image)
School Assessment Coordinator Responsibilities After Testing

3. Click Save.
   - The reason for marking the test complete can be viewed by clicking the Marked Complete icon on the Session Details screen.

Stop Test Sessions

After all students have completed the test and submitted their responses, manually stop the session. Click Stop to stop the session. Click Yes – Stop Session to confirm. You cannot stop a test session if all students in the session are not in Completed or Marked Complete status.

Invalidate Tests

Review policies regarding test invalidation on page 10.

To invalidate a test
1. Log in to PearsonAccess.
2. From the Home page, click the Test Management tab.
3. Click the Student Registration link.
4. Click the Registered Students radio button. View all students on the lower half of the screen and click on the student name that requires an update.
5. Click the Assigned Tests tab.
6. Click the Spring 2011 Reading Retake, the Spring 2011 Mathematics Retake, or the Spring 2011 Grade 10 Mathematics link.
7. Click the Edit button.
8. Scroll down to the Invalidate field for that student record. Choose Yes if you wish to invalidate that test.
9. Click Save when you have completed all edits.
10. Click Logout.

Record Accommodations

After students complete computer-based test sessions, record the accommodations provided for students on the Student Test Details screen in PearsonAccess. Refer to the instructions in the Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes provided at www.FLAssessments.com/CBTSpringAccommodations (available February 2011).
Complete School Assessment Coordinator Comment Form

Complete a Computer-Based FCAT School Assessment Coordinator Comment Form. Go to www.FLAssessments.com/SpringRMS, then click the CBT School Assessment Coordinator Comment Form and complete the form. This form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to the FDOE and the test contractor. If you have comments pertinent to district procedures, please contact your district assessment coordinator.
Technology Coordinator Responsibilities Before Testing

Overview

This section provides information for school technology coordinators. The school technology coordinator should call the district technology coordinator if further assistance is needed.

If you need assistance with PearsonAccess, contact Pearson at 877-847-3043 or at Florida@support.pearson.com. See Contacting Pearson Support in Appendix C for more information.

Workstation Specifications

Student workstations used for testing must meet all of the applicable specifications below. These specifications also apply to the computers used for Proctor Caching.


<table>
<thead>
<tr>
<th>General Specifications (Windows/PC and Apple/Macintosh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each computer must meet or exceed the following General Specifications in addition to the applicable Operating System Specifications below:</td>
</tr>
<tr>
<td>■ 500 MB available disk space</td>
</tr>
<tr>
<td>■ 1024 x 768 screen resolution</td>
</tr>
<tr>
<td>■ Keyboard and mouse (or other pointing device)</td>
</tr>
<tr>
<td>■ High-speed Internet connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating System Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Windows/PC</strong></td>
</tr>
<tr>
<td>Windows XP (Service Pack 3)</td>
</tr>
<tr>
<td>■ Pentium III 733 MHz processor</td>
</tr>
<tr>
<td>■ 512 MB RAM</td>
</tr>
<tr>
<td>Windows Vista (Service Pack 1)</td>
</tr>
<tr>
<td>■ Pentium III 1 GHz processor</td>
</tr>
<tr>
<td>■ 1 GB RAM</td>
</tr>
<tr>
<td>Windows 7</td>
</tr>
<tr>
<td>■ Pentium III 1 GHz processor</td>
</tr>
<tr>
<td>■ 1 GB RAM</td>
</tr>
<tr>
<td><strong>Apple/Macintosh (Mac)</strong></td>
</tr>
<tr>
<td>Mac OS X 10.4</td>
</tr>
<tr>
<td>■ G3, G4, G5 500 MHz processor</td>
</tr>
<tr>
<td>■ 512 MB RAM</td>
</tr>
<tr>
<td>Mac OS X 10.5</td>
</tr>
<tr>
<td>■ Intel, G4, G5 867 MHz processor</td>
</tr>
<tr>
<td>■ 512 MB RAM</td>
</tr>
<tr>
<td>Mac OS X 10.6</td>
</tr>
<tr>
<td>■ Intel processor</td>
</tr>
<tr>
<td>■ 1 GB RAM</td>
</tr>
</tbody>
</table>

Updated 10/26/2010
Technology Coordinator Responsibilities Before Testing

1. For an optimal student experience, any computer that takes a noticeably long period of time (e.g., more than 10 seconds) to start and run applications, even computers that meet the requirements, should not be used for high-stakes computer-based testing, if possible.

2. The testing platform does not permit access to other applications during testing. This means that any applications that may automatically launch during testing will interrupt the student’s test session, logging the student out of the test. Applications such as antivirus updates, power management software (laptops), screen savers, and email with automatic message notifications should be configured so they do not launch during testing sessions.

3. Even though the specifications state that each computer must have a mouse, touchpads are permitted for students who are comfortable using them.

System Check for TestNav

System Check for TestNav is the tool that will be used to perform an initial bandwidth and configuration test for a district or school infrastructure. System Check for TestNav can be accessed by going to www.FLAssessments.com/SystemCheck.

The System Check home screen is shown below.

The TestNav 6 tab provides instructions for verifying that TestNav has been installed correctly. This tab should be used to test any computers that did not participate in the Infrastructure Trial or if new computers have been added for computer-based testing.

The Network User Capacity tab is used to test the bandwidth among student testing workstations, the Proctor Caching computer(s), and Pearson servers. This tool will provide an estimate of how many students can be tested on the designated Proctor Caching computer.

The Testing Volume Calculator tab is a tool for estimating how many students are able to test concurrently while taking the amount of available bandwidth and network traffic volume into account.

The following steps will guide you through the process of using System Check for TestNav.

1. Click the TestNav 6 tab and follow the instructions provided.
2. Once you see the “Congratulations” screen in the TestNav window, click the Network User Capacity tab.
3. Click Add Caching Server. Enter a generic name for the Proctor Caching computer to be tested, the IP address of the Proctor Caching computer, and port 4480. Click Save. If working in a multiple Caching Server environment, repeat this step as needed to add additional Proctor Caching computers.
4. Click **Start** and System Check will perform a bandwidth test. Once the test has been run, System Check will show an estimate for how many students can be tested on the specified Proctor Caching computer(s).

5. Now click the **Testing Volume Calculator** tab. This tool will be used to estimate how many users can be tested with the bandwidth that is available.
Technology Coordinator Responsibilities Before Testing

6. Enter the number of students that will be testing concurrently on a Proctor Caching computer.

7. Slide the green bar under “Available link speed between workstations and Proctor Caching workstations” to specify the available bandwidth between the testing workstations and the Proctor Caching computer. This number can be based on the results of the Network User Capacity tab or on information provided by district or school analysis of network.

8. Now slide the green bar under “Average network utilization for the network between workstations and Proctor Caching workstations” to indicate the percentage of bandwidth normally used at this site (excluding the bandwidth that will be used for testing). This percentage is based on district or school analysis of network usage. It is recommended that the time of day/week students will be testing is analyzed to determine peak usage, and that peak usage is entered in this percentage.

9. Once this is done, the “Outputs” box will now either be white, yellow, or red.

![Outputs Diagram]

In order for the test administration to be successful, it is highly recommended that the Outputs box display a white background. If anything other than a white background is displayed, you risk encountering difficulties during testing. Use this calculator to see what adjustments can be made to create the ideal testing situation. For example, reducing the number of students testing at once or reducing the average network utilization may improve the results.

Once you have determined the number of students, Proctor Caching machines, and bandwidth needed to successfully administer computer-based testing, create a testing plan for your school based on these calculations.

Proctor Caching

Computers used for Proctor Caching do not need to be server-class machines but should meet the system requirements listed on page 73. Proctor Caching can run on either a Windows or Mac operating system, and each can support both Windows and Mac-based testing workstations.

Each testing computer must be configured to refer to a Proctor Caching computer in order to obtain test content. If more than one computer is being used for Proctor Caching, make sure to specify the specific IP address of the correct Proctor Caching computer during the TestNav installation process. For example: if there are 80 computers that may be used for testing and two Proctor Caching computers, 40 of the testing computers may be configured to link to Proctor Caching computer A, and the remaining 40 may link to Proctor Caching computer B. The steps for configuring TestNav to use a specific IP address for its Proctor Caching computer are covered later in this section.
Proctor Caching Security

The Proctor Caching software stores a copy of the test content on the local hard drive of the machine on which it runs. This test content is encrypted prior to being sent from Pearson web servers. At no time in the test delivery process does the Proctor Caching computer un-encrypt the test items. All data transmitted and stored by the Proctor Caching computer are in an encrypted format.

Proctor Caching includes a “purge cache” function that deletes all encrypted test content from the hard drive of the Proctor Caching computer. Pearson and the FDOE strongly recommend that test content be purged from the Proctor Caching computer at the end of each administration window.

Proctor Caching Computer Placement

Proctor Caching can be implemented at either the lab- or the school-level. The computer selected to run Proctor Caching should be located as close as possible on the network to the TestNav clients. Intermediate network devices (routers, bridges, etc.) may become bottlenecks and reduce the effectiveness of the Proctor Caching computer. Current minimum requirements for Proctor Caching workstations are listed on page 73. In many cases schools can install and configure the Proctor Caching computer using existing hardware.

For Proctor Caching to function, TestNav clients must be able to communicate with the Proctor Caching computer using HTTP/HTTPS on ports 80, 443, and 4480.

Downloading and Installing the Proctor Caching Software for Windows

This section will cover the steps for installing and configuring the Proctor Caching software for TestNav 6.9. See page 73 for the system requirements for Windows. The software only needs to be downloaded to the Proctor Caching computer(s) once per school year, unless otherwise indicated by the FDOE or Pearson. Follow these instructions if setting up Proctor Caching computer(s) for the first time.

1. Download the Proctor Caching software for Windows to the designated Proctor Caching computer. The Proctor Caching software can be found at www.FLAssessments.com/Downloads.

2. Double-click the Proctor_Caching.exe file to launch the software installer. If you receive a warning message, click to continue and run the installer.

3. Click Install to run the installer:

4. A window displaying system requirements will appear. Disregard the requirements listed. For an updated list of system requirements, refer to page 73. Click Next.
Technology Coordinator Responsibilities Before Testing

Windows (cont.)

5. A prompt will appear asking you to specify the install location. Specify the preferred installation location and click **Next**.

![Install location prompt](image)

6. The next screen will ask for the address of an upstream proxy. If your school does **not** have one, **leave these two fields blank** and click **Next**.

**Note:** Do **not** enter the IP address of the Proctor Caching computer here. This space is intended for specifying an IP address of an upstream proxy **only**. **If the IP address of the Proctor Caching computer is entered here,** Proctor Caching will not function correctly.

![Proxy configuration](image)
Technology Coordinator Responsibilities Before Testing

Windows (cont.)

7. Click Install.

8. When the installation is finished, click Continue and then Finish.

9. To verify Proctor Caching is working, start the Proctor Caching software by going to Start > All Programs > Proctor Caching > Proctor_Caching.

Note: A window will appear with the Proctor Caching status. Minimize this window while Proctor Caching is running, but do not close the window.

10. Now open a web browser and enter the IP address of the Proctor Caching computer followed by port 4480 (e.g., HTTP://x.x.x.x:4480) and hit the Return/Enter key. The message below will be displayed to verify Proctor Caching is responding.

```
Error occurred!

Description: Unknown protocol in request head: "GET / HTTP/1.1".
```

eMeasurement Services - Proctor Caching 1.20 (Build #22), Date: Fri, 22 Oct 2010 14:53:19 GMT
Technology Coordinator Responsibilities Before Testing

Windows (cont.)

If Proctor Caching is not responding, one of the following messages may be displayed:

The webpage cannot be displayed

Most likely cause:
• Some content or files on this webpage require a program that you don’t have installed.

