



Spring 2015

English Language Arts Writing Component

Test Administration Manual

Spring 2015 Florida Standards Assessments English Language Arts Writing Component Administration Schedule

Dates	Florida Standards Assessment	Grade Level	Session Length
March 2–13, 2015	FSA ELA Writing Component	4–7*, 8–11	90 minutes

*Indicates a paper-based test.

The Florida Standards Assessments (FSA) English Language Arts (ELA) Writing Component Test is administered in one 90-minute test session; however, students who have not completed testing at the end of 90 minutes may have an additional 30 minutes to complete the test session.

Any deviation from this schedule requires written approval from the Florida Department of Education (FDOE).

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Glossary

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

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

District/School Labels: Districts and schools will receive District/School Labels, which must be applied to hand-gridded test and answer books. If a document is hand-gridded and an On-Demand PreID Label cannot be printed, then a District/School Label must be applied to ensure the student's results are reported to the correct district and school.

DO NOT PROCESS Labels: Districts and schools will receive DO NOT PROCESS Labels, which must be applied to any **USED NOT TO BE SCORED** test and answer books that should NOT be scanned or counted for participation (i.e., responses were transcribed into another test and answer book). The DO NOT PROCESS Label should be applied in the same location as the PreID or District/School Label and should cover the label currently on the test and answer book.

FSA Portal: Resources and information for district and school personnel are located in the FSA Portal, which is accessed at www.FSAssessments.org. The portal is organized by user roles and also includes links to the Test Delivery System (TDS), Test Information Distribution Engine (TIDE), and Online Reporting System (ORS).

On-Demand PreID Labels: On-Demand PreID Labels may be printed locally for any students who were not included in the original PreID upload for this administration or for students who transferred to a school after the PreID upload. Districts and schools will receive blank labels for printing On-Demand PreID Labels.

Online Reporting System (ORS): ORS allows school and district personnel to track the progress of student computer-based testing and access student results. ORS is accessed via the FSA Portal using the same username and password used to access other AIR systems.

School Box Range Sheet: The School Box Range Sheet shows the number of boxes packaged for each site within a district. For district sites, the School Box Range Sheet will identify the number of boxes packaged for each school and the district. For school sites, the School Box Range Sheet will identify the total number of boxes shipped to the school.

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

Session ID: Session IDs are unique codes generated by the Test Administrator Interface. In addition to their Username and First Name, students use the Session ID to log into computer-based FSA assessments. Test Administrators must record the Session ID as part of their required administration information.

Student Interface: Students use the Student Interface to log into and take computer-based FSA tests.

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

Test Delivery System (TDS): All computer-based FSA assessments are administered via TDS, which includes the Test Administrator Interface as well as the Student Interface.

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

Test Tickets: Test Tickets contain login information for students. Each student must have a test ticket to log into computer-based FSA assessments. Test tickets are generated in TIDE and contain the following fields: Username, Last Name, First Name (password), Grade, Date of Birth, ID Number, District, and School.

Introduction: The FSA Program

Introduction

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

The following FSA assessments will be administered for the first time in Spring 2015:

- Grades 3–11 English Language Arts (Writing component in grades 4–11)
- Grades 3–8 Mathematics
- Algebra 1 End-of-Course Assessment
- Geometry End-of-Course Assessment
- Algebra 2 End-of-Course Assessment

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

About This Manual

This test administration manual includes scripts and instructions for administering the FSA ELA Writing Component Test. Note that while test security policies and procedures for FSA administrations are very similar to those in place for FCAT/FCAT 2.0/Next Generation Sunshine State Standards (NGSSS) EOC assessments, it is imperative that all district and school personnel involved in FSA administrations familiarize themselves thoroughly with all test administration and security policies and procedures described in the FSA test administration manuals. School personnel should communicate with their district offices about any questions or concerns prior to test administration, and district personnel should contact FDOE if guidance or clarification is needed.

This manual includes a script for administering the paper-based Grades 4–7 FSA ELA Writing Component Test and a script for administering the computer-based Grades 8–11 FSA ELA Writing Component Test. The paper-based script should also be used to administer the test to Grades 8–11 students with regular print paper-based accommodations and may be modified as instructed in Appendix A to administer tests to students with large print or one-item-per-page paper-based accommodations. A separate script for administering accommodated computer-based forms (masking, text-to-speech) is available in the FSA Portal. A braille script is provided with the braille test materials and is also available in the portal.

District and school personnel should refer to the *2014–2015 FSA Paper-Based Materials Return Instructions*, available in the FSA Portal, for guidance regarding the packaging and return of paper-based materials after testing. This information is not provided in the test administration manuals for the FSA assessments.

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

- *TIDE User Guide* (District and School Assessment Coordinators)
- *Test Administrator User Guide* (School Assessment Coordinators and Test Administrators)
- *ORS User Guide* (District and School Assessment Coordinators)

Test Administration Policies and Procedures

Administration Schedule

The window for administering the Spring 2015 FSA ELA Writing Component Test is March 2–13, 2015. All schools within the district must adhere to the same daily administration schedule for paper-based tests. Any deviation from this schedule must be approved in writing by FDOE.

The test session length for both paper-based and computer-based ELA Writing Component test sessions is 90 minutes; however, **students who have not completed testing at the end of 90 minutes may have an additional 30 minutes to complete the test session.**

Test administrators must allow the exact amount of time allotted for test sessions and must not collect test materials or instruct students to submit computer-based tests until the end of the 90-minute test session. While some students may finish before the time allotted for testing ends, this policy is in place to provide a fair environment for students who require all or most of the allotted time and to avoid pressuring any student to finish early.

Students to Be Tested

In general, all Grades 4–11 students participate in the Spring 2015 FSA ELA Writing Component test administration, with or without accommodations, per Section 1008.22(3)(a), Florida Statutes.

Special Program Students

For all special program students, the parent/guardian is responsible for contacting the district to register the student for the selected assessments and for transporting the student to and from the district-assigned testing location. The parent/guardian is also responsible for providing the following to the testing location on or before the day of the test: all student demographic information (see pages 14–15), photo identification (if the student is unknown to the test administrator or other school staff), and emergency contact information.

Home Education Program Students

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

McKay Scholarship Program Students

Students enrolled in PRIVATE schools through the McKay Scholarship Program **may** participate in statewide assessments.

Students enrolled in PUBLIC schools through the McKay Scholarship Program are required to participate in statewide assessments as outlined in their individual educational plans (IEPs).

Florida Tax Credit Scholarship Program Students

S. 1002.395(7)(e), F.S., allows for a private school student enrolled in the Florida Tax Credit (FTC) Scholarship Program to participate in the statewide assessments. Districts with FTC Scholarship Program students who have requested to take the statewide assessments should contact the Bureau of K–12 Student Assessment for information on how to accommodate these students for testing. Results will be returned to the FDOE Office of Independent Education & Parental Choice for distribution to the parent/guardian.

Virtual School Program Students

Students enrolled **full time** in a virtual school program and who meet the requirements for students to be tested for this administration must be accommodated for testing in the district in which they reside. These students should not be confused with Home Education Program students.

Students who receive **part-time** instruction from a virtual program and are enrolled in a brick-and-mortar district public school or the district Home Education Program should be coded with the district/school numbers for their organization of enrollment to ensure they are reported to the correct schools.

English Language Learners (ELLs)

All ELLs participate in statewide assessments. ELLs who have been enrolled in school in the United States for less than one year may be exempt from FSA ELA assessments (Reading and Writing). Exempt ELLs must participate in the Comprehensive English Language Learning Assessment (CELLA). Additionally, all ELLs enrolled in tested grade levels and subjects are expected to participate in mathematics, science, and EOC assessments no matter how long these students have been enrolled in a U.S. school.

Students with Disabilities

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

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

All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 plan.

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

In addition to the extraordinary exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments pursuant to the provisions of s. 1008.22(9), F.S.

General Information about Accommodations

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

For eligible students participating in the paper-based Grades 4–7 FSA ELA Writing Component Test, the following accommodations are available:

- Large print
- Contracted braille
- Uncontracted braille
- One-item-per-page

For eligible students participating in the computer-based Grades 8–11 FSA ELA Writing Component Test, the following accommodations are available:

Accommodated Computer-Based Forms

- Masking
- Text-to-speech
- Masking + Text-to-speech

Writing Passage Booklets

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

Paper-Based Test Materials

- Regular print
- Large print
- Contracted braille
- Uncontracted braille
- One-item-per-page

Make-Up Administration Procedures

All security and administration procedures must be followed while conducting make-up tests. Please remember that after ANY administration, initial or make-up, test and answer books, test tickets, passage booklets, and planning sheets must be returned immediately to the school assessment coordinator and placed in locked storage. Test and answer books, test tickets, passage booklets, and used planning sheets must never remain in classrooms or be removed from the school's campus overnight.

Test Materials

Grades 4–7 students and Grades 8–11 students with regular print paper-based accommodations receive FSA ELA Writing Component Test and Answer Books.

Writing Planning Sheets

ALL Grades 4–11 students receive Writing Planning Sheets that they may use to take notes and plan their responses. The planning sheet is a one-page, letter-sized sheet. The front of the sheet is lined. The Testing Rules Acknowledgment is printed on the back of the sheet.

Writing Passage Booklets

Regular print and large print Writing Passage Booklets are provided for eligible students taking the computer-based FSA ELA Writing Component Test who have accommodations requiring their use as indicated in their IEPs or Section 504 plans. The booklets contain passages but do not contain the writing prompt. Students may write in the booklets but will respond to the writing prompt on the computer or device they are using to take the assessment.

Writing Passage Booklets are secure materials and must be stored in a secure location before and after testing.

Computer Preparations

The AIR Secure Browser must be installed on all computers or devices that students will use for testing. Instructions for installing the Secure Browser are available in the FSA Portal. Information on devices supported for testing are found in *System Requirements for Online Testing*, also available in the portal.

Support During Testing

During testing, a test administrator should not attempt to resolve technical 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 a student has difficulty logging in or gets kicked out of his or her test more than once, the student should not continue to attempt to log in until the issue is diagnosed and resolved.

The FSA Help Desk may be contacted at 866-815-7246 or at fsahelpdesk@air.org. The Help Desk is open from 7:00 a.m. to 8:30 p.m., ET, Monday–Friday. Test administrators are encouraged to refer to the *Test Administrator User Guide* and other CBT resources available in the portal.

Student Demographic Information

For students taking paper-based tests, the student grid sheet on the front of the test and answer book captures student demographic information. The preidentification information provided by each district is used to create student labels, which are shipped with test materials or printed locally in the district (see “Preidentified Student Labels” on pages 16–17). The demographic information described below and on the next page must be verified on PreID Labels as they are applied to documents and in TIDE before printing On-Demand PreID Labels.

For non-preidentified test and answer books, student demographic information must be accurately gridded on student grid sheets with a No. 2 pencil. For instructions for gridding, refer to the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 54–55. A District/School Label must also be applied to a hand-gridded document and this student must be entered in TIDE.

For students taking computer-based tests, the following student demographic information must be verified in TIDE before testing according to the instructions in the *TIDE User Guide*:

- Student name
- District/school number
- Social Security Number or Florida Student Number
- Date of birth
- Grade level
- Gender
- Ethnicity
- Race

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

Primary Exceptionality

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

Primary Exceptionality Classifications

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

Section 504

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

ESE/504 and ELL Accommodation Types

If a student with an IEP, a student with a Section 504 plan, or a student with an ELL plan uses any accommodations during the test administration, this information should be recorded with required administration information. See Appendix A for a description of allowable accommodations and the categories in which they fall.

All students must be provided with the allowable statewide assessment accommodations on their plans. The accommodations provided to each student and the accommodations used by each student should be documented in the record of required administration information.

Student grid sheets do not include fields for recording this information, nor is it recorded in TIDE. Documentation must be maintained at schools, however, and may be needed for investigations of test irregularities.

ESE/504 Accommodation Types

- ESE/504 Accommodation Type – Flexible Presentation
- ESE/504 Accommodation Type – Flexible Responding
- ESE/504 Accommodation Type – Flexible Scheduling
- ESE/504 Accommodation Type – Flexible Setting
- ESE/504 Accommodation Type – Assistive device(s) other than standard calculator

ELL Accommodation Types

- ELL Accommodation Type – Flexible Scheduling
- ELL Accommodation Type – Flexible Setting
- ELL Accommodation Type – Assistance in Heritage Language
- ELL Accommodation Type – Approved Dictionary

ELL

If a student is identified as an ELL, provide the length of time the student has been enrolled in a U.S. school.

ELL—Enrolled in a U.S. school for:

- Less than 1 year
- One year or more

Preidentified Student Labels

The preidentification information provided by districts is used to print PreID Labels and rosters. If the district supplied class code information, the labels are sorted by class code; otherwise, they are sorted alphabetically by grade level. School staff may verify and apply labels and/or complete grid sheets **no sooner than one week prior to testing**.

On-Demand PreID Labels

Districts and schools will receive blank labels to create On-Demand PreID Labels in TIDE for students who need them. Additional blank labels may be ordered through TIDE, if needed.

Affix PreID Labels

Please adhere to the following policies when preparing student materials:

- Affix labels in the box on the student grid sheet that appears below the statement, “ALIGN TOP OF LABEL HERE.” Please note that this box contains a barcode used for scanning unused documents, which will be covered by the PreID Label on TO BE SCORED documents.
- Only the school assessment coordinator and other certified school personnel may open the shrink-wrapped packages and affix labels. Sealed test and answer books must not be opened.
- Do not use student labels from previous administrations.
- Students and non-certified school personnel are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- The *Test Materials Chain of Custody Form* must be maintained at all times.
- All secure materials must be returned to locked storage and remain there until testing.

Follow these steps when verifying student information and affixing a PreID Label to a student grid sheet:

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.
2. Verify the information on the PreID roster against the school’s student information database. Because the complete Social Security Number is not printed on the label, the PreID roster must be used to verify student information. It is not necessary to verify the labels against the roster because the same data file was used to create both.
3. If any information other than the student ID number (Social Security Number or Florida Student Number) is blank or incorrect on the PreID Label, the information should be entered or edited in TIDE, but the label **may** still be used. If the **student ID number** is INCORRECT, a new student record must be created in TIDE and an On-Demand PreID Label should be printed.
4. In order for a document to be properly scanned, carefully place the label on the grid sheet in the box that appears below the statement, “ALIGN TOP OF LABEL HERE.” Ensure the label is not wrinkled or applied unevenly.
5. Do not remove labels once they have been affixed; however, if information on a label is incorrect, a new label may be printed and applied over the incorrect label. Note: if an On-Demand PreID Label cannot be used, apply a District/School Label in its place and hand-grid the student demographic information and update the student’s information in TIDE.

District/School Labels

Student grid sheets do not include fields for entering district and school numbers. If a document is hand-gridded and an On-Demand PreID Label cannot be printed, then a District/School Label must be applied to ensure the student's results are reported to the correct district and school.

However, PreID Labels should be used whenever possible.

Schools will receive blue-striped District/School Labels with their test materials. Each District/School Label identifies the district, school, and administration.

The District/School Label should be applied to hand-gridded student grid sheets in the box that appears below the statement, "ALIGN TOP OF LABEL HERE."

District/School Labels for the Spring 2015 FSA ELA Writing Component test administration may not be used for other FSA test administrations.

DO NOT PROCESS Labels

Districts and schools will receive DO NOT PROCESS Labels. A DO NOT PROCESS Label must be applied to any **USED NOT TO BE SCORED** test and answer book that should NOT be scanned or counted for participation (i.e., responses were transcribed into another test and answer book). A DO NOT PROCESS Label should be applied in the same location as the PreID or District/School Label and should cover the label currently on the test and answer book.

Test and answer books with DO NOT PROCESS Labels should be returned with other NOT TO BE SCORED materials.

DO NOT PROCESS Labels should not be applied to unused or blank NOT TO BE SCORED materials.

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 C for the full text of the Florida Test Security Statute and State Board of Education Rule. **Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations, loss of teaching certification, and/or involvement of law enforcement.**

Examples of prohibited activities are listed below:

- Reading or viewing the passages or writing prompts before, during, or after testing
- Revealing the passages or writing prompts
- Copying the passages or writing prompts
- Explaining the passages or writing prompts for students
- Changing or otherwise interfering with student responses to writing prompts
- 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 in Appendix C.

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 script as necessary to reflect the allowable accommodations.

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

Used planning sheets are secure materials and must be treated as such. After ANY administration, initial or make-up, test and answer books, test tickets, passage booklets, and used planning sheets must be returned immediately to the school assessment coordinator and placed in locked storage. The *Test Materials Chain of Custody Form* must be maintained at all times. **No more than three people should have access to the locked storage room.** Test and answer books, test tickets, passage booklets, and used planning sheets must never be left unsecured and must not remain in classrooms or be taken off the school's campus overnight. **Secure materials should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents, as described in the "Hazardous Materials" section on page 22.**

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

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to test administration and that all personnel sign and return a *Test Administration and Security Agreement* 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.