What you can try:
• Search online for a program you can use to view this web content.
• Retype the address.
• Go back to the previous page.

Unable to connect

Firefox can’t establish a connection to the server at 127.0.0.1:4480.

• The site could be temporarily unavailable or too busy. Try again in a few moments.
• If you are unable to load any pages, check your computer’s network connection.
• If your computer or network is protected by a firewall or proxy, make sure that Firefox is permitted to access the Web.

Try Again

11. Take note of the IP address of the Proctor Caching computer as it will be needed later on when installing TestNav.

Uninstalling Proctor Caching

Proctor Caching will only need to be uninstalled if the computer no longer needs to be used as a Proctor Caching computer.

To uninstall Proctor Caching

1. Go to Start > Settings > Control Panel > Add or Remove Programs.
2. Within the Add or Remove Programs utility, select eMeasurement Services – Proctor Caching and click the Change/Remove button.
Windows (cont.)

3. Place a check mark in the box next to all components to remove the entire product. Click Next to continue.

4. A screen will confirm the items to be removed. Click Next.
5. Click **Uninstall** and then **Finish** to remove Proctor Caching.

6. Proctor Caching has now been successfully uninstalled.
Technology Coordinator Responsibilities Before Testing

Downloading and Installing the Proctor Caching Software for Mac

This section will cover the steps for installing and configuring the Proctor Caching software for TestNav 6.9. See page 73 for the system requirements for Apple/Macintosh (Mac). The software only needs to be downloaded to the Proctor Caching computer(s) once per school year, unless otherwise indicated by the FDOE or Pearson. Follow these instructions if setting up Proctor Caching computer(s) for the first time.

Proctor Caching in a Mac environment uses the native Apache web server that is built into the OS X operating system. To configure Apache to perform Proctor Caching functions, you must first download two files — the Configuration Settings and the Configuration Script. Note that administrator-level access is required to perform these steps.


2. Download the Proctor Caching script and setting files to the designated Proctor Caching computer. Make sure to download the correct setting and script files as they pertain to the version of Mac OS X you are using. Note that there are different files for Mac OS X 10.6 and 10.6 Server as well as Mac OS X 10.5 and 10.5 Server.

3. If the files open in your web browser instead of being saved to your disk, use the File > Save As command to save the files to your desktop.

4. Open a Terminal window by double-clicking the Macintosh HD icon on the desktop, or opening a Finder window and clicking Macintosh HD. Navigate to /Applications/Utilities. Double-click Terminal. Run the command associated with the Mac OS X version you are running, as noted in the steps on the following pages.
Steps for Mac OS X 10.4 Proctor Caching

To execute the script for Proctor Caching on Mac OS X 10.4 workstations, you will need to CHMOD it first. Type the following in the Terminal window and hit the Return/Enter key:

```
chmod +x ~/desktop/config_proctor_caching_10_2.command
```

Steps for Mac OS X 10.5 Proctor Caching

To execute the script for Proctor Caching on Mac OS X 10.5 workstations, you will need to CHMOD it first. Type the following in the Terminal window and hit the Return/Enter key:

```
chmod +x ~/desktop/config_proctor_caching_10_5.command
```
Steps for Mac OS X 10.5 Server Proctor Caching

To execute the script for Proctor Caching on Mac OS X 10.5 workstations, you will need to CHMOD it first.

1. Download the script to your desktop
2. Type the following in the Terminal window and hit the Return/Enter key:
   
   `chmod +x ~/desktop/config_proctor_caching_10_5_Server.command`

Because OS X Server does not have a user’s folder, you will need to create the folder.

1. Open Terminal
2. Type the following in the Terminal window and hit the Return/Enter key:
   
   `cd /private/etc/apache2/`
3. Type `sudo mkdir users` and hit the Return/Enter key
4. Enter the password; you can then rerun the script

Steps for Mac OS X 10.6 Proctor Caching

To execute the script for Proctor Caching on Mac OS X 10.6 workstations, you will need to CHMOD it first.

Type the following in the Terminal window and hit the Return/Enter key:

   `chmod +x ~/desktop/config_proctor_caching_10_6.command`

Steps for Mac OS X 10.6 Server Proctor Caching

To execute the script for Proctor Caching on Mac OS X 10.6 workstations, you will need to CHMOD it first.

Type the following in the Terminal window and hit the Return/Enter key:

   `chmod +x ~/desktop/config_proctor_caching_10_6_Server.command`

Because OS X Server does not have a user’s folder, you will need to create the folder.

1. Open Terminal.
2. Type the following in the terminal window and hit the Return/Enter key:
   
   `cd /private/etc/apache2/`
3. Type `sudo mkdir users` and hit the Return/Enter key
4. Enter the password; you can then rerun the script

5. For all Mac OS X versions, double-click the `config_proctor_caching.command` icon on your desktop to launch the script. If you receive a warning message, click open to continue launching the script. Numbers in the following screenshot correspond to instructions for running the script.
6. When prompted, type your password and hit the Return/Enter key.
7. Select option 1 — Install Proctor Caching Server.
8. You will now be asked if a proxy server is being used. Type **Yes** or **No** and hit the Return/Enter key.
9. If you selected **Yes**, enter the IP address and port number of the upstream proxy server when prompted.
10. Once the script has finished configuring Proctor Caching, it will display a confirmation message.
11. The Proctor Caching Installation is now complete. Proctor Caching will remain in operation on the Mac until it is uninstalled.
12. To verify that Proctor Caching is working from the Proctor Caching computer, open a browser and type **http://localhost:4480** in the address bar and hit the Return/Enter key. You should see a message stating “It works!” to show that Proctor Caching is working.
Mac (cont.)

If running Mac OS X 10.4, you will see the following confirmation screen:

![Test Page for Apache Installation](image)

If you can see this, it means that the installation of the Apache web server software on this system was successful. You may now add content to this directory and replace this page.

**Seeing this instead of the website you expected?**

This page is here because the site administrator has changed the configuration of this web server. Please contact the person responsible for maintaining this server with questions. The Apache Software Foundation, which wrote the web server software this site administrator is using, has nothing to do with maintaining this site and cannot help resolve configuration issues.

The Apache documentation has been included with this distribution.

You are free to use the image below on an Apache-powered web server. Thanks for using Apache!

13. Take note of the IP address of the Proctor Caching computer as it will be needed later on when installing TestNav.

**Uninstalling Proctor Caching**

Proctor Caching will only need to be uninstalled if the computer no longer needs to be used as a Proctor Caching computer.

To uninstall Proctor Caching

1. Double-click the `config_proctor_caching.command` icon located on the desktop.
2. Enter your password (if prompted).
Technology Coordinator Responsibilities Before Testing

Mac (cont.)

3. When presented with a list of options, select option 3 — Uninstall Proctor Caching Server.

![Uninstall Proctor Caching Server](image)

**TestNav 6.9**

Once TestNav has been properly installed and tested, it should continue to be successful on student workstations through all test administrations this year, as long as no incompatible software updates are made. Annual updates to TestNav may occasionally require re-installation of software, but this will only occur a maximum of once per year and will be months prior to a test administration. See page 73 for the system requirements for TestNav 6.9.

**File Share vs. Local Install**

There are two options for installing TestNav (file share and local install). The district or school should determine this based on what is most appropriate for their infrastructure. Pearson recommends that TestNav be installed at a file share location whenever possible. The following chart lists the pros and cons of a file share versus a local install of TestNav.

**Note:** Do not use a network file share installation of TestNav if testing wirelessly. Wireless access points can be overloaded easily and the best way to alleviate overload is to install TestNav on each workstation.
Technology Coordinator Responsibilities Before Testing

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>File Share</strong></td>
<td>– Adds a potential point of failure</td>
</tr>
<tr>
<td>+ Single point of installation and configuration changes</td>
<td></td>
</tr>
<tr>
<td>+ Easier to implement in a large-scale testing environment</td>
<td></td>
</tr>
<tr>
<td>+ Centralized location for log files</td>
<td></td>
</tr>
<tr>
<td><strong>Local</strong></td>
<td>– Increases installation time</td>
</tr>
<tr>
<td>+ Quicker launch time</td>
<td>(Note: System automation tools, such as SMS [Windows] and Apple Remote Desktop [Mac] can make local installs much easier)</td>
</tr>
<tr>
<td>+ Limits potential points of failure</td>
<td>– Requires that configuration changes be made on each machine</td>
</tr>
</tbody>
</table>

**File Share Installation Best Practices**

- Install TestNav to a file share at the school- or building-level.
- Pearson recommends that shortcuts to the TestNav.exe file be placed on each workstation for TestNav file share installs.
- Any changes to TestNav (for example, changing Proctor Caching settings) will be propagated to testing workstations that have shortcuts to the TestNav file server.

**Note:** Students need read-/write-access to the TestNav directory.

- When installing TestNav to a file share, ensure that workstations refer to the TestNav installation consistently. If a drive mapping is used, all workstations must use the same drive mapping (e.g., t:\testnav) to access the TestNav application. TestNav must be installed using the same mappings that workstations will use to access the program.
- To ensure consistent installation across testing workstations, install TestNav to a file share from a client workstation. To do this, execute the installation file, and then point the TestNav installation directory to the file share location.
- **Do not use a Universal Naming Convention (UNC) path to install TestNav.**
- To save student response files if connectivity is lost during testing, specify a primary and an alternate save location. A network location is the recommended primary save location, and a local workstation location is the recommended alternate location. Students must have write-access to both these directories. **Note:** Specifying both save locations on the network is not an ideal configuration.
- Take steps to minimize CPU and network load on the server when students are scheduled to test. Avoid bandwidth/port throttling if possible.
- For test security reasons, do not use application virtualization, terminal services, and thin clients. These solutions are not currently supported by Pearson.
- If you do not install TestNav on a file share, you must install TestNav on each student workstation that will be used for testing.

**Downloading TestNav 6.9**

2. Click the appropriate link (Windows or Mac) to download the TestNav application to your workstation. After downloading TestNav, make note of the name and location of the downloaded file on your workstation.
Installing TestNav 6.9

There are two options for installing TestNav, local or file share, although the installation process is almost identical for either method of installation. Differences in installation are noted in steps 3 and 8.

1. Go to the downloaded TestNav application on your client workstation and double-click the TestNav application. If you receive a warning message, click to continue and run the installer. The Introduction screen will open.

2. Read the instructions, and then click Next. The Choose Install Folder screen opens and the default installation folder will appear in the text box.
3. Click Choose to access the location you want to choose as your new TestNav installation folder. 
   Note: If installing to a file share, click Choose and select the network directory where you want to install TestNav. 
   If installing to a local workstation, select the hard drive directory where you want to install TestNav. Do not use a 
   UNC path to install TestNav.

4. After choosing the TestNav installation folder, click Next to open the Select Response File Save Location 
   screen.
Response Files and the TestNav Early Warning System (EWS)

- The EWS is designed to save student responses locally in the event of a network interruption.
- EWS saves the student’s responses to an encrypted backup file so the student can either continue testing or exit the system without losing data.
- This activity occurs in the background of the test delivery software while the software continues to deliver test items to the student.