Test administrators must sign a *Test Administrator Prohibited Activities Agreement*, located in Appendix D. Remember that ALL test administrators must be certified educators. Non-certified school personnel must NOT be allowed to serve as test administrators.

Each school is required to maintain an accurate Security Log, provided in Appendix D, and an accurate seating chart 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.

Test administrators must NOT administer tests to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator. In addition, under NO circumstances may a student’s parent/guardian be present in that student’s testing room.

Admission of Students to Testing

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

Proctors

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

PBT (Grades 4–7 and PBT Accommodations)	CBT (Grades 8–11)	Proctors Required
1–30 students	1–25 students	Test Administrator*
31–60 students	26–50 students	Test Administrator and 1 Proctor
61–90 students	51–75 students	Test Administrator and 2 Proctors

* FDOE strongly recommends that proctors be assigned to testing rooms with fewer than 26 (CBT) or 31 (PBT) students whenever possible.

School personnel and non-school personnel may be trained as proctors (only certified school personnel may be trained as test administrators). Prior to testing, inform all proctors of their duties and of the appropriate test security policies and procedures. **School personnel** duties may

include preparing and distributing materials (e.g., test and answer books, planning sheets). **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 test and answer books, test tickets, passage booklets, or planning sheets; assisting students with logging in to the test; providing accommodations). Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties.

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

Proctors and anyone who assists with any aspect of test preparation or administration must be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Each proctor who monitors a testing room for any length of time must sign a *Test Administration and Security Agreement* and the Security Log for that room.

Security Numbers

All regular print test and answer books, Writing Passage Booklets, and special document (large print, braille, and one-item-per-page) test materials are secure documents and must be protected from loss, theft, and reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all secure documents. The security number consists of the last eight digits of the identification number. These eight digits are located under the barcode on the right. In the sample below, the security number is 00000001.



Security Number

A range sheet on top of each pack of test and answer books identifies the range of security numbers in the pack. Schools are expected to maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

Hazardous Materials

If a used test and answer book is soiled (e.g., with blood or vomit), the district assessment coordinator should email the security number to the FSA Help Desk, attention DRC, at **fsahelpdesk@air.org**. At their discretion, school personnel may transcribe the response into a replacement test and answer book.

The damaged test and answer book should then be destroyed or disposed of in a secure manner (e.g., shredding, burning). Soiled test and answer books should not be returned to DRC.

Missing Materials

School assessment coordinators must verify that all secure materials on the packing list are received and should report any mispackaged or missing materials to their district assessment coordinator immediately. The *Test Materials Chain of Custody Form* must be maintained at all times. Individuals responsible for handling secure materials are accountable for the materials assigned to them. Test administrators should report any missing materials to the school assessment coordinator immediately.

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must contact the district assessment coordinator. If there is reason to believe that a secure document or test content has been stolen, recorded, copied, or photographed, the school assessment coordinator must contact the district assessment coordinator immediately. If guidance is needed, the district assessment coordinator should call the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel.

A written report must be submitted to the Bureau of K–12 Student Assessment within 30 calendar days after secure materials have been identified as missing. The report must include the following, as applicable:

- the nature of the situation,
- the time and place of the occurrence,
- the names of the people involved,
- copies of completed forms (*Test Administration and Security Agreements*, *Test Administrator Prohibited Activities Agreements*, *Test Materials Chain of Custody Form*, etc.),
- 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.

A form to report missing secure materials can be found at **www.FSAssessments.org**. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

School personnel should submit completed forms to the district assessment coordinator. District assessment coordinators should verify that all pertinent information has been included and then should submit the written report to FDOE via email as indicated on the form. **Remember that secure student information (e.g., SSN) must not be communicated via email.**

Test Irregularities and Security Breaches

Test Irregularities

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

Security Breaches

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

Submit a Written Report

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

1. Log into ShareFile at **fldoe.sharefile.com** and retrieve the blank Test Administration Incident Report Form from the Forms and Templates folder. (Note: FDOE recommends that districts download the file each time a new investigation is initiated in order to guarantee the use of the most up-to-date form.)
2. Save the file locally, and change the file name to your district name, the word “Investigation,” underscore, and the date submitted, like so:
DistrictInvestigation_MMDDYYYY.
3. Complete the form.

4. Upload the completed form to the appropriate district folder (*not* to the Forms and Templates folder).
5. ShareFile will notify FDOE that a document has been uploaded to the district folder. FDOE will locate the file, assign an Incident ID number to the investigation, and notify the district contact of our receipt of the file and the assigned ID.
6. FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information or documentation from the district. Additional requested information or documentation should also be uploaded to the district's ShareFile folder.
7. If warranted, FDOE will add a memo summarizing the incident to the district's ShareFile folder and will then provide the contents of the district folder to the Office of Professional Practices at FDOE.

Test Invalidation/Defective Materials Policies and Procedures

Test Invalidation

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

A test administrator should discuss any situation involving possible invalidation with the school assessment coordinator, and the situation should be investigated immediately.

For assistance identifying circumstances when invalidation is an appropriate course of action, review the guidelines below. For information on how to invalidate a computer-based test in TIDE, please refer to the *TIDE User Guide*.

1. **A student has an electronic device during testing.** If a student is found with an electronic device that he or she is not using for testing purposes during testing or during breaks within a session, the student's test **MUST** be invalidated.
2. **A student is cheating during testing.** Cheating is cause for immediate test invalidation. Possible cheating situations include looking at/copying from another student's test, allowing another student to look at or copy from the student's test, or accessing unauthorized aids.

Please note, as stated in Rule 6A-10.042, FAC, in situations involving cheating, a report must be submitted to FDOE within 10 calendar days of the incident, as stated on page 23.

3. **A student becomes ill and is unable to finish, OR a student is not allowed the correct amount of time.** Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the prompt. The student should be asked if he or she is comfortable with his or her performance on the test to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test should be submitted for scoring.

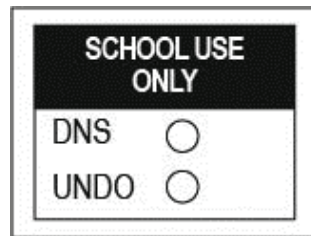
If it is determined that the student was not provided adequate time to respond completely AND the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised AND the student has not left the school's campus,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

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

5. **A student is given an accommodation not indicated on the student’s IEP, Section 504 plan, or ELL plan.** Testing with accommodations not indicated on a student’s IEP, Section 504 plan, or ELL plan may be cause for invalidation.
6. **A student was NOT provided an allowable accommodation indicated on the student’s IEP, Section 504 plan, or ELL plan.** The situation should be discussed with the student and his or her parents, if appropriate, to determine if the lack of the accommodation significantly affected the student’s performance and if the test should be scored.
7. **An error occurs in test administration procedures that could compromise the validity of test results.** If the validity of the test results has been compromised (e.g., a student had access to an unauthorized visual aid that gave an unfair advantage), the test must be invalidated.
8. **A disruption occurs during testing.** If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.
9. **A student is given unauthorized help during testing.** If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator has told a student to check the answer to a specific item), the student’s test must be invalidated.
10. **A student is disruptive during testing.** If a student is disruptive during testing, the school assessment coordinator should determine whether invalidation is an appropriate course of action.

Do Not Score (DNS) and UNDO Bubbles

DNS and UNDO bubbles are located in the **SCHOOL USE ONLY** box on the student grid sheet.



The DNS bubble must be gridded when a test and answer book is invalidated. If a DNS bubble has been gridded by mistake, erase the DNS bubble **and** grid the UNDO bubble. Then package the test and answer book with all other TO BE SCORED materials.

DNS Guidelines for Defective Materials

If a defective test and answer book is identified **before** testing begins, give the student a replacement book. Return the defective test and answer book with all other NOT TO BE SCORED materials. It is NOT necessary to grid the DNS bubble if the test and answer book is defective and UNUSED and has been packaged properly for return with all other NOT TO BE SCORED materials.

If the test and answer book is defective and USED, a DO NOT PROCESS Label MUST be applied. Remember that the DO NOT PROCESS Label should be applied to any USED NOT TO BE SCORED test and answer books that should NOT be scanned or counted for participation (i.e., responses were transcribed into another test and answer book). The DO NOT PROCESS Label should be applied in the same location as the PreID or District/School Label and should cover the label currently on the test and answer book.

If a student discovers that the test and answer book is defective **during** testing, instruct the student to continue writing his or her response in the test and answer book. After the test session has ended, the student must, under the supervision of the test administrator, transfer the exact response from the defective test and answer book to a replacement test and answer book.

If the defective test and answer book has a student label applied, **do not remove the label.** You may either print a new On-Demand PreID Label via TIDE or grid all information on the student grid sheet and affix a District/School Label to the replacement test and answer book. (See the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 54–55.) Instructions for printing On-Demand PreID Labels are available in the *TIDE User Guide*. Place a DO NOT PROCESS Label on the defective USED test and answer book and return it with all other NOT TO BE SCORED materials.

If a test and answer book is soiled, see the instructions in the “Hazardous Materials” section on page 22.

Test Administrator Responsibilities Before Testing

Please use the *Test Administrator Checklist* before, during, and after testing. This checklist is available in the portal.

Test administrators **MUST** be certified educators. If you are not a certified educator, you may not administer an FSA assessment.

Remember, you must complete the following prior to testing:

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

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

Conduct Training Test

Prior to a computer-based test administration, conduct a training test session based on instructions from your school assessment coordinator. The training test contains sample passages and a Writing prompt to prepare Grades 8–11 students for the FSA ELA Writing Component Test and will help familiarize you and your students with the CBT tools, as well as the process for responding to items on the computer. Students should practice on the type of computer or device they will use for testing (e.g., PC, tablet, laptop). Students who will test using accommodated computer-based forms (text-to-speech, masking) must practice using an accommodated training test administered through the Test Administrator Training Site.

All students who will participate in this administration and have not previously participated in a training test for FSA ELA Writing (i.e., prior to the Winter 2014–2015 FSA ELA Writing Field Test administration) **MUST** participate in a training test conducted at their school. Students should be encouraged to access the training test on the portal and practice on their own.

Prepare the Room for Testing

Tests should be administered in a room that has comfortable seating and good lighting. Make sure that the room is adequately ventilated and free of distractions.

Remove or cover all visual aids in the room, including word lists, spelling lists, word definitions, punctuation charts, transitional devices, organizational patterns, etc. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

Sufficient workspace should be provided for students to use their test and answer books, planning sheets, and/or Writing Passage Booklets. Students must not be able to easily view other

students' test and answer books, passage booklets, computer or device screens, or planning sheets. If administering a computer-based test, check the configuration of your testing room during the training test to make sure you will be able to provide a secure environment during testing. Make adjustments prior to the test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

If you are administering a computer-based test, when you arrive on the day of testing, open each student workstation or device in the testing room to the student login screen on the secure browser as indicated in the script. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

Outside each door to the testing room, post a sign that reads *TESTING—Please Do Not Disturb*. A sign is provided in Appendix D. For paper-based test administrations, display district and school names and the test group code. For all test sessions, display starting and stopping times for students.

Refer to the chart on page 20 for the number of proctors needed. It is recommended that at least one proctor be assigned to testing rooms with fewer than 26 (CBT) or 31 (PBT) students.

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 Names and Student ID Numbers
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Test group code (PBT) or Session ID (CBT, generated in TDS when you create a test session)
- Accommodations provided to students
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator

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

Accommodations Codes

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

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

For ESE/504 students:

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

For ELL students:

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

Seating Charts

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

- Room name/number
- Subject
- Student names and their locations in the room during testing
- Direction each student is facing
- Date
- Starting and stopping times
- Your name
- Names of proctors (if applicable)
- Test group code (PBT) or Session ID (CBT, generated in TDS when you create a test session)
- Laptop/mobile device assignments (if applicable)

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

If you are conducting computer-based testing on laptops or other mobile devices, identify and record the device on which each student is testing.

Assemble Materials

Test Administration Manual

You will need this manual to read the test administration script to students. You are responsible for reading the *Test Administration Policies and Procedures* and *Test Security Policies and*

Procedures sections, the *Test Administrator Responsibilities* sections, appropriate appendices, and the administration script BEFORE testing. If you are administering a training test, you will also need to access the training test script available in the portal.

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

Additional instructions for administering the test to students using large print, braille, and one-item-per-page accommodations are provided in Appendix A. A separate script for administering the test to students who require accommodated computer-based forms (masking, text-to-speech) is available in the FSA Portal.

Pencils/Pens

Students taking computer-based tests should have a pen or pencil to sign below the Testing Rules Acknowledgment, take notes, and plan their responses on their planning sheets.

For students taking paper-based tests, ensure that students use No. 2 pencils to complete information on the student grid sheets, sign below the Testing Rules Acknowledgment, and record their responses. Students should bring No. 2 pencils on the day of the test, but a supply of sharpened No. 2 pencils should also be available.

Computer or Mobile Device

On the day of testing, CBT test administrators will need a computer or mobile device with access to the Internet to create a test session, approve students for testing, and monitor the session. It is also recommended that test administrators have access to the *Test Administrator User Guide*, located in the portal and the TA Interface, to help troubleshoot issues during testing.

Watch or Clock

You will need a watch or clock to ensure that students are allowed the full amount of time for the FSA ELA Writing Component Test.

The FSA ELA Writing Component Test session length is 90 minutes, and students are allowed individual restroom breaks as needed. **Any student not finished by the end of the allotted time may continue working for an additional 30 minutes (for a total of 120 minutes).** You will receive instructions from your school assessment coordinator on providing additional time.

Security Log

You are required to maintain an accurate Security Log for your testing room. Anyone who enters a room for the purpose of monitoring a test **MUST** 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. Copy the Security Log in Appendix D and use it as required. This document can also be found in the portal.

Do Not Disturb Sign

Post the Do Not Disturb sign from Appendix D at all entrances to the testing room prior to testing.

Electronic Devices Sign

Post the Electronic Devices sign from Appendix D prior to testing where it will be visible to all students.

Receive Materials

Planning Sheets

Your school assessment coordinator will provide you with Writing Planning Sheets for ALL students participating in this test administration (both PBT and CBT).

Students must print their names on the front of the planning sheet. CBT students sign below the Testing Rules Acknowledgment on the back of the planning sheet, as indicated in the test administration script. Students taking paper-based tests sign below the Testing Rules Acknowledgment in their test and answer books. Students may use the front and back of the planning sheets to plan (prewrite, outline, jot down ideas, cluster, web, etc.) before writing their responses. **Used planning sheets are secure materials and must be returned to your school assessment coordinator after testing.**

Test and Answer Books

Your school assessment coordinator will provide you with test and answer books for Grades 4–7 students and for Grades 8–11 students with regular print paper-based accommodations. Test and answer books are secure materials and should be delivered or picked up immediately before the beginning of a test. If additional materials are needed, please contact your school assessment coordinator.

Writing Passage Booklets

You may receive regular print and large print Writing Passage Booklets for eligible students taking a CBT FSA ELA Writing Component Test if accommodations requiring their use are indicated in students' IEPs or Section 504 plans. Provide the booklets to students with this accommodation as instructed in the administration scripts. Students may write in these booklets. All booklets must be collected immediately after testing and returned to your school assessment coordinator. **Writing Passage Booklets are secure materials.**

Test Tickets

Your school assessment coordinator will provide you with test tickets for the students testing in your room. Each test ticket includes a student’s Username and First Name for logging in to a computer-based test. Test tickets are generated in TIDE.

Test Group Code

Your school assessment coordinator will provide you with a unique four-digit test group code for each **paper-based** test session. The test group code is used as a security measure to identify groups of students tested together. You will need to post the same test group code at the beginning of the test, as indicated in the test administration script, and record the code with your required administration information and on your seating chart.

Test group codes are not needed for computer-based test sessions as the Session ID identifies groups of students tested together.

Special Documents

Refer to Appendix A to ensure that you have the materials needed to administer the test to students who require special documents (large print, braille, one-item-per-page).

Communicate Testing Policies to Parents/Guardians and Students

Prior to testing, make sure students and their parents/guardians understand the following policies:

- **Electronic Devices Policy**—If students are found with ANY electronic devices, including but not limited to cell phones and smartphones, during testing OR during breaks, their tests will be invalidated. The best practice would be for students to leave devices at home or in their lockers on the day of testing.
- **Leaving Campus**—If students leave campus before completing the test (for lunch, an appointment, illness, etc.), they WILL NOT be allowed to complete the test. Students and parents/guardians should be made aware of this policy. If a student does not feel well on the day of testing, it may be best for the student to wait and be tested on a make-up day.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the acknowledgment reads, “After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.” Please make sure that students understand this policy prior to testing and remind them that “discussing” test content includes any kind of electronic communication, such as texting, emailing, or posting to blogs or social media websites, etc.

Test Administrator Responsibilities During Testing

If a student starts the 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.