Selecting response file “save” locations

- You must select a primary save location when installing TestNav. A network location is the recommended primary save location.
- Selecting an alternate save location is highly recommended. The alternate save location must be different from the primary save location. A local workstation location is the recommended alternate save location.
- Specifying both a network location and local location for response files is recommended to further ensure that student responses will not be lost.
- Each student workstation needs to have read-/write-access to the primary and alternate save locations, as well as full permissions (read-/write-/modify-access) for the temp and logs directories in the TestNav folder.
- Note: Pearson recommends specifying two save locations—a network location (primary), and a local workstation location (alternate). The use of UNC paths is not recommended.
- By designating one or more file save locations, you are stipulating where a student’s responses will be saved if the connection to the testing server is interrupted. The default primary save location is: \servername\shared_location\TestNav\temp
- The save locations for the response file must be locations to which all workstations have read- and write-access.
- If you use the default alternate location, responses will be saved locally on the C:\drive. Therefore, you must ensure that students have write-access to that particular location; otherwise responses will not be saved and you will receive an error message.

Directory Permissions/Imaging Tools

- When using imaging tools such as Deep Freeze, choose a network location as the primary save location.
- Make sure that TestNav can write to the TestNav\temp directory, and that the files written to this directory are not deleted by Deep Freeze.
- Make sure that TestNav can write to the TestNav\logs directory, and that the files written to this directory are not deleted by Deep Freeze.
- Make sure that TestNav can write to the primary and alternate save locations and that the files written to these directories are not deleted by Deep Freeze.

For more information about the EWS, see the TestNav Early Warning System Reference Manual at PearsonAccess (www.FLAssessments.com/AdditionalResources).

5. After selecting a save location, click Next to open the Enter Proctor Caching Settings screen.
6. As specified earlier, a Proctor Caching computer must be used for testing. The IP address entered here will be that of the machine(s) set up to be used for Proctor Caching earlier. Fill in the Proctor Caching address and Proctor Caching port 4480. If you do not know this information, you will enter the Proctor Caching Server and the Proctor Caching Port at a later time prior to testing. (See Configuring TestNav to Use Proctor Caching After the Installation Process.)
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7. Click **Install** to continue the TestNav installation and open the Installing TestNav screen.

8. After the TestNav installation is complete, a confirmation screen will appear. Click **Done**. If you selected a file share installation, create shortcuts on each testing workstation that refer to the file share installation directory.
Creating Student Workstation Shortcuts for a File Share Installation

Creating Shortcuts on a Windows PC Workstation

1. Right-click on the desktop of a student workstation and select New > Shortcut.
2. Click Browse to navigate to the TestNav.exe file in the file share installation directory. Click OK.
3. Click Next and then Finish to create the shortcut.

Creating Shortcuts on a Mac Workstation

1. Open a Finder window and browse to the TestNav.app file.
2. Control-click the the TestNav.app file, click Make Alias, drag it to the dock or desktop, and drop it on the dock or desktop. Rename the shortcuts as needed.

Note: In a Mac environment, running the setupclient.command on some file share installs does not properly set the permissions for the file testnav.cfg on the workstation. Follow the steps below to verify that the setupclient.command ran successfully:

1. Go to the workstation and open a Finder window.
2. Double-click Macintosh HD on the desktop and go to the folder: /Library/Application Support/ Macromedia/FlashPlayerTrust
3. Right-click (control-click) on testnav.cfg and select Get Info.
4. Go to Sharing & Permissions and confirm that the permission is set to read only for everyone. If the permissions for testnav.cfg on the workstation are not set to read only, follow these steps:
   a. Open a Finder window from the workstation.
   b. Locate the setupclient.command in the TestNav application folder on the server.
   c. Right-click (control-click) and Open with any text editor.
   d. Add the following line at the bottom of the chmod 644: “/Library/Application Support/Macromedia/ FlashPlayerTrust/testnav.cfg”
   e. Save the file.
   f. Run the setupclient.command from the workstation again to set the permissions for the file testnav.cfg on the workstation.

Logging System Output and Error Messages

- TestNav client logging is enabled by default by creating a directory called “Logs” within the TestNav directory. TestNav client logging captures the current system output and error messages. Should an incident occur, these logs give the Pearson technical support team access to more complete diagnostic information that will help troubleshoot the issue and take further steps to remedy the problem.
- When installing TestNav on a file share (or an individual workstation), you must ensure that the workstation has write-access to the directory to which TestNav writes its logs. (If the student does not have write-access, then no log is generated.)
- If TestNav shuts down successfully, the log file will be automatically removed from the system.
- If TestNav does not shut down successfully and student responses are potentially lost, call the Pearson Support Center toll free at 877-847-3043 for instructions on retrieving the log file.
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Configuring TestNav to Use Proctor Caching After the Installation Process

If TestNav has already been installed on a file share or locally and has not been configured to use Proctor Caching or if you need to add or modify existing Proctor Caching configurations, follow these steps:

1. Go to the TestNav installation directory X:\.....\TestNav\
2. Within the TestNav directory, there will be a file named proxysettings.properties. Open the file with Notepad or TextEdit.

   ![proxysettings.properties - Notepad](image)

   File Edit Format View Help
   Proxy_Host=
   Proxy_Port=
   TestingTimeout=1.80
   SubmitTimeout=30
   AudioTimeout=600
   Primary_Save_Location=C:\Program Files\TestNav\temp
   Alternate_Save_Location=C:\

3. To configure TestNav for use with Proctor Caching, enter the the IP address of the Caching computer into the Proxy_Host= line. Also enter the port number 4480 into the Proxy_Port= line (i.e., Proxy_Host=10.20.135.16, Proxy_Port=4480).

4. Save the file and TestNav will be configured to use Proctor Caching.

Note: For more information on pre-populating the URL field in the TestNav software, please contact Pearson Customer Support.

Configuring Browser Settings for Pre-Caching Content

Once a test session has been created, the next step is to pre-cache test content. Tests can be pre-cached one week prior to the first day of the administration window.

Test content should be pre-cached so that it is locally available on the Proctor Caching computer when students begin testing. PearsonAccess includes “pre-fetch” functionality to enable test proctors to load the Proctor Caching computer with content. The “pre-fetch” functionality can be accessed by clicking the Proctor Caching link on the Session Details screen in Test Setup > Manage Test Sessions.

Before going to the Session Details page and pre-caching test content:

1. The Proctor Caching Software must be enabled and running.
2. The web browser must be configured (see below).
3. Java version 1.4.2_1, 1.5.0_x, or 1.6.0_07 must be installed. (A pre-caching applet requires a Sun-compatible Java Plug-in to run. Go to [http://java.sun.com](http://java.sun.com) for a free download.)
4. Pop-ups must be enabled for etest.pearson.com.
5. The site [https://www8.etest.pearson.com](https://www8.etest.pearson.com) should be added to the list of Trusted Sites in your browser.

Specific for Windows 7 Users

For the Proctor Caching computer to receive requests for test content, the user needs to launch Proctor Caching under either of the following conditions:

- The “Run as administrator” option is on.
- The Users group (and any other appropriate group) must have permissions updated for both the Proctor Caching directory and sub-directories to allow writes and edits to those directories.

Without using one of the two conditions, Proctor Caching will appear to work correctly but will not cache any content on that computer.
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For the operational administrations, tests will be available to be cached one week prior to the first day of the test administration window (unless otherwise indicated by FDOE).

When a test is ready to be cached, it will need to be done from a computer that is not the Proctor Caching computer. A test can be cached from any computer on the same network as the caching computer.

Complete the following steps for Proctor Caching on Windows machines. For Mac, proceed to step 3.

1. In order to cache a test, first go to the Proctor Caching computer and start the caching service by going to Start > All Programs > Proctor Caching > Proctor Caching.
2. Once this is done, a window will open with the status of the Proctor Cache. Minimize this window while Proctor Caching is running, but do not close the window.

3. In order to cache a test, change the proxy settings within the browser using the applicable set of instructions below based on the browser you are using. Note: The proxy settings only have to be changed on the computer being used to cache test content. The browser settings do not need to be adjusted on the student workstations. Take note of what proxy settings are in place on your browser. After the caching process, you will need to change your settings back to resume access to Internet sites.

If Internet Explorer (Windows only) is being used, follow these steps:

1. Open an Internet Explorer browser window.
2. Go to Tools > Internet Options.
3. Go to the Connections tab and then click the LAN Settings button.
4. Select the “Use a proxy server for your LAN” option, then enter the IP of the Proctor Caching computer into the Address box. Also enter port 4480 into the second box as shown:
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5. Once these settings have been entered, select **OK** in both windows to save the new settings.
6. Restart the browser in order for the new settings to be applied.

If **Mozilla Firefox** (Windows and Mac) is being used, follow these steps:

1. Open a Mozilla Firefox browser window.
2. Go to **Tools > Options > Advanced** and click **Settings** under the **Network** tab.

![Mozilla Firefox Settings](image)

3. Select the **Manual proxy configuration** button and enter the IP of the Proctor Caching computer into the HTTP Proxy box. Also enter 4480 into the Port box as shown below:

![Mozilla Firefox Manual Proxy Configuration](image)

4. Once these settings have been entered, select **OK** in both windows to save the new settings.
5. Restart the browser in order for the new settings to be applied.
If Safari (Mac) is being used, follow these steps:

1. Open a Safari browser window.
2. Once the Proctor Caching service is running, go to any testing computer and go to Safari > Preferences.
3. Select the Advanced tab and click the Proxies: Change Settings button.
4. Select the “Web Proxy (HTTP)” check box.
5. Enter the IP address and port of the Proctor Caching computer (port=4480) in the Web Proxy Server text boxes.
6. Click Apply Now.
7. Close the System Preferences window.
8. Close the Safari Preferences window.
9. Close all browser windows and restart the browser for the new changes to take effect.

Note: If any other browser is being used, contact Pearson Customer Support to get information on changing configuration settings.

Caching Test Content

When these steps are completed, the test is now ready to be pre-cached.

1. Now log in to PearsonAccess (www.PearsonAccess.com/fl) and navigate to Test Management > Manage Test Sessions. Select a session to cache and click Proctor Caching. Note: While proxy settings are in place, the PearsonAccess website is the only website that can be accessed.

2. Once the Proctor Caching button has been selected, a page will be displayed with the instructions. Click Next.
3. A page will now be displayed with the contents to be cached. Click Next.

<p>| The following forms are in use for this Session. |</p>
<table>
<thead>
<tr>
<th>Select</th>
<th>Form</th>
<th># Students using Form</th>
<th># Elements in Form</th>
<th>Est. Size (in k-bytes)</th>
<th>Multi-media?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Infrastructure Trial Form</td>
<td>35</td>
<td>70</td>
<td>2930</td>
<td>N</td>
</tr>
</tbody>
</table>

Total estimated size of content: 2,930 k

The following are the estimated times to download this content for various line speeds. Actual download times will vary based on your specific network configuration and current utilization.

For a 28.8 kbps connection, the estimated time is: 0 hr 21 min
For a 56 kbps connection, the estimated time is: 0 hr 11 min
For a T1 connection, the estimated time is: 0 hr 1 min

Click the Next button to continue. If you have de-selected any forms, click Recalculate to re-estimate total size and download times.
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4. A page will now be displayed showing the progress of the caching process. To verify that you are pre-caching test content on a Windows machine, go to your Proctor Caching computer, and maximize the Proctor Caching console on the task bar at the bottom of screen. The “objects” and “hits” running counts should be updating rapidly as the test content is being downloaded.

![Proctor Caching console on Windows](image)

To verify that you are caching test content on a Mac OS 10.6 machine, go to your Proctor Caching computer and navigate to `Mac HD/private/var/cache/apache`. If there are files or folders present, then the content has been cached. To verify on a Mac OS 10.5 or 10.4 machine, navigate to `Mac HD/private/var/run/proxy` to see the cached objects.

![Proctor Caching console on Mac](image)

If your web browser is not configured to use a Proctor Caching computer for a proxy, the message shown below will be displayed.