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

Read Script

Read the administration script VERBATIM to students. Note that optional words and phrases appear in italics and parentheses and may be read at your discretion. Please read the important information and adhere to the instructions between the SAY boxes as you read the script to students.

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

To administer accommodated computer-based forms (masking, text-to-speech), see the administration script available in the FSA Portal. The paper-based script in this manual, along with the instructions provided in Appendix A, should be used to administer the test to students with large print or one-item-per-page paper-based accommodations. A modified script for students using a braille version of the test is provided with the braille test materials and is also available in the portal.

Distribute Materials

After students are seated, ensure that each student has a No. 2 pencil; for CBT administrations, students may also use a pen. Read the administration script and distribute test and answer books, planning sheets, passage booklets, and test tickets, as applicable, when instructed to do so. If you notice that a student was given a preidentified test and answer book not assigned to him or her after testing has already begun, allow the student to complete the test, correct your record of required administration information after testing, and notify your school assessment coordinator.

Testing Rules Acknowledgment

After you read the testing rules in the script, students will sign below the Testing Rules Acknowledgment that is printed on the back of the planning sheet and on page two of the test and answer book. The acknowledgment reads, "I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated." As you read the portion

of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students sign below the acknowledgment.

Students taking paper-based tests sign below the acknowledgment in their test and answer books and may disregard the statement on their planning sheets.

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

CBT ONLY: Create, Start, Monitor, and Close the Test Session

In the Test Administrator Interface within TDS, you will create, start, monitor, and close the test session you are administering. These instructions are also included in the test administration script and the *Test Administrator User Guide*. Ensure that you understand how to complete these steps BEFORE administering a test, and discuss any questions or concerns you have with your school assessment coordinator or technology coordinator.

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

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

Create Test Session

To create the test session, complete the following steps:

- Go to the FSA Portal, click the “Test Administrator” icon, and then click the “Test Administration” icon.
- Log in to the Test Administrator Interface with your username and password.
- Select the test you will be administering (e.g., Grade 9 FSA ELA Writing Component), and then click “Start Session.”
- Record the Session ID, which students will need in order to log in to the test. The Session ID should be displayed where it is visible to all students and should also be recorded with your required administration information and on your seating chart.
- To log in to the test, students will enter their Usernames, their First Names (passwords), and the Session ID. It is important that students enter their Usernames and First Names exactly as they appear on their test tickets.

Approve Students to Test

Once students have logged in to the test, you must approve them. In the Test Administrator Interface, select the “Approvals (#)” button to review the list of students ready to begin testing.

Ensure that all students have logged in correctly; then, select “Approve All Students.”

Monitor Test Session

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

Close Test Session

Once all students have submitted their tests, end the test session immediately by clicking “Stop Session” in the Test Administrator Interface. This will pause any remaining tests, so only select “Stop Session” after all students have submitted their tests. Then log out of the Test Administrator Interface by clicking “Log Out” in the upper right corner of the screen.

Keep Time

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

For all FSA ELA Writing Component Test sessions, students may be provided an additional 30 minutes to complete the test (120 minutes total). Students are NOT required to have an extended time accommodation in order to receive the additional 30 minutes.

Maintain Test Security

Maintain test security at all times, and report violations or concerns to your school assessment coordinator immediately. Adhere to the *Test Security Policies and Procedures* on pages 19–24 and the Statute and Rule in Appendix C, and abide by the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

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

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

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

Supervise Test Administration

Your full attention should be on students at all times during testing. If issues arise during testing, you may need to use your computer or phone to contact your school assessment coordinator; however, it is not appropriate to use the computer or phone for unrelated activities (such as grading or personal communication) during a test session. While students are working, ensure the following:

- Students have cleared their desks or workstations of all materials except for the appropriate test materials (test and answer books, planning sheets, test tickets, passage booklets, and pencils, as applicable)
- Students do not have books, notes, scratch paper (other than their planning sheets), or electronic devices of any kind during testing, even if they do not use them
- **For PBT only**, students are using only No. 2 pencils (**mechanical pencils, ink pens, highlighters, crayons, colored pencils, markers, correction fluid, etc., are NOT permitted**)
- Students do not talk to other students or make any disturbance
- Students have signed below the Testing Rules Acknowledgment in their test and answer books or on their planning sheets
- Students are working independently
- Students who use their planning sheets allow themselves enough time to enter their responses in the test

Students may use the planning sheet as work space to take notes and plan their responses. Students taking paper-based tests may underline and/or circle words or phrases, etc., in the passages and prompt.

While you may encourage students to continue working, you may NOT talk with them about the test content or help them with their responses. Any desktop-viewing programs or similar software that would enable you to view or record test content and student responses must be turned off during testing. If students finish the test before the allotted time has elapsed, you may encourage them to go back and check their work; however, you may not discuss test content or responses with students, even after testing has been completed.

If a student's computer is disconnected from the test, contact the technology coordinator to help diagnose any technical issues or resume the student's test in TDS. Then assist the student with logging in again. Once a student logs back in to his or her test, you will need to approve the student again in TDS. **If a student still has difficulty logging in or gets kicked out of his or her test more than once, the student should not continue to attempt to log in until the issue is diagnosed and resolved.** Additional troubleshooting information is available in the portal.

You may not read or comment on student responses or help students plan what to write. Further, you may not read planning sheets or check through test and answer books, return them to students after they have been collected, or discuss test content, even after all test materials have been returned and testing has been completed.

Script for Administering the Paper-Based Grades 4–7 FSA ELA Writing Component Test (Grades 8–11 Paper-Based Accommodations)

**90 Minutes
(+30 Minutes if needed)**

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

If you are administering a test to students using large print or one-item-per-page accommodations, use this script along with the additional instructions provided in Appendix A. A modified script for students using braille versions of the test is provided with the braille test materials and is also available in the portal.

Remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents 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. **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, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks.** If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- When reading the following script, please note that optional words are italicized and in parentheses.

Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, and that you have all test materials needed for this test session (see pages 13–14).
2. Display the district name, school name, and the four-digit test group code assigned by your school assessment coordinator.

3. Ensure you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.
4. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are provided in Appendix D.)
5. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
6. Ensure that each student has a No. 2 pencil.
7. Provide each student with a planning sheet.

SAY	<p>Today, you are going to take the Florida Standards Assessments Grade __ English Language Arts Writing Component Test. Remove all materials from your desk except your No. 2 pencil and your planning sheet.</p> <p>You will have 90 minutes to complete this test. However, if you need additional time, you will be allowed to have an additional 30 minutes to finish writing your response.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time including individual breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school's procedures regarding electronic devices. At this time, silence your own electronic devices.

Distribute the FSA ELA Writing Component test and answer books.

Follow the instructions in Option A or Option B, depending on whether test and answer books have been preidentified.

Option A

If you are distributing test and answer books with PreID labels already affixed, or if the student grid sheets have already been gridded, ensure that each student receives the preidentified book with his or her name on it.

SAY	Make sure that you have the test and answer book with your name on it.
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OR

Option B

If you are distributing test and answer books that are not preidentified, distribute them in the order in which they are packaged.

Contact your school assessment coordinator if you have preidentified books that do not belong to students testing in your room or if you need extra test and answer books. Update your record of required administration information as necessary.

After distributing books according to Option A OR Option B,

SAY	<p>The only things on your desk should be your No. 2 pencil, your Writing Planning Sheet, and your FSA ELA Writing Test and Answer Book. Do not open your book.</p> <p>Turn your test and answer book so that the box for student name, school name, and district name appears in the upper right corner of the grid sheet. Print your first and last names next to Student Name.</p> <p>Print ____ (name of the school) next to School Name.</p> <p>Print ____ (name of the district) next to District Name.</p> <p>Turn your test and answer book over. On the back cover, write the test group code ____ in the boxes. Grid the corresponding bubbles. (<i>Pause.</i>) Now turn your test and answer book back over.</p>
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The box in the upper right corner of the student grid sheet must be completed by each student, even when a student PreID label is affixed or student demographic information has already been gridded by school personnel.

If school personnel have not already gridded or verified student information prior to testing, read the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 54–55 or the *Script for Verifying a Preidentified Label* on pages 56–57 before reading the remainder of this script.

After reading the *Script for Gridding a Non-Preidentified Student Grid Sheet* or the *Script for Verifying a Preidentified Label*, OR if school personnel have already verified student information,

SAY	Find the plastic pull tab on the right side of your book. Gently pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the plastic seal.
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book from your school assessment coordinator and record the new security number with your required administration information.