**Windows**

![Windows proxy message](image)

**Mac**

![Mac proxy message](image)
5. After all test items have been retrieved, the status page on the workstation used to pre-cache test content will present a confirmation message. At this point, the Proctor Caching computer should be ready for students to begin testing. Click View Session Details to return to the Session Details screen.

6. Once the test has been 100% cached, the test is ready to be administered for the first day of testing.

Note: The main reason a test may not be cached properly is if Pearson’s sites have not been allowed through a district’s or school’s content filter or firewall. Refer to the Additional Configuration Requirements section on page 102 for instructions on allowing Pearson’s sites through content filters and firewalls.

Verify that Proctor Caching and TestNav Are Communicating

This section explains how to interpret the metrics shown on the Proctor Caching Console. The metrics allow you to determine whether TestNav and Proctor Caching are communicating during a test session.

Windows

1. Verify that the Proctor Caching Console window is up on the Proctor Caching computer. (The console will be named eMeasurement Services Proctor Caching—even if you are using PearsonAccess.)
2. Review the Proctor Caching Console information below.

### Proctor Caching Console

<table>
<thead>
<tr>
<th>Objects: The number of elements in cache and size of cached elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hits: The number of successful requests for objects in cache</td>
</tr>
<tr>
<td>Users: The number of client machines that have connected to the Proctor Caching server</td>
</tr>
<tr>
<td>Cache: The size of the cached objects on the disk</td>
</tr>
<tr>
<td>Bytes: Average speed of network throughput to all clients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections: The number of requests currently serviced by the Proctor Caching computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proxy: Total number of bytes transferred</td>
</tr>
<tr>
<td>Histogram: Graphic representation of average speed of data flow</td>
</tr>
</tbody>
</table>

3. Use this table to determine whether TestNav and Proctor Caching are communicating during a test session.

<table>
<thead>
<tr>
<th>TestNav and Proctor Caching are communicating during testing if...</th>
<th>The metrics indicate that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objects</td>
<td>The number of objects is greater than zero, and the number of objects remains constant.</td>
</tr>
<tr>
<td>Cache</td>
<td>Displays “OK” and the number of bytes in the cache is greater than zero.</td>
</tr>
<tr>
<td>Users</td>
<td>The number of users varies over time between zero and the total number of connected client machines (but the number of users does not remain at zero indefinitely). TestNav clients have connected to the Proctor Caching computer.</td>
</tr>
<tr>
<td>Connections</td>
<td>The number varies during testing, and can even be zero. Note: FTP is not used by proctor caching. The value will always be zero.</td>
</tr>
<tr>
<td>Hits</td>
<td>The number of hits increases.</td>
</tr>
<tr>
<td>Bytes</td>
<td>Shows an average throughput speed greater than zero.</td>
</tr>
<tr>
<td>Proxy</td>
<td>Displays “OK,” and the total number of bytes transferred is greater than zero.</td>
</tr>
<tr>
<td>Histogram</td>
<td>Shows activity (typically as one or two thin spikes).</td>
</tr>
</tbody>
</table>

### Mac

1. On the Mac desktop, open Finder > Go > Go To Folder...
2. Enter `/private/var/run/proxy` into the dialog box, and then click Go to open the folder in which test content should be cached. If test content was successfully cached, the folder will be populated as shown on the following page. 

   **Note:** A third-party Apache web server is used as a caching server for Macs. Therefore, the directory can vary and names do not necessarily correspond to forms.
Additional Configuration Requirements

Securing Your Online Testing Environment

Pearson strongly recommends that once you have certified that TestNav works in your environment, you “freeze” your online testing environment during scheduled testing windows. This means that you should not implement hardware or third-party software updates or auto-updates (especially Safari, Java Virtual Machine, and Flash Player) during an online testing administration. Once the Infrastructure Trial has been completed, it is no longer necessary to “freeze” your environment, although it will be necessary to “freeze” the environment once more during live testing. It is also recommended to ensure that any updates made since the last successful trial have not impacted functionality. You can do this by logging on to the Training Center for an Infrastructure Trial. To set up the Training Center for a simulation of test setup and administration, follow the instructions provided in the Infrastructure Readiness Guide. To access this guide, go to www.FLAssessments.com/AdditionalResources.

Third Party Software Auto-Updates

A Safari auto-update or a JVM auto-update can potentially have a negative effect on the TestNav test delivery engine. (Although TestNav does not require a browser, TestNav can be affected by Webkit, which is a component of Safari.)

- If you do not want Apple to automatically notify you when a software update is available, go to Settings > Software Update and deselect Check For Updates.
- A Flash Player update can potentially negatively affect the TestNav test delivery engine by updating Flash Player to a new version unsupported by Pearson.
- If you do not want Adobe to automatically notify you when a new version of Flash Player is available, go to the Flash Player Global Notifications Settings panel and deselect Notify Me When An Update Is Available.
TestNav Auto-Update

If TestNav is already installed and the system detects that your TestNav version needs to be updated, a pop-up message will be displayed. **Note:** Administrator privileges to the TestNav directory are required in order to successfully install the TestNav auto-update.

1. Click OK to start the automatic TestNav update. A “Loading” pop-up will indicate that the TestNav update is in progress.
   When the “Loading” pop-up disappears, TestNav has been successfully updated and the TestNav login screen will be displayed.
2. Log in to TestNav.

Network Configuration Notes

In order for TestNav and Proctor Caching to function properly, the following sites will need to be allowed through the district’s or school’s content filter or proxy system:

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Protocol/Port</th>
</tr>
</thead>
<tbody>
<tr>
<td>etest.pearson.com</td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td>proctorcaching.pearsonaccess.com</td>
<td>TCP/https port: 443</td>
</tr>
<tr>
<td>testnav6.testnav.com</td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td>launcher.testnav.com</td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td><a href="http://www.pearsonaccess.com">www.pearsonaccess.com</a></td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td></td>
<td>TCP/https port: 443</td>
</tr>
<tr>
<td>www9.etest.pearson.com</td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td>www8.etest.pearson.com</td>
<td>TCP/https port: 443</td>
</tr>
<tr>
<td>launcher.etest.pearson.com</td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td>www11.etest.pearson.com</td>
<td>TCP/http port: 80</td>
</tr>
<tr>
<td>testnav6static.testnav.com</td>
<td>TCP/http port: 80</td>
</tr>
</tbody>
</table>

For Proctor Caching to function, TestNav workstations must be able to communicate with the Proctor Caching computer using HTTP/HTTPS on ports 80, 443, and 4480.

Wireless Best Practices

If testing computers are connected via a wireless connection, a few measures should be taken before testing.

- **Do not** use a network file share installation of TestNav if testing wirelessly. Wireless access points can be overloaded easily and the best way to alleviate overload is to install TestNav on each workstation.
- **Do not** overload access point with too many workstations. It is recommended that no more than 20 workstations be connected to each access point. For more information on this guideline, contact Pearson Customer Support.

User Profiles for Testing

Each student user profile to be used for testing must meet the following requirements:

- **Enable Student Read-/Write-Access**
  - Students must have read-access to the TestNav installation directory.
  - Students must have full permissions for the TestNav\Logs and TestNav\Temp directory
  - Students must have read-/write-access to the Student Response File save locations whether they are located on the workstation or on a network share.
Configure applications that launch automatically

- Any applications that may automatically launch on a computer should be configured not to launch during testing sessions. Common applications that may launch automatically include:
  - Anti-virus software performing automatic updates,
  - Power management software on laptops (low battery warnings),
  - Screen savers, and
  - Email with auto message notification.

Set screen resolution

- All tests are authored to a screen resolution of 1024 x 768; ensure that your testing machines are capable of 1024 x 768 resolution, and set testing workstations to this resolution.
- Screen resolutions below this setting will cause an error as TestNav tries to load the test.
- Screen resolutions above this setting will cause the test to appear smaller than the available screen size.

In addition to these requirements, please ensure that any monitoring software that would allow student workstations to be viewed during testing is turned off.

Configuration for Specific Proxy Environments

For districts employing third-party, parent proxy caching servers, Pearson recommends that these are configured to validate content every four hours to match the default time for computers using Pearson’s Proctor Caching.

The most commonly encountered issues when implementing Proctor Caching are related to authentication with a school’s existing proxy server. The table below outlines problems and solutions for using Proctor Caching in a Symantec Web Security environment and in a Microsoft ISA environment (these solutions apply to all ISA-based solutions, such as N2H2, CyberPatrol, etc.).

<table>
<thead>
<tr>
<th>Proctor Caching Environment</th>
<th>TestNav Error Message</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC with Web Security</td>
<td># 20040</td>
<td>User must authenticate with Web Security through the Proctor Caching computer.</td>
</tr>
<tr>
<td>PC with ISA</td>
<td># 20040</td>
<td>Proctor Caching computer must be configured with a valid NT domain ID and password.</td>
</tr>
<tr>
<td>Mac with Web Security</td>
<td># 20040</td>
<td>User must authenticate with Web Security through the Proctor Caching computer.</td>
</tr>
<tr>
<td>Mac with ISA</td>
<td># 20040</td>
<td>ISA server must be set to not “ask unauthenticated users for identification” on the outgoing web requests tab.</td>
</tr>
</tbody>
</table>

Symantec Web Security

- **Authentication** — If your Web Security server requires users to authenticate prior to accessing the Internet, one user must authenticate with the Web Security server through the Proctor Caching computer. This is achieved by temporarily setting one machine’s web browser proxy settings to use the Proctor Caching computer and then authenticating with the parent proxy server.
- Pearson recommends that the timeout period for logins within Web Security be set to a value high enough to ensure that users will not be logged off during a test session.
- If it is desirable for a given environment, Web Security can be configured to allow all requests that come through the Proctor Caching computer to be granted access to the Internet without authentication.
To Configure Web Security

1. Add the IP address of your Proctor Caching computer(s) as a client within Web Security.
2. Under the Client > Schedule page within the Web Security pages, select the Proctor Caching computer IP address and set defaults.
3. Set the default login mode to “Guest Mode.”

Browser Comforting — By default, Web Security implements a feature called “browser comforting.” This feature sends “please wait” messages to web browsers while Web Security is scanning Internet content for viruses. Browser comforting is not compatible with PearsonAccess products and must be disabled in order for Proctor Caching and TestNav to function properly.


Microsoft ISA Server

Authentication — Microsoft’s ISA server is often configured to use Windows NT domain accounts to authenticate users. If ISA is also configured to ask unauthenticated users for identification, the ISA server must be configured to allow “basic” authentication and a valid NT user ID and password must be entered into the Proctor Caching computer’s configuration. Contact Pearson Support to obtain the Login ID and password necessary to access the Proctor Caching administrative interface.

To configure Proctor Caching to use an NT domain account:

1. Confirm the Proctor Caching software is running.
2. Using a web browser, go to the IP address of the Proctor Caching computer on port 4400 (e.g., http://10.25.97.15:4400).
3. When prompted to log in to the Proctor Caching administration site, enter the Login ID and password provided by Pearson Support.
4. Within the Proctor Caching administration site, click on Proxies…> Cascading > Parent Proxy Server.
5. Enter a valid NT domain user ID and password in the fields provided. The ID should be entered in the following format: domain\username.
6. Click Save to save your changes.
7. Restart the Proctor Caching computer to enable the changes.

Note: The Mac version of the Proctor Caching software is not capable of authenticating with an ISA server. If the Mac version is used in conjunction with an ISA server, the ISA server must be configured NOT to ask unauthenticated users for identification.

Launching TestNav 6.9

1. TestNav is launched by double-clicking the TestNav icon on the desktop.
Technology Coordinator Responsibilities Before Testing

Note: In order to have Student Authorization Tickets, the school assessment coordinator must have set up test sessions.