SAY	<p>Next, open your test and answer book to page 2. Check each page through the end of the book to see that all pages are in order and that there aren't any missing or upside-down pages. Do not read any of the test content at this time.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
-----	--

Wait until all students finish. If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your record of required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, school name, and district name in the box in the upper right corner on the front cover of the replacement book, and notify your school assessment coordinator. Set the defective book aside and return it with all other NOT TO BE SCORED materials.

Now, hold up a sample planning sheet with the lined side facing the students.

SAY	<p>Now, look at your planning sheet. Print your name in the upper right corner. You may use the front and back of this planning sheet to jot down ideas, plan, and organize (<i>prewrite, cluster, map, or web</i>) what you'll write. It is important to use the planning sheet to plan what you will write, but make sure that you allow enough time to complete your response in your test and answer book. The writing on your planning sheet will NOT be scored. Only the response you enter in your test and answer book will be scored.</p> <p>Now, open your test and answer book to page 2 again and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not</p> <ul style="list-style-type: none"> ▪ talk to other students or make any disturbance ▪ look at another student's test and answer book or planning sheet ▪ allow another student to look at your test and answer book or planning sheet ▪ ask for help responding to the writing prompt ▪ give help to another student in responding to the writing prompt ▪ have notes or scratch paper other than your planning sheet ▪ have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them ▪ fail to follow any other instructions given <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write your response in English. Responses written in languages other than English will not be scored.</p> <p>You may NOT use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. Place your planning sheet inside your test and answer book and close your test and answer book before you leave. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>You have 90 minutes to complete this test, and you will be permitted to continue working for 30 additional minutes if you need extra time. I'll let you know when there are 10 minutes left in the 90-minute test session. Now, open your test and answer book and begin working.</p>
-----	--

Complete the following:

STARTING time: _____

Add 80 minutes: +80 minutes

Time for 10 minute reminder: _____

Add 10 minutes: +10 minutes

STOPPING time: _____

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students AT ALL TIMES.

Ensure that students who use their planning sheets allow enough time to enter their responses completely in the test. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content and planning sheets before, during, and after the test.

After 80 minutes from the STARTING time,

SAY	There are 10 minutes left in the 90-minute test session.
-----	--

After 10 more minutes,

SAY	STOP. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Raise your hand if you would like additional time to complete your response. Please sit quietly and do not continue working during this time.
	If you have finished working, I will collect your test and answer book and planning sheet now.

Based on instructions from your school assessment coordinator, either dismiss students who have finished testing, OR move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location and ensure that students using extra time are allowed the correct amount of time (30 minutes) to complete the test. Students who will continue testing should keep their test and answer books closed.

Once students are ready to continue working,

SAY	Now we will continue testing. You have 30 minutes to continue working. I'll let you know when you have 10 minutes left so that you can review and edit your writing, if necessary. Now, open your test and answer book and continue working.
-----	--

After 20 minutes,

SAY	You have 10 minutes to finish writing your response and to review it.
-----	---

After 10 minutes,

SAY	STOP. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book.
-----	--

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and planning sheet, and indicate on your record of required administration information that each test and answer book has been returned.
2. Keep planning sheets in a separate stack and, if necessary, remove any stray planning sheets from test and answer books.
3. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
4. Ensure that the box at the upper right corner of the student grid sheet has been completed by each student and that the gridded or preidentified information is accurate and complete.
5. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the following accommodations codes to record this information:

For ESE/504 students:

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

For ELL students:

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

6. Return materials to your school assessment coordinator as instructed on page 58.

Script for Administering the Computer-Based Grades 8–11 FSA ELA Writing Component Test

**90 Minutes
(+30 Minutes if needed)**

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications. If you are administering an accommodated computer-based form (masking, text-to-speech), use the script located in the FSA Portal.

Remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents 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. **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, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks.** If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing a student’s test. If a student is paused in TDS, the student must log back in and be approved in TDS before he or she can continue testing.
- **If a student has difficulty logging in or gets kicked out of his or her test more than once, do not have the student continue to attempt to log in until the issue is diagnosed and resolved.**
- When reading the following script, please note that optional words are italicized and in parentheses.

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://FSAssessments.org/student-comment-form/>.

Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and pausing tests.
5. Ensure that all software applications, including Internet browsers other than the secure browser, are closed on all computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session.
7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students testing in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Ensure that each student has a pen or pencil.
9. Provide each student with a planning sheet. Ensure you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.

Create a Test Session

- Go to the FSA Portal, click the “Test Administrator” icon, and then click the “Test Administration” icon.
- Log in to the Test Administrator Interface with your username and password.
- Select the test you will be administering, and then click “Start Session.”
- Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of TDS after 90 minutes of test administrator **and** student inactivity. **If you navigate away from the Test Administrator Interface page or are logged out, the session will close and all in-progress tests in the session will be paused. You will need to log back in to the Test Administrator Interface, create a new session, and approve students to resume their tests once they have logged back in.** A session will remain active if students are waiting for approval, if students are actively taking the test, or if the Test Administrator is actively interacting with the Test Administrator Interface.

SAY	<p>Today, you are going to take the Florida Standards Assessments Grade ____ English Language Arts Writing Component Test. Remove all materials from your desk except your pen or pencil and your planning sheet.</p> <p>You will have 90 minutes to complete this test. However, if you need additional time, you may have an additional 30 minutes to finish writing your response.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session including individual breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

Now, hold up a sample planning sheet.

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

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

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

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

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

Distribute the test tickets.

SAY	<p>Look closely at your test ticket and make sure it has your name, date of birth, and ID number on it.</p> <p>Do NOT sign in before I instruct you to do so.</p> <p>Raise your hand if you do not have the correct ticket.</p>
-----	---

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see the test you are going to take today: the Grade ____ FSA English Language Arts Writing Component. Click the green arrow for this test to proceed. Now, sit quietly while I approve your tests.
-----	---

In the Test Administrator Interface, select the “Approvals (#)” button to review the list of students ready to begin testing.

Review test settings: To view a student’s online test settings or accommodations, click the corresponding “See Details” button. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings.

Once you ensure that all students have logged in correctly, approve students to test by selecting “Approve All Students.”

SAY	Now, you should see a screen that says “Is This Your Test?” Verify that the screen displays the correct test, but do NOT click “Yes, Start My Test” until I tell you to do so. This screen also allows you to choose the print size and background color for your test. If you would like to change your print size and background color selections, do so now. If you have any questions, raise your hand.
-----	--

If a student is in the wrong test, have the student select “No” on the screen, log in again and make adjustments, and approve that student’s test again. Ensure the correct information displays for that student on the “Is This Your Test?” screen.

SAY	<p>Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not</p> <ul style="list-style-type: none"> ▪ talk to other students or make any disturbance ▪ look at another student’s computer or device screen or planning sheet ▪ allow another student to look at your computer or device screen or planning sheet ▪ ask for help responding to the writing prompt ▪ give help to another student in responding to the writing prompt ▪ have notes or scratch paper other than your planning sheet ▪ have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them ▪ fail to follow any other instructions given <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write a response in English. Responses written in languages other than English will not be scored.</p> <p>You may NOT use a dictionary. If you aren’t sure how to spell a word, spell it the best way you can.</p>
-----	---

SAY	<p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your planning sheet and test ticket (<i>and passage booklet</i>) before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.</p> <p>Now, click “Yes, Start My Test.” Now you will see a “Test Instructions and Help” screen. Do not click “Begin Test Now” until I instruct you to do so.</p> <p>Take a moment to review the “Test Instructions and Help.” These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do NOT begin your test at this time.</p>
-----	---

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

If you have students with Writing Passage Booklets:

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

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

SAY	<p>Remember, you have 90 minutes to complete this test session, and you will be permitted to continue working for up to 30 additional minutes if you need extra time. I’ll let you know you when there are 10 minutes left in the 90-minute session. Now, click “Begin Test Now,” and begin working.</p>
-----	--

Complete the following:

STARTING time: _____
 Add 80 minutes: +80 minutes
 Time for 10 minute reminder: _____
 Add 10 minutes: +10 minutes
 STOPPING time: _____

Display the STARTING and STOPPING times for students.

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

Ensure that students who use their planning sheets allow enough time to enter their responses completely in the test. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content and planning sheets before, during, and after the test.

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

After 80 minutes from the STARTING time,

SAY	There are 10 minutes left in the 90-minute test session.
-----	--

After 10 more minutes,

SAY	<p>STOP. Raise your hand if you would like additional time to work on your response. Please sit quietly and do not continue working during this time.</p> <p>If you have finished working, click the button that says “End Test Now” and follow the instructions on the screen to submit your test. I will collect your planning sheet and test ticket (<i>and passage booklet</i>) and provide you with instructions for accessing the comment form. Please complete the comment form and submit it as instructed.</p>
-----	---

Students will be returned to the login screen once they submit their tests. Collect planning sheets and test tickets (and passage booklets, if applicable) from students who are finished and assist them with accessing the comment form available at <http://FSAssessments.org/student-comment-form>.

Based on instructions from your school assessment coordinator, either dismiss students who have finished testing, OR pause the test in the Test Administrator Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the Test Administrator Interface, and ensure that students using extra time are allowed the correct amount of time (30 minutes) to complete the test.

Once the remaining students are ready to continue working,

SAY	Now, we will continue testing. You have 30 minutes to continue working. I’ll let you know when you have 10 minutes left so that you can review and edit your writing, if necessary.
-----	---

After 20 minutes,

SAY	You have 10 minutes to finish your writing and to review it.
-----	--

After 10 minutes,

SAY	STOP. Click the button that says “End Test Now” and follow the instructions on the screen to submit your test.
	I will collect your planning sheet and test ticket (<i>and passage booklet</i>) and provide you with instructions for accessing the comment form. Please complete the comment form and submit it as instructed.

Students will be returned to the login screen once they submit their tests. Collect student planning sheets and assist students with accessing the comment form available at <http://FSAssessments.org/student-comment-form>.

Once all students have submitted their tests, end the test session by immediately clicking “Stop Session” in the Test Administrator Interface. This will pause any remaining tests, so only select “Stop Session” after all students have submitted their tests. Then log out of the Test Administrator Interface by clicking “Log Out” in the upper right corner of the screen.

Complete the following steps:

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

For ESE/504 students:

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

For ELL students:

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

4. Return materials to your school assessment coordinator as instructed on page 58.

Script for Gridding a Non-Preidentified Student Grid Sheet

Do not read this script if school personnel have already gridded the student information prior to testing.

SAY	<p>Now, you'll be completing information on the front of your test and answer book. It is very important that you record the information correctly. Listen carefully as I read the instructions and raise your hand if you have any questions. Mark only in the spaces that I tell you to mark.</p> <p>In the section labeled LAST NAME, print your last name. Starting at the left, print one letter of your name in each box. If your last name has more than twelve letters, print only the first twelve letters. If you don't need all the boxes, leave the last boxes blank. In the section labeled FIRST NAME, print each letter of your full, legal first name. Do not use a nickname. If your full, legal first name has more than eleven letters, print only the first eleven letters. In the box labeled M, print the first letter of your middle name. If you don't have a middle name, leave the box blank.</p> <p>Now, grid the corresponding bubble in the column below each letter of your full, legal name. If any box is empty, don't grid a bubble.</p> <p>Look at the SOCIAL SECURITY NUMBER OR FLORIDA STUDENT NUMBER box. If you have a Social Security Number, write the nine-digit number followed by an X in the boxes. If you don't have a Social Security Number, write your ten-digit Florida Student Number in the boxes. Now, grid the corresponding bubble in the column below each box.</p>
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If a student does not know his or her Social Security Number or Florida Student Number, instruct the student to leave this field blank. After testing, fill in the correct number before returning materials to your school assessment coordinator.

SAY	<p>In the box labeled DATE OF BIRTH, grid the bubble for the month you were born, and write in the two-digit day and the last two digits of the year you were born. If the day you were born is a one-digit number, put a zero in the first box and the number in the second box. Now, grid the corresponding bubble in the column below each box.</p> <p>In the box labeled GENDER, grid Female if you are a female (<i>girl</i>), or Male if you are a male (<i>boy</i>).</p> <p>In the ETHNICITY section, grid Y for Yes if you are Hispanic or Latino; grid N for No if you are not.</p>
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SAY	<p>Now, grid Y for Yes or N for No for each RACE category. You may grid Y for more than one of these categories:</p> <ul style="list-style-type: none"> ▪ American Indian or Alaska Native ▪ Asian ▪ Black or African American ▪ Native Hawaiian or Other Pacific Islander ▪ White
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If a student has difficulty determining his or her ethnicity, you may read the following definition of **Hispanic/Latino**:

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.”

If a student has difficulty determining his or her racial category, you may read the following definitions:

American Indian or Alaska Native

A person having origins in any of the original peoples of North America and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American

A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

SAY	<p>Do not grid any other bubbles on your test and answer book.</p> <p>Please raise your hand if you have any questions.</p>
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After answering all questions, return to the appropriate administration script.

Script for Verifying a Preidentified Label

Do not read this script if school personnel have already verified the student information prior to testing.

Display the district number and school number where they are visible to all students.

Because the complete Social Security Number is not printed on student labels, school personnel must use the student PreID Roster to verify the complete number before testing begins. The following instructions apply to all other information on preidentified test and answer books.

If students report any incorrect information, record this information and provide it to your school assessment coordinator after testing. Students should still use the test and answer books.

SAY	<p>Now you'll be checking the PreID Label on the front of your test and answer book. It is very important that you review the information carefully. Listen as I read the instructions and raise your hand if you have any questions.</p> <p>If any of the following information is INCORRECT, please let me know; however, you will still use the test and answer book for this administration.</p> <p>Turn your book so the label is in the upper right corner of the grid sheet.</p> <p>Your name must be spelled correctly on the label.</p> <p>Your ID is the last four digits of your nine-digit Social Security Number followed by an X OR your ten-digit Florida Student Number. Your Social Security Number has already been verified by school personnel. If your Florida Student Number is printed on the label, verify this information.</p> <p>Your district and school (DIST/SCH) numbers must match the information I have displayed for you.</p> <p>Your current grade level should appear next to the letters GRD.</p> <p>For your gender (GEN), F is used if you're a female (<i>girl</i>), and M is used if you're a male (<i>boy</i>).</p> <p>DOB stands for date of birth. Verify that the correct month, day, and year are printed here.</p> <p>The next information we will check is ETHNICITY. If you are Hispanic or Latino, there is a Y for Yes next to Hisp/Latino on the label. If you are not, there is an N for No.</p> <p>Now we will check the information printed for RACE. Next to Race on the label, one or more of the following letters are printed to reflect your racial category or categories:</p>
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	<ul style="list-style-type: none"> • I is for American Indian or Alaska Native • A is for Asian • B is for Black or African American • P is for Native Hawaiian or Other Pacific Islander • W is for White <p>Verify the information printed next to Hisp/Latino and Race.</p> <p>If any information is incorrect or if you have any questions, please raise your hand.</p>
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If a student has difficulty determining his or her ethnicity, you may read the following definition of **Hispanic/Latino**:

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.”

If a student has difficulty determining his or her racial category, you may read the following definitions:

American Indian or Alaska Native (shown as **I** on label)—A person having origins in any of the original peoples of North America and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian (shown as **A** on label)—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American (shown as **B** on label)—A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander (shown as **P** on label)—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White (shown as **W** on label)—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

After answering all questions, return to the appropriate administration script. **If any incorrect information is reported, provide this information to your school assessment coordinator after testing.**

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 pages 29–30). Notify the school assessment coordinator immediately if any test and answer books, test tickets, passage booklets, or used Writing planning sheets are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Return the following materials to your school assessment coordinator:
 - Test administration manual
 - Security log
 - Seating chart
 - Test tickets
 - Required administration information
 - Used and unused planning sheets
 - Test and answer books
 - Writing Passage Booklets
 - Special document test materials (large print, braille, and one-item-per-page)

Comment Form

Go to the FSA Portal and complete the appropriate comment form. Information from this form will be summarized by the test contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to school/district procedures, please contact your school or district assessment coordinator.

School Assessment Coordinator Responsibilities Before Testing

Please use the *School Assessment Coordinator Checklist* before, during, and after testing. This checklist is available in the portal.

Prepare for CBT Administration

Work with your district assessment coordinator to ensure that all test administrators have active usernames and passwords to log in to TDS. Test administrators will need to access the Test Administrator Interface in TDS to administer tests. In addition, test administrators should access and become familiar with the *Test Administrator User Guide* (available in the portal) prior to testing and have access to it during testing.

Also, work with your district assessment coordinator to ensure that all students are uploaded into TIDE. Prior to testing, school and district assessment coordinators should verify that student eligibility is correct in TIDE, and that any accommodations or test settings are correct. To participate in a computer-based test, students must be listed as eligible for that test in TIDE.

After students have been added to TIDE, you will print test tickets to distribute to test administrators. Test tickets contain login information for students. Each student must have a test ticket to log into computer-based FSA assessments. Test tickets are generated in TIDE. See the *TIDE User Guide* for instructions on generating and printing test tickets.