Common Error Codes and Solutions

The following table lists the most common error codes that may occur when logging into a test.

<table>
<thead>
<tr>
<th>Error Code</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>20001: The session has been terminated by your test monitor. Please wait.</td>
<td>This is caused when a session has been stopped. In order to start the test, the student will have to be moved to a different session.</td>
</tr>
<tr>
<td>20004: The login information you have provided is incorrect. Please try again.</td>
<td>The most common solution is to verify that the correct URL is being used in TestNav. Refer to the URL and login information printed on the authorization ticket.</td>
</tr>
<tr>
<td>20007: Your test session has not been started. Please notify your Test Monitor.</td>
<td>The session status must be started before you can log in to the test.</td>
</tr>
<tr>
<td>20011: Your test has been completed. Please notify your Test Monitor.</td>
<td>The test has been submitted and the student can no longer log in.</td>
</tr>
<tr>
<td>20012: This test requires your computer’s screen resolution to be set to 1024 by 768 or higher. Please notify your Test Monitor.</td>
<td>This message will be received if the computer’s screen resolution is not set to at least 1024 x 768.</td>
</tr>
<tr>
<td>20019: Can’t find the login item for the particular Test Program. Or there was an unknown problem with it.</td>
<td>This indicates an Internet connectivity problem.</td>
</tr>
<tr>
<td>20026: The TestNav system cannot find the Address specified, please verify the Address and try again.</td>
<td>The most common solution is to verify that the correct URL is being used in TestNav. Refer to the URL and login information printed on the authorization ticket.</td>
</tr>
<tr>
<td>20028: Could not find a file on the server.</td>
<td>This indicates an Internet connectivity problem.</td>
</tr>
<tr>
<td>Error Code</td>
<td>Solution</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20040: The TestNav system cannot find the host server.</td>
<td>This indicates an Internet connectivity problem.</td>
</tr>
<tr>
<td>20043: The test you are attempting to access with this login information is already in progress. If you are attempting to restart this test, please notify your Test Monitor to authorize your login to resume the test.</td>
<td>Close TestNav completely. Resume the student in PearsonAccess under Session Details. Start TestNav and try logging in again.</td>
</tr>
<tr>
<td>20047: You have attempted to login an excessive number of times. Please see you Administrator.</td>
<td>The student has entered the login information incorrectly at least 3 times. The student will have to be resumed in order to log in.</td>
</tr>
<tr>
<td>20081: TestNav has detected that another application attempted to become the active window, which may compromise the security of this test. TestNav has been shut down. You may need assistance from your test monitor to restart the test.</td>
<td>TestNav has detected another application is trying to take focus. Check the student log to see if TestNav captured the offending program.</td>
</tr>
<tr>
<td>20095: The response file location provided is invalid. You must designate a valid response file location.</td>
<td>The Primary and or Alternate save locations specified in the proxysettings.properties file are not valid.</td>
</tr>
<tr>
<td>20127: Write access is denied to the temp directory. Testing cannot continue. Please contact your testing proctor for further instructions.</td>
<td>Student is unable to write or delete files from the TestNav/ temp folder.</td>
</tr>
<tr>
<td>20138: Write access is denied to the temp directory. Testing cannot continue. Please contact your testing proctor for further instructions.</td>
<td>The TestNav/Temp folder does not have full permissions.</td>
</tr>
</tbody>
</table>

**Complete the District Readiness Activities**

You and/or your district technology coordinator should communicate with your school to ensure all preparation activities have been completed for computer-based testing and that a plan has been established for each school.

Please note that these guidelines will not describe every configuration because so many variables can affect your network’s performance. If you have specific questions, contact Pearson at 877-847-3043 and ask to be transferred to Pearson’s level 2 technology call center. See *Contacting Pearson Support* in Appendix C for more information.

The final phase of the Computer-Based Assessments Certification process must be completed and submitted as directed by the FDOE.
Technology Coordinator Responsibilities During Testing

Start Proctor Caching Software on Each Day of Testing

The Proctor Caching computer must be on and the Proctor Caching software running while students are testing. To turn Proctor Caching software on, go to **Start > All Programs > Proctor Caching > Proctor_Caching** on a Windows PC. For Mac workstations, once Proctor Caching is initiated it will not have to be restarted unless it has been manually stopped. This situation is not common. To confirm Proctor Caching is occurring during testing, please refer to pages 100–102.

Assist Test Administrators During Testing

Technology coordinators must be available to assist test administrators during testing. If a student is disconnected from the test and is unable to resume testing after three to five minutes, the test administrator should contact you or the school assessment coordinator for assistance. If another available computer has been properly set up for testing, move the student and resume testing. If the student’s responses are saved to the network, the student should be able to log back in and resume testing where he or she left off. If the student cannot continue testing, the school assessment coordinator will have to document the issue and determine whether invalidation is appropriate.
Technology Coordinator Responsibilities After Testing

Purge Test Content from the Proctor Caching Computer on Windows Platforms

Pearson strongly recommends that test content be purged from the Proctor Caching computer after each test administration window.

The Proctor Caching software includes functionality to remove all cached test content from the Windows machine it is running on.

To purge test content

1. Go to Start > Programs > Proctor Caching > Purge Cache.
2. Click Delete to confirm that you would like to purge the contents of the cache.

If the Proctor Caching computer is not currently running, the cached items will not be removed until the next time it is started.

Purge Test Content from the Proctor Caching Computer on Macintosh Platforms

The Proctor Caching software includes functionality to purge all content from the cache. This can be used to ensure that test content does not exist on the Proctor Caching computer after it is no longer needed for testing purposes.

To purge the cache on a Macintosh, use the same script that was used to install Proctor Caching. Note: Administrator-level access is required to perform these steps.
Technology Coordinator Responsibilities After Testing

To purge test content

1. Double-click the `config_proctor_caching.command` icon located on the desktop.
2. Enter your password (if prompted).
3. When presented a list of options, select option 2 — Purge Proxy Cache.

![Image of the login process]

**Complete Technology Coordinator Comment Form**

Complete a Computer-Based FCAT Technology Coordinator Comment Form. Go to [www.FLAssessments.com/SpringRMS](http://www.FLAssessments.com/SpringRMS), then click the CBT Technology Coordinator Comment Form and complete the form. This form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to the FDOE and the test contractor. If you have comments pertinent to school/district procedures, please contact your school or district assessment coordinator.
District Assessment Coordinator Responsibilities Before Testing

Please remove the **District Assessment Coordinator Checklist** from Appendix D and use it before, during, and after testing.

**Receive Test Materials**

Work Folders will be sent to schools participating in the computer-based Mathematics tests. Reading Passage Booklets may be ordered for certain students with disabilities as described on page 4.

If you have questions about administration procedures, call the Bureau of K–12 Assessment at 850-245-0513.

**Create PearsonAccess and Training Center Accounts**

The Bureau of K–12 Assessment will provide instructions for creating new accounts or updating existing accounts for district technology coordinators, school assessment coordinators, and school technology coordinators in PearsonAccess. Districts can also decide whether to create test administrator accounts for test administrators at each school. This would allow monitoring and resuming of students in each testing room, but it will also require additional setup and training. If the district creates these accounts, school assessment coordinators will need to train test administrators on logging on to PearsonAccess and the process of monitoring and resuming students.

**Train School Assessment Coordinators and Technology Coordinators**

You are responsible for training school assessment coordinators, and school assessment coordinators are responsible for training test administrators and proctors. During training, stress the importance of having staff available to assist test administrators with computer issues, if necessary. Also, stress the importance of school assessment coordinators training personnel who may serve as alternate administrators in the event of test-day emergencies. Test security requires the use of trained administrators to minimize test irregularities and possible test invalidations.

PearsonAccess accounts should be created for school assessment coordinators, school technology coordinators, and district technology coordinators using the instructions you received from the FDOE. If you will allow test administrators to resume students in PearsonAccess, create accounts for test administrators. You must also create school user accounts in the Training Center for school assessment coordinators and technology coordinators. The Training Center provides a place to practice PearsonAccess activities in a non-operational environment. Train school assessment coordinators to check the border and heading colors before completing a task. The operational PearsonAccess site has blue headers and toolbar, and the Training Center has brown headers and toolbar.
District Assessment Coordinator Responsibilities Before Testing

Review the following procedures when training school assessment coordinators:

- Completing the FCAT CBT Administration and Security Agreement in Appendix D (These security agreements are filed at the school.)
- Verifying student information in PearsonAccess
- Adding new student information
- Administering practice test sessions
- Scheduling test sessions (See pages 50–51.)
- Assigning students to test sessions
- Printing and securing Student Authorization Tickets
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Copying and distributing Mathematics Reference Sheets, if these will be provided to students
- Recording the required administration information
- Completing Security Logs with the names of administrators and proctors (Completed Security Logs are copied and filed at the school and district levels.)
- Distributing Student Authorization Tickets
- Distributing Work Folders
- Distributing calculators, if any
- Distributing and returning Reading Passage Booklets, if any
- Starting, monitoring, and managing test sessions (If test administrators will have PearsonAccess accounts, they must be trained on how to resume sessions.)
- Storing the Student Authorization Tickets with the required administration information and the Work Folders until results from this administration are reported, and then destroying these documents

Make Arrangements to Test Special Program Students

Special arrangements must be made for any student that needs to test at an organization that is not his or her school of enrollment (district virtual instruction programs, Home Education Program, McKay Scholarship Program private school, etc.). Please see pages 3–4 and pages 239–240 of the Spring 2011 Reading, Mathematics, and Science Test Administration Manual for information regarding students to be tested and the protocol for each program.

The FDOE will provide separate instructions for setup and management of these students in PearsonAccess.

Ensure Implementation of Test Administration Accommodations

Appendix A provides information concerning other allowable accommodations for ELLs and students with disabilities. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the test administration dates.
The following categories of accommodations may be provided to eligible students.

- Administration Accommodations (e.g., flexible presentation, flexible responding, flexible setting, flexible scheduling)
  
  See Appendix A for information about administration accommodations.

- Accommodated CBT Forms (e.g., large print, color contrast, zoom, screen reader)
  
  A separate Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes that includes scripts and instructions for administering accommodated computer-based test forms will be provided at www.FLAssessments.com/CBTSpringAccommodations (available February 2011).

- Paper-Based Accommodations (e.g., regular print, large print, braille, one-item-per-page)
  
  Scripts and instructions for paper-based accommodations are provided in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.

**Complete District Readiness Activities**

Request that school assessment coordinators notify you when they have successfully completed preparation activities for computer-based testing. Discuss each school’s plan for administering the computer-based test, and include the school technology coordinator in these discussions. When you are confident that all participating schools are ready, complete the final phase of the Computer-Based Assessments Certification process, as described by the FDOE.
District Assessment Coordinator Responsibilities During Testing

Monitor Test Administration and Maintain Test Security

Be available during testing to answer questions from school assessment coordinators and to supply additional materials. Monitor each school to ensure that test administration and test security policies and procedures are followed.

Test Status Monitoring

Follow the instructions below to monitor testing in your schools:

2. Log in to the system using your PearsonAccess username and password.
3. In the Select Administration field, select Spring R/M/S.
4. On the Home page, click the Test Management tab.
5. Click Manage Test Sessions, then “View By: Test Sessions.” Now you can click the session you would like to monitor.

<table>
<thead>
<tr>
<th>Session Name</th>
<th>Status</th>
<th>Start Date</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 Reading</td>
<td>Started</td>
<td>xx/xx/xxxx</td>
<td>Reading_</td>
</tr>
<tr>
<td>1111 Meth</td>
<td>Started</td>
<td>xx/xx/xxxx</td>
<td>Meth_</td>
</tr>
</tbody>
</table>
6. In the Student Test Roster, look in the Status column shown below to see the current status for any student. The categories are:

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready</td>
<td>The student has not started the test.</td>
</tr>
<tr>
<td>Active</td>
<td>The student has logged in and started the test.</td>
</tr>
<tr>
<td>Exited</td>
<td>The student has exited the test but has not submitted his or her answers. (The student cannot resume the test unless authorized by the school assessment coordinator or the test administrator, if appropriate.)</td>
</tr>
<tr>
<td>Resumed</td>
<td>The student has been authorized to resume the test.</td>
</tr>
<tr>
<td>Resumed-Upload</td>
<td>The student has been authorized to resume the test and any responses saved locally have been uploaded.</td>
</tr>
<tr>
<td>Submitted</td>
<td>The student has finished testing and submitted his or her answers.</td>
</tr>
<tr>
<td>Processing</td>
<td>The student’s test has been submitted and the system has begun processing the data.</td>
</tr>
<tr>
<td>Completed</td>
<td>The student’s submitted test data have been processed.</td>
</tr>
<tr>
<td>Marked Complete</td>
<td>The student has exited the test and will not resume the same test, or the student never logged in to this test but must be accounted for.</td>
</tr>
</tbody>
</table>

Click the Marked Complete icon to view the reason why the test was marked complete.

8. Click Refresh to update the Status column. If some time has passed and you have any concerns about a student whose status is not Completed, please contact Pearson at 877-847-3043 or email Florida@support.pearson.com for assistance.

9. Log out.
District Assessment Coordinator Responsibilities After Testing

Verify that school assessment coordinators have:

- Returned Reading Passage Booklets, if any
- Stored Student Authorization Tickets, Work Folders, reference sheets, and copies of the Session Rosters
- Destroyed all authorization tickets, Work Folders, and copies of reference sheets once results for this administration have been reported
- Filed the FCAT CBT Administration and Security Agreements
- Filed copies of the Security Logs and required administration information and returned the originals in the District Assessment Coordinator ONLY boxes

Invalidate Tests

Review policies regarding test invalidation on page 10.

To invalidate a test

1. Log in to PearsonAccess.
2. From the Home page, click the Test Management tab.
3. Click the Student Registration link.
4. Click the Registered Students radio button. View all students on the lower half of the screen and click on the student name that requires an update.
5. Click the Assigned Tests tab.
6. Click the Spring 2011 Reading Retake, the Spring 2011 Mathematics Retake, or the Spring 2011 Grade 10 Mathematics link.
7. Click the Edit button.
8. Scroll down to the Invalidate field for that student record. Choose Yes if you wish to invalidate that test.
9. Click Save when you have completed all edits.
10. Click Logout.

Complete District Assessment Coordinator Comment Form

Complete a Computer-Based FCAT Retake District Assessment Coordinator Comment Form. Go to www.FLAssessments.com/SpringRMS, then click the CBT District Assessment Coordinator Comment Form and complete the form. This form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to the FDOE and the test contractor.
Appendix A: Computer-Based Test Accommodations
Appendix A: Computer-Based Test Accommodations

Computer-Based Test Accommodations

This appendix lists accommodations to the testing procedures that are allowable when administering the computer-based Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Test. The accommodations are divided into two sections: accommodations for students with disabilities enrolled in public schools with current IEPs or Section 504 plans, and accommodations for English Language Learners (ELLs). 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 Spring tests with appropriate allowable accommodations.

Instructions for indicating which accommodations will be used are provided at www.FLAssessments.com/CBTSpringAccommodations (available February 2011). This will also include instructions for the TestHear software, which must be installed on workstations for students requiring accommodated computer-based test forms (e.g., large print, color contrast, zoom, screen reader).

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:

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 Spring 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 under IDEA or Section 504 of the Rehabilitation Act, and
- Documentation that the requested accommodations are regularly used for instruction.

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

Allowable Computer-Based Test Administration Accommodations for Students With Disabilities

These administration accommodations are specific to the computer-based Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Tests. Students with disabilities who can access computer-based assessments without accommodated CBT forms or paper-based accommodations are eligible to receive these accommodations as indicated on IEPs or Section 504 plans.
Appendix A: Computer-Based Test Accommodations

A. Presentation

- Signed or oral presentation may be provided for directions, test items, and answer choices. Test items may not be reworded, summarized, or simplified. When reading answer choices, the test administrator must be very careful not to use voice inflection that might lead a student to the correct/incorrect responses.
- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the Spring 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).
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to cue a student regarding correct/incorrect responses.

B. Responding

- A student may indicate answers to test items using the mouse, keyboard, or assistive technology that uses either device.
- A student may provide written, signed, or verbal responses to test items. If a student provides written, signed, or verbal responses, a test administrator or proctor must enter the student’s responses on the computer.
- A student may use a computer switch to indicate answers.
- A student may use a pointing device to indicate answers.
- A student may use other communication devices to indicate answers.
- A student may use mathematics grids/guides to organize mathematical computation.
- Test administrators may check periodically to be sure that students are entering answer choices correctly on the computer.

C. Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the test sessions.
- A student may use a specific time of day for specific sessions.
- A student may be provided extended time to complete a test. 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.

Other considerations for **Scheduling** accommodations when administering computer-based tests to students with disabilities include:

- The Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Tests must be completed within one school day.
  Students who have a flexible scheduling accommodation that allows them to test over more than one day should have a paper-based accommodation indicated on their IEPs or Section 504 plans.

D. Setting

- Administer the test in a familiar place with a test proctor present and/or by a familiar person who has been appropriately trained to administer the test. Procedures for test security must also 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.
- A student may use special lighting.
Appendix A: Computer-Based Test Accommodations

- 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.
- Increase or decrease the opportunity for movement.
- Reduce stimuli (e.g., limit the number of items around the student’s computer station).
- White noise (sound machines) or approved music may be used to reduce auditory distractions.

E. Assistive Devices

Any student who requires use of an assistive device to participate in computer-based testing must use the TestHear software, even if the student does not require an accommodated CBT form. A separate *Spring 2011 Computer-Based Test Accommodations Guide for Grade 10 Mathematics and Reading & Mathematics Retakes* includes scripts and instructions for administering computer-based tests to students using the TestHear software.

- A student may use varied assistive devices to access the keyboard (e.g., mouth stick or head wand).
- Visual magnification and auditory amplification devices may be used.
- Real coins may be used.
- For students with visual impairments, an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard may be used. These devices are approved substitutes for paper and pencil computation.
- Other computer software or applications cannot be accessed while the student is testing on the TestNav computer-based testing system.
- 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.
- Manipulative materials, including, but not limited to, counters, base-10 blocks, clock faces, or geometric shapes are not allowed to be used by any student during the computer-based test administration.

Allowable Computer-Based Test Forms for Students With Disabilities

These computer-based test forms are specific to the computer-based Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Tests. Students with disabilities may participate in computer-based test administrations using these forms as indicated on IEPs or Section 504 plans. Computer-based test forms may be included in the category of flexible presentation accommodations for computer-based test administrations. They may be provided to students along with other allowable test administration accommodations.

A. Large Print Font

- A fixed large print font size (18-point) that is an enlargement of the regular type is available for students who require it.

B. Color Contrast

- Options for variable font color and background color offer the capacity to display preselected font and background color combinations on the computer screen.
C. Zoom
- The zoom feature allows students to self-select print size and magnification.

D. Screen Reader
- The screen reader provides a text-to-speech audio presentation of directions, test items, and answer choices for the Mathematics Retake and Grade 10 Mathematics Test.

Allowable Paper-Based Accommodations for Students With Disabilities

These paper-based accommodations are specific to the computer-based Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Tests. Students with disabilities may participate in computer-based test administrations using paper-based accommodations as indicated on IEPs or Section 504 plans. Scripts and instructions for paper-based accommodations are provided in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual. Paper-based accommodations may be provided to students along with other allowable test administration accommodations. Examples of unique accommodations are identified by an asterisk (*).

A. Regular Print
- A regular print paper version of the test may be requested for a student who requires it.

B. Large Print
- A large print paper version of the test may be requested for a student who requires it.

C. Braille
- A braille version may be requested for a student who uses braille materials. Some test items may be altered in format for braille versions of the test as authorized by the Department. Test items that have no application for the braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the braille format will be deleted according to the requirements of s. 1008.22, F.S.

D. One-Item-Per-Page*
- Spacing may be increased between test items.
- Fewer items may be placed on each page.
- One test item may be placed on each page.
- True black and white print may be required by students with certain visual impairments.

E. Reading Passage Booklet
- Eligible students participating in the computer-based Reading Retake may be provided booklets that contain the passages but do not contain the test items. Students who use Reading Passage Booklets respond to test items on the computer.
Appendix A: Computer-Based Test Accommodations

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations usually involve alterations of existing test materials. In addition, they must be regularly used by the student for classroom instruction and must not alter the underlying content of the assessment. Each unique accommodation must be approved by the Commissioner of Education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

Test Accommodations for
English Language Learners (ELLs)

Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL plan. Permissible accommodations for ELLs are listed below. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without accommodations, must be completed during the prescribed testing dates.

Instruct test administrators to follow the testing procedures outlined in the rest of this manual and to give special assistance only to students who are eligible for assistance as stated in this appendix.

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 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.

Flexible Scheduling. ELLs may take a test session during several brief periods within one school day; however, each Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Test session must be completed within one school day.

■ Additional Time. ELLs may be provided additional time; however, each Spring 2011 Reading Retake, Mathematics Retake, and Grade 10 Mathematics Test session must be completed within one school day.

Assistance in Heritage Language. ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language. The ESOL or heritage language teacher may answer student questions about the general test directions in their 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.

■ Reading. The ESOL or heritage language teacher may answer student questions about the general test directions ONLY. Questions must be answered in a way that the student would not be led to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from the passages and test items, and from answering student questions about the passages and test items.

■ Mathematics. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer science test items. A student’s questions must not be answered in a way that would lead the student to infer the correct answer to an item.

Approved Dictionary. ELLs must 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. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.
Appendix B:
Florida Test Security Statute and Rule
Florida Test Security Statute

1008.24 Test Security

(1) It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;
(b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
(c) Coach examinees during testing or alter or interfere with examinees’ responses in any way;
(d) Make answer keys available to examinees;
(e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
(f) Fail to follow test administration directions specified in the test administration manuals; or
(g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

(3) (a) A district school superintendent, a president of a postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

(b) The identity of a school or postsecondary educational institution, the personally identifiable information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from the provisions of s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation shall be deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation shall be considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. This paragraph is subject to the Open Government Sunset Review Act in accordance with s. 119.15 and shall stand repealed on October 2, 2014, unless reviewed and saved from repeal through reenactment by the Legislature.

History.—s. 370, ch. 2002-387; s. 1, ch. 2009-143.
Appendix B: Florida Test Security Statute and Rule

Florida State Board of Education Test Security Rule

6A-10.042 Maintenance of Test Security

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.29, 1008.30, 1012.55, and 1012.56, Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees’ answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees’ achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.
Appendix B: Florida Test Security Statute and Rule

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the Department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Specific Authority 1001.02(1), 1008(24)(1) FS. Law Implemented 1001.02, 1008.24 FS. History-New 7-5-87, Amended 10-26-94.
Appendix C: Pearson Support and PearsonAccess
Contacting Pearson Support

If you contact Pearson at 877-847-3043 during this computer-based administration, make sure that you know the answers to all relevant questions below so that Pearson can assist you effectively and efficiently.

PearsonAccess

- Are you using a PC or a Mac?
- What is your role (district assessment coordinator, district technology coordinator, school assessment coordinator, or school technology coordinator)?
- What screen are you on? Provide the path, if possible. See screenshot below.
- What task were you trying to complete when you encountered an error?
- What was the error message? If there wasn’t an error message, what are you unable to do?
- If you were working from the manual, what page were you on?

TestNav

- Are you using a PC or a Mac?
- What task were you trying to complete in TestNav when you encountered an error?
- Did an error code or message appear?
- Can you provide a log file?
- What is the IP address of the Proctor Caching computer?
- Do you use a proxy server and, if so, what is the IP address?
- Have the TestNav URLs been allowed through your Firewall/Content filter?

Proctor Caching

- Are you using a PC or a Mac?
- Were you setting up Proctor Caching on a workstation or a server?
- Have you installed the Proctor Caching software?
- Did you start the Proctor Caching software prior to attempting to Proctor Cache?
- Did you add an IP address to your Proctor Caching server locations? This needs to be the IP address of the Proctor Caching computer. Did you add the appropriate port? This is typically port 4480 but could vary depending on your district/school firewall or content filtering software.
- Did you add the whitelist URLs to your firewall and content filtering software? The whitelist URLs that need to be added can be found under Additional Configuration Requirements on page 103.
PearsonAccess

Logging in to PearsonAccess

The district assessment coordinator is responsible for creating two accounts for you: one for the operational PearsonAccess site and one for the PearsonAccess Training Center. You should receive an email with your username and instructions for creating your password for each PearsonAccess site. If you have not received these instructions, contact your district assessment coordinator.

The Training Center will be used for the Infrastructure Trial, and it also provides a place to practice PearsonAccess activities in a non-operational environment. To access the Training Center, select Training Center at www.PearsonAccess.com/fl. Before completing an activity using either account, confirm that you are logged in to the appropriate site. If you experience difficulty logging in to either PearsonAccess site, before contacting the Pearson Help Desk, ensure that you are logging in using the correct account information. The operational PearsonAccess site has blue headers and toolbar, and the Training Center has brown headers and toolbar.

The following are recommended operating system and browser combinations for workstations accessing PearsonAccess:

Windows XP (SP3)
- Internet Explorer 6.0
- Internet Explorer 7.0
- Internet Explorer 8.0
- Firefox 2.0
- Firefox 3.0
- Safari 3.0
- Safari 4.0

Windows Vista
- Internet Explorer 7.0
- Internet Explorer 8.0
- Firefox 3.0
- Safari 3.0
- Safari 4.0

Mac OS X 10.4
- Safari 2.0
- Safari 3.0
- Safari 4.0
- Firefox 2.0
- Firefox 3.0

Mac OS X 10.5
- Safari 3.0
- Safari 4.0
- Firefox 3.0

Mac OS X 10.6
- Safari 4.0
- Firefox 3.0
Appendix C: Pearson Support and PearsonAccess

■ Log in for the first time
After you receive the email providing your username,
• Click the link in the email.
• Create a password; you will be prompted to enter it twice, and then click Set Password.
• Read the Confidentiality Agreement and click Accept.
• Perform the tasks described in this section.
• Click Logout when finished.

You have only five chances to enter the correct username and password on the login screen. If the fifth attempt is unsuccessful, your account will be locked. If your account is locked, contact the Pearson Help Desk.

■ To reset your password
• On the Login screen, click Forgot Your User Name or Password? to go to the Reset Password screen.
• Enter your username and email address, and then click Reset Password.
  You must enter your exact username and email address. If you do not know your username, contact your district assessment coordinator. If either your username or email does not match the name and email associated with your user account, you will not be able to reset the password.
• Upon a successful match, an email containing instructions on how to set up a new password will be sent to the email address associated with your account.

■ Log in again
The second time that you log in, use the following login procedure:

For PearsonAccess
• Go to www.PearsonAccess.com/fl.
• Click Log into PearsonAccess to go to the login screen.
• Enter your username and password, and then click Login to go to the Home page.

For the Training Center
• Go to www.PearsonAccess.com/fl.
• Click the Training Center tab.
• Click Log into PearsonAccess Training Site to go to the login screen.
• Enter your username and password, and then click Login to go to the Home page.

Training Center
Accessed from the PearsonAccess Home page, the Training Center provides an opportunity to practice PearsonAccess tasks. It requires username and password setup, and Training Center accounts are created by the district assessment coordinators. If your school wishes to walk through a complete simulation of test setup and administration (i.e., Infrastructure Trial), this should be set up in the Training Center.

To set up the Training Center for a simulation of test setup and administration, follow the instructions provided in the Infrastructure Readiness Guide. To access this guide, go to www.FLAssessments.com/AdditionalResources.

School assessment coordinators and school technology coordinators may also want to use the Training Center to create sample students and practice signing on to a practice test in TestNav using student computers. Remember that once a Student Authorization Ticket has been used to sign on to TestNav, it cannot be used again until that student has been resumed in the Session Details screen. Even if the test does not load completely (because all setup steps were not completed), check the Session Details screen before attempting to use the same ticket again.
This appendix also includes the Test Setup Exercise, which can be completed in the Training Center. This exercise will take you through all of the major test setup tasks (e.g., student, class, session), and it will ensure that your school has a computer capable of completing required administrative tasks, including printing Student Authorization Tickets and Session Rosters.

**Test Setup Exercise**

Familiarize yourself with PearsonAccess procedures by walking through all of the steps described below. The headers and toolbar are brown in the Training Center and blue in the operational PearsonAccess site. Please note that while the fields and screens in the Training Center will appear exactly as they do in the operational portion for your school, any data or settings you manipulate in the Training Center will not affect actual data or settings for your school. The process requires you to register a sample student, John Doe, to take the Sample Session. Following registration, you will use the authorization ticket created for John Doe to open the Sample Session. Once you have completed the steps and successfully opened the Sample Session, you will be prepared to perform all required test setup tasks in the PearsonAccess operational site.

**To Complete Test Setup Exercise at a School**

2. Click **Log into PearsonAccess Training Site** to go to the login screen. Enter your username and password, and then click **Login** to go to the Home page.
3. Select the **Florida Training Administration** and click **Save**.
4. From the Home page, click the **Student Data** tab, then **Student Data Information**.
5. Click **New Student**.

**Edit Student Details**

- Use JOHN DOE for the student name, and enter mock data for all other required fields (indicated by red arrows). The student name must be entered in all caps. The Florida Student ID Number field requires 10 characters, which can be the nine-digit Social Security Number followed by an X.
- Scroll down and select your school.
- Click **Save and Next**.

**Edit Test Registration Details**

- Enter mock data for all required fields (indicated by red arrows). Do NOT change the default test administration.
- Click **Save and Next**.

**Edit Class Registration**

- Click **New Class**.
- Type **SAMPLE** in Class Name (limit of 9 characters, must be all caps).
- Click **Save**.
- Click the box next to **SAMPLE** on the list on the screen.
- Click **Save and Next**.

**Edit Assigned Tests and Enable the Student to Test on Computer (Set Online Indicator)**

- Select **Florida Infrastructure Trial**.
- Select a grade from the Tested Grade drop-down box.
- Select **Yes** from the Online Indicator drop-down box.
- Click **Save and Exit**. A screen will appear letting you know that you have successfully created the student profile.
Appendix C: Pearson Support and PearsonAccess

Create a New Test Session

- Click **Manage Test Sessions** under the **Test Management** tab, then “View By: Test Sessions.”
- Click **New Session** and create a session named **Sample Session**.
- Select your school, select **Infrastructure Trial** from the Test to be Administered field, select **No** for Read Aloud, and select **Main** from the Form Group Type field.
- Enter today’s date for the start date and click the box next to **SAMPLE** in the Class Name column.
- Click **Save**.

Start Session

- Select **Go to session Sample Session**.
- Click **Start** and then click **Yes – Start Session**.
- Go to **Manage Test Sessions**.
- Click **Sample Session**.

Print Student Authorization Tickets

- Click **Authorizations** and select **Student Authorizations** from the drop-down list. Select Detail View, Grid View, or List View to download a PDF of the Student Authorization Tickets.
- Click **Open** and print the Student Authorization Ticket for John Doe.
- After you print the ticket, log out of all applications to prepare to log in to take the test from a workstation that has TestNav 6.9 installed.

Log in to TestNav

- Double-click the TestNav icon on the workstation desktop. A window with an Address field will appear.
- In the Address field, enter the URL exactly as shown on the Student Authorization Ticket and click **Go**.
- Enter the Login ID and test code (password) from the Student Authorization Ticket.

Once you have successfully logged in to the Sample Session, you have completed your Test Setup Exercise.
Appendix D: Perforated Forms and Signs
Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the Test Security Statute, s. 1008.24, FS., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See Appendix B of this manual for the Florida Test Security Statute and State Board of Education Rule. Examples of prohibited activities are listed below:

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

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) as described in Appendix A.

All personnel are prohibited from examining or copying the test items and/or the contents of the computer-based test. The security of all test materials must be maintained before, during, and after the test administration. Please remember that after ANY administration, initial OR make-up, materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials should not remain in classrooms or be taken out of the building overnight.

The use of untrained test administrators increases the risk of test invalidation due to test irregularities or breaches in test security.

I, ______________________________, have read the Florida Test Security Statute and State Board of Education Rule in Appendix B, and the information and instructions provided in all applicable sections of the Spring 2011 Computer-Based Test Administration Manual and the Spring 2011 Reading, Mathematics, and Science Test Administration Manual. I agree to administer the Florida Comprehensive Assessment Test (FCAT) according to these procedures.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of the FCAT and cause student achievement to be inaccurately represented or reported.

______________________________
School Name and Number

______________________________
Print Name

______________________________
Date

______________________________
Signature
SEcurity log
Spring 2011 computer-based testing

☐ grade 10 mathematics       ☐ mathematics retake       ☐ reading retake

District: ___________________ School: ___________________ Room No: _______ Test Group Code: _______ Session Name: ________________

Personnel (test administrator, proctors) assigned to monitor this room for ANY length of time must complete this log when entering and exiting the room. Please be sure to indicate your assigned area of the testing room (e.g., first three rows, back of the room).

<table>
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<tr>
<th>DATE</th>
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Spring 2011 Computer-Based Administrations

TEST ADMINISTRATOR CHECKLIST

Before Testing

- Carefully read the test administration manual, as well as any local directions you have been given. Resolve any questions you might have with your school assessment coordinator.
- Read the Test Administration Policies and Procedures and Appendix B, then sign the FCAT CBT Administration and Security Agreement (located in Appendix D).
- Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room (page 11).
- Prepare necessary forms to collect required administration information during testing (page 12).
- Prepare a Security Log (located in Appendix D) to be used in your testing room.
- Make copies of the Do Not Disturb sign and Electronic Devices sign (located in Appendix D) to post prior to testing.
- Receive your test group codes from your school assessment coordinator.
- Assemble all materials needed for test administration (pages 12–13).
- Ensure that your students understand the electronic devices policy prior to the first day of testing.
- If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, Section 504 plans, or ELL plans. Discuss with your school assessment coordinator how accommodations will be provided (Appendix A).
- Ensure that you are familiar with how to open TestNav to the login screen for each student computer prior to testing.

During Testing

- Maintain your record of required administration information.
- Ensure that proctors and anyone who enters your room for the purpose of monitoring the test sign the Security Log for your testing room.
- Administer the test according to the directions in the appropriate administration script and read the SAY boxes verbatim to students.

After Testing

- Verify that you have collected all required administration information, including accommodations actually used by each student. Make a copy for your files. Report any missing materials to your school assessment coordinator (page 45).
- Verify that your Security Log has been completed correctly; make a copy for your files.
- Organize materials and return them to your school assessment coordinator (page 45).
- Complete the CBT Test Administrator Comment Form at www.FLAssessments.com/SpringRMS.
Spring 2011 Computer-Based Administrations

SCHOOL ASSESSMENT COORDINATOR CHECKLIST

Before Testing

- Carefully read this test administration manual, as well as any local directions you have been given. Resolve any questions you might have with your district assessment coordinator.
- Read the Test Administration Policies and Procedures and Appendix B, then sign the FCAT CBT Administration and Security Agreement (located in Appendix D).
- Train your test administrators and proctors and ensure that they, as well as all school administrators, sign an FCAT CBT Administration and Security Agreement.
- Receive test materials from your district assessment coordinator. Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately (page 46).
- If your school will provide paper reference sheets (Mathematics tests only), ensure an adequate supply is available for all students (page 46).
- Communicate the process for collecting required administration information to your test administrators (pages 46–47).
- Distribute test group codes to test administrators (page 46).
- Make arrangements to test any special program students (district virtual instruction programs, Home Education Program, etc.) who may be testing at your school (page 48).
- Assign proctors, as needed (page 48).
- Ensure that appropriate test settings are available for all test sessions (page 47).
- If any students who require special accommodations are testing at your school, discuss with test administrators how accommodations will be provided (Appendix A).
- Verify student information and create test sessions (pages 50–53).
- Distribute Session Rosters and Student Authorization Tickets on the day of test administration (pages 61–62).
- Complete any Computer-Based Assessments Certification district readiness activities as directed by the FDOE.

During Testing

- Ensure the test sessions have been started in PearsonAccess.
- Provide test administrators with additional materials, as necessary.
- Monitor each testing room to ensure that test administration and test security policies and procedures are followed, Security Logs are being properly completed, and required administration information is being collected.
- Be available during testing to answer questions from test administrators.
- In PearsonAccess, monitor session status and resume students’ tests, if necessary.
- Arrange for and supervise make-up administrations (pages 61 and 67).

After Testing

- Verify that all distributed secure materials have been returned. Report any missing materials to your district assessment coordinator and conduct the necessary investigation (page 9).
- Make copies of all collected required administration information and Security Logs and file the copies.
- In PearsonAccess, stop test sessions and invalidate student tests, if necessary (page 71).
- In PearsonAccess, record accommodations actually used by students (page 71).
- Organize materials and return them to your district assessment coordinator (page 68).
- Complete the CBT School Assessment Coordinator Comment Form at www.FLAssessments.com/SpringRMS, and encourage test administrators to complete their forms.
Spring 2011 Computer-Based Administrations

TECHNOLOGY COORDINATOR CHECKLIST

Before Testing

- Carefully read this test administration manual, as well as any local directions you have been given. Resolve any questions you might have with your district assessment coordinator.
- Read the Test Administration Policies and Procedures and Appendix B, then sign the FCAT CBT Administration and Security Agreement (located in Appendix D).
- Ensure all workstations meet the minimum requirements on page 73, including screen resolutions set to 1024 x 768.
- Confirm TestNav 6.9 software has been installed (file share or local install) on all computers to be used for testing.
- Ensure all student workstations have successfully loaded the Infrastructure Trial.
- Meet with the school assessment coordinator to discuss the administration of the computer-based test and to walk through the test administration.
- Discuss and implement plans for handling possible technical interruptions during testing.
- Run the TestNav System Check to determine the amount of bandwidth needed for testing.
- Evaluate the testing locations in the school to ensure availability of sufficient electrical outlets and network jacks.
- Ensure appropriate security protocols are used. There are many different types of security protocols and settings depending on the hardware and usage requirements. The three most common protocols are: Wired Equivalent Privacy (WEP), Wireless Access Protocol (WAP), and Wireless Access Protocol Version 2 (WAP2). WAP2 is recommended because it offers the highest level of security.
- You are aware of the applications that must be disabled prior to testing. Any screen savers, automated virus scan software, remote access applications, and the Macintosh control strip should be disabled during the period of computer-based testing.
- Computers used for test administration (i.e., PearsonAccess) have the appropriate required version of a standard Internet browser based on the operating system in use on the computer and the pop-up blocker is disabled (see Appendix C).
- The school has a high-speed connection to the Internet AND the connection is not over-allocated.
- If a firewall is used, appropriate destination/port/protocol combinations are allowed through the firewall.
- Any proxy servers have been checked to ensure that the appropriate URLs are not blocked.
- Internet content filters are configured to allow the specific IP addresses required for administering computer-based testing.
- Proctor Caching computers have been set up properly.
- A printer is available for printing the Student Authorization Tickets and Session Rosters (color is not required).
- The school technology coordinator has analyzed the network to determine whether network bottlenecks exist.
- Confirm that student computers and the Proctor Caching computer have not been updated with any additional software and will not be updated before testing begins.
- Confirm that test content has been cached for all scheduled test sessions. Test content is available one week prior to the test administration window (pages 76–102).
- Verify that the performance of your Internet connection is consistent with expected levels of performance for computer-based testing.
- Alert your Internet Service Provider to your computer-based testing window, and also confirm that no scheduled maintenance or outages are planned during that entire window.
Verify, as needed, that no high bandwidth network activity other than computer-based testing will be occurring during the computer-based testing window.

If utilizing wireless network connections for computer-based testing, ensure that all computers can effectively communicate with their access point from the testing location.

If utilizing wireless network connections for computer-based testing, ensure that all security measures have been properly enabled.

Ensure that laptops are connected to AC power. If batteries must be used, ensure that they are fully charged and have the capacity to last for the entire test session.

Ensure that each computer station is equipped with a keyboard and mouse (or other pointing device).

Disable instant messaging and email notification.

Disable screen savers, power savers, and remote desktop.

Disable or delay anti-virus, auto-scan and/or auto-update, system restore utilities, Windows Security Firewall, web content filtering, or other software that may impact CPU speed or scan/block information transferred between the workstation and the servers.

Alert your school to the dates and times for computer-based testing and require students and teachers not testing to refrain from using any streaming media or other high-bandwidth applications while students are testing.

Ensure student workstations and the user profiles and logins being used for testing allow full permissions (read-/write-/modify-) to the TestNav/Temp and TestNav/Logs directories.

Ensure that the primary and secondary save locations are set for student response files and that students have read-/write-access to these locations.

Ensure that test administrators are familiar with how to access TestNav software from student workstations and how to access the student comment forms (if shortcuts are provided).

On each day of testing, the Proctor Caching computer and Proctor Caching software will be turned on and remain running.

During Testing

Ensure Proctor Caching software is running on all Proctor Caching computers.

Monitor each testing room to ensure that there are no technical issues.

Be available during testing to answer questions from test administrators.

After Testing

Purge test content from the Proctor Caching computer(s).

Complete the CBT Technology Coordinator Comment Form at www.FLAssessments.com/SpringRMS.
Spring 2011 Computer-Based Administrations

DISTRICT ASSESSMENT COORDINATOR CHECKLIST

Before Testing

- Carefully read the test administration manual, as well as any local directions you have been given. Resolve any questions you might have with the state assessment office.
- Ensure that PearsonAccess accounts and Training Center accounts (if necessary) have been created for all district and school users, per the directions provided by the FDOE.
- Train school assessment coordinators and technology coordinators (pages 111–112).
- Receive test materials and make sure each school receives the range of boxes assigned (page 111).
- Communicate the process for collecting required administration information to your school assessment coordinators (page 112).
- Distribute test group codes to school assessment coordinators (page 4).
- As applicable, make arrangements to test students enrolled in special programs (e.g., district virtual instruction programs, Home Education Program) (page 112).
- Provide assistance to school assessment coordinators to address any special needs they may have regarding test accommodations (Appendix A).
- Ensure that all school assessment coordinators, school administrators, test administrators, and proctors sign an FCAT CBT Administration and Security Agreement.

During Testing

- Provide schools with additional materials, as necessary.
- Monitor schools to ensure that test administration and test security policies and procedures are followed.
- Be available during testing to answer questions from school personnel.

After Testing

- Return TO BE SCORED paper-based materials (accommodations) as described in the Spring 2011 Reading, Mathematics, and Science Test Administration Manual.
- Review the records of required administration information from your District Assessment Coordinator ONLY boxes, report any missing materials to the FDOE, and conduct any necessary investigations (page 9).
- Verify that Security Logs were completed and file them.
- Store ancillary materials (manuals) until after scores for this administration have been reported.
- Complete the CBT District Assessment Coordinator Comment Form at www.FLAssessments.com/SpringRMS, and encourage school assessment coordinators and technology coordinators to complete their forms.
TESTING

Please
Do Not Disturb
Electronic devices of any kind are NOT permitted during testing. Possession of such devices is cause for invalidation.
Grade 10/Retake FCAT Mathematics Reference Sheet

**Area**

- Triangle \( A = \frac{1}{2}bh \)
- Rectangle \( A = lw \)
- Trapezoid \( A = \frac{1}{2}h(b_1 + b_2) \)
- Parallelogram \( A = bh \)
- Circle \( A = \pi r^2 \)

**KEY**

- \( b = \text{base} \)
- \( d = \text{diameter} \)
- \( h = \text{height} \)
- \( r = \text{radius} \)
- \( l = \text{length} \)
- \( w = \text{width} \)
- \( A = \text{area} \)
- \( C = \text{circumference} \)
- \( \ell = \text{slant height} \)
- \( V = \text{volume} \)
- \( \text{S.A.} = \text{surface area} \)

Use 3.14 or \( \frac{22}{7} \) for \( \pi \).

**Circumference**

\( C = \pi d \) or \( C = 2\pi r \)

**Volume/Capacity**

- Right Circular Cone \( V = \frac{1}{3}\pi r^2h \)
- Right Square Pyramid \( V = \frac{1}{3}lwh \)
- Sphere \( V = \frac{4}{3}\pi r^3 \)
- Right Circular Cylinder \( V = \pi r^2h \)
- Rectangular Prism \( V = lwh \)

**Total Surface Area**

- \( \text{S.A.} = \frac{1}{2}(2\pi r)\ell + \pi r^2 \) or \( \text{S.A.} = \pi r\ell + \pi r^2 \)
- \( \text{S.A.} = 4\left(\frac{1}{2}l\ell + l^2\right) \) or \( \text{S.A.} = 2l\ell + l^2 \)
- \( \text{S.A.} = 4\pi r^2 \)
- \( \text{S.A.} = 2\pi rh + 2\pi r^2 \)
- \( \text{S.A.} = 2(lw) + 2(hw) + 2(hl) \)

In the following formulas, \( n \) represents the number of sides.

- In a polygon, the sum of the measures of the interior angles is equal to \( 180(n - 2) \).
- In a regular polygon, the measure of an interior angle is equal to \( \frac{180(n - 2)}{n} \).

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Pythagorean theorem:

$$a^2 + b^2 = c^2$$

Distance between two points

$$P_1 (x_1, y_1) \text{ and } P_2 (x_2, y_2):$$

$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Midpoint between two points

$$P_1 (x_1, y_1) \text{ and } P_2 (x_2, y_2):$$

$$\left(\frac{x_2 + x_1}{2}, \frac{y_2 + y_1}{2}\right)$$

Simple interest formula:

$$I = prt$$

where $$p = \text{principal}, \ r = \text{rate}, \ t = \text{time}.$$

Slope-intercept form of an equation of a line:

$$y = mx + b$$

where $$m = \text{slope}$$ and $$b = \text{y-intercept}.$$

Distance, rate, time formula:

$$d = rt$$

where $$d = \text{distance}, \ r = \text{rate}, \ t = \text{time}.$$
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The Administrator
Office of Assessment
Florida Department of Education
Tallahassee, Florida 32399-0400

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