Receive Materials

Writing planning sheets were included in your shipment of test administration manuals. Contact your district assessment coordinator if you need additional planning sheets.

You will receive the following materials for this administration, as applicable (may not be packaged in the order indicated):

School Boxes:

- School Assessment Coordinator Box (White)
 - School Cover Memo
 - School Packing List
 - School Box Range Sheet
 - School Security Checklist
 - PreID Rosters
 - PreID Labels
 - Blank PreID Labels
 - **Blue** or **Green** Labels (TO BE SCORED Regular Print Materials)

- **White** Labels (TO BE SCORED Large Print/One-Item-Per-Page Materials)
- **Pink** Labels (TO BE SCORED Braille Materials)
- **Yellow** Labels (NOT TO BE SCORED Materials)
- District/School Labels
- DO NOT PROCESS Labels
- Roll of Plastic Return Bags
- Test and Answer Books
- Writing Passage Booklets (CBT Accommodation)

Special Document Boxes:

- Large Print Kits
 - Special Document Cover Memo
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Large Print Planning Sheet
 - Large Print Test and Answer Book
- Braille Kits
 - Special Document Cover Memo
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Braille Script
 - Braille Notes
 - Braille Test Book
- One-Item-Per-Page Kits
 - Special Document Cover Memo
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - One-Item-Per-Page Test and Answer Book

Inventory the contents of boxes within 24 hours of receipt, and maintain an accurate *Test Materials Chain of Custody Form* at all times. Contact your district assessment coordinator immediately to report missing materials or to request additional materials.

Required Administration Information

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

- Students assigned to each testing room—provide Student Names and Student ID Numbers

- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Test group code (PBT) or Session ID (CBT, generated in TDS when test administrators create test sessions)
- Accommodations provided to students (see page 29–30)
- Accommodations used by students
- Grade level
- Signatures of test administrator and school assessment coordinator

Maintain a record of the security numbers of the test and answer books, and, if applicable, Writing Passage Booklets, you receive. File all required administration information for future reference.

Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing, as described on page 30 of this manual. Ensure that test administrators record all information indicated on pages 29–30 and that they create a new seating chart if the seating configuration changes during a test session. After testing, you must make copies of all seating charts, file the copies, and package the originals in the District Assessment Coordinator ONLY box.

Assign Proctors

Assign proctors to testing rooms according to the guidelines for proctors on pages 20–21, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly encourages use of proctors in ALL testing rooms.

Ensure Implementation of Accommodations

Appendix A provides information concerning allowable administration accommodations for students with disabilities and for ELLs. 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 administration dates. Make sure that test administrators are aware of and have made provisions for the exact accommodations needed for individual students to avoid test invalidations.

Meet with Technology Coordinator

It is important that technology coordinators understand their responsibilities before, during, and after this computer-based test administration. Review the instructions and information for technology coordinators (located in the portal), as well as all test administration and security policies and procedures included in this manual, with your technology coordinator and create a plan for handling issues during testing. Technology coordinators are required to sign the *Test Administration and Security Agreement*. The technology coordinator should also be involved in all planning meetings to provide input on logistics and resolve any network issues.

Provide Appropriate Test Settings and Prepare Computers/Devices

Tests should be administered in a room that has comfortable seating and good lighting. Make sure that testing rooms are adequately ventilated and free of distractions.

Sufficient workspace should be provided for students to use planning sheets and paper-based test materials, as applicable. Students must not be able to easily view other students' test materials, computer or device screens, or planning sheets. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens). Also, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks.

For more information, see the testing room requirements on pages 28–29 and the system specifications found in the portal.

Ensure that the technology coordinator has verified that all computers and devices meet the requirements needed to administer the computer-based tests, as indicated in the *System Requirements for Online Testing* document available in the portal, and have installed the correct secure browser.

Before each computer-based test session, test administrators should launch the secure browser on each computer or device.

Students Using Additional Time

All FSA ELA Writing Component Test sessions are 90 minutes, and students who need additional time to complete their responses may have an additional 30 minutes (for a total of 120 minutes). Students do not need an extended time accommodation indicated in an IEP or Section 504 plan to be given the additional 30 minutes.

Test administrators may dismiss all students who are finished at the end of the 90-minute test session and then continue the test session for students requiring the additional 30 minutes once those students have been dismissed, OR test administrators may move the students who require additional time to an alternate testing location at the end of the 90-minute test session. If students are moved to an alternate location, a new seating chart must be created, and test administrators must ensure students are given the correct amount of time to complete the session. For computer-based test sessions, students who are moved must be paused and then approved to test again once they have logged back in to the test in the new location. Make sure test administrators understand your instructions before testing.

Preparation and Training

You are responsible for training all test administrators and proctors, including non-school-based instructors (e.g., itinerant teachers). You must train several employees to act as possible alternates. In the absence of sufficiently trained administrators, postpone testing until trained personnel are available.

Be aware of the following policies, procedures, and instructions, and emphasize this information during training at your school:

- Test Administrators
 - ALL test administrators must be certified educators. Non-certified school personnel must NOT be allowed to serve as test administrators.
 - Test administrators must be familiar with all appropriate sections of this manual, as well as the *Test Administrator User Guide*.
 - Test administrators should refer to the *Test Administrator Checklist*, available in the portal, before, during, and after testing.
- Proctors
 - Non-certified school personnel and volunteers approved by the district may serve as proctors, according to the instructions on pages 20–21.
 - FDOE strongly encourages the use of proctors in testing rooms with 25 or fewer students (CBT) and 30 or fewer students (PBT) to help reduce testing irregularities and aid in investigations, if necessary.
 - To ensure test security, FDOE discourages testing students in large groups (e.g., in a cafeteria or auditorium); however, in the event that students are tested in a large group, the appropriate number of proctors MUST be present during the test session (see page 20).
- Electronic Devices and Breaks
 - Determine your school’s policy for the storage of electronic devices during testing. According to the administration script, before testing begins, test administrators ask students to raise their hands if they have any electronic devices with them. Direct test administrators on what to do if students have electronic devices in their possession before testing begins.
 - Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
 - Ensure that test administrators are aware of how to secure a student’s computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student’s computer or device screen. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved by the test administrator in TDS.
 - If students submit their tests before the end of the 90-minute test session, they may not continue to work on their computers or devices after completing the comment form (e.g., access the Internet, check email, log in to social media sites, access their personal electronic devices). Ensure that test administrators understand this policy.
- CBT Policies and Procedures

- Train test administrators on how to create, monitor, and close test sessions, as well as how to approve and pause student tests.
- Test administrators may be able to assist students with errors when logging in but should not try to resolve technical issues during testing. Determine and provide guidance on how test administrators can get assistance during testing, if necessary.
- Train test administrators on how to administer training tests at your school. Test administrators should access the training test to become familiar with the available tools prior to administering a training test and prior to test administration.
- In the test administration scripts, test administrators are instructed to contact you in the circumstances listed below. Provide instructions for how to handle these circumstances:
 - A student has not participated in a training test session.
 - A student has trouble logging in the first time or gets kicked out of his or her test more than once.
 - A student refuses to acknowledge the testing rules.
 - A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
 - A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).
- Student Comment Forms (CBT only)
 - Instruct school technology coordinators to bookmark or create shortcut icons for the student comment forms, and instruct test administrators on how to locate the bookmark or shortcut. FDOE and AIR collect and review data from the anonymous comment forms, so it is important that all students are encouraged to complete a form after testing.
- Test Security
 - Per Rule 6A-10.042, FAC, “Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.” This Rule encompasses any sharing or discussing of items, either in person or via electronic communication, such as texting, emailing, or posting to blogs or social media websites (Facebook, Twitter, Instagram, etc.).
 - Ensure that test administrators, proctors, and any other personnel involved in test administration sign a *Test Administration and Security Agreement* after training is complete. Also ensure that test administrators read and sign a *Test Administrator Prohibited Activities Agreement* (these may be copied together as one double-sided form). Collect and file the signed agreements.

Arrange CBT Training Test Sessions

Schedule and arrange training tests as described in this manual. Before a student can participate in this computer-based administration, the student must complete the appropriate training test to learn how to use the computer-based system. Instruct school personnel to make students aware that they can access training tests on their own any time prior to testing. The training tests and scripts for administering the training test are available in the portal.

Manage Student Information in TIDE

Please refer to the *TIDE User Guide* for information on managing student information in TIDE.

School Assessment Coordinator Responsibilities During Testing

Supervise Test Administration and Maintain Test Security

Provide test administrators with paper-based test materials (test and answer books, Writing Passage Booklets, special document test materials), as applicable, and with planning sheets and test tickets for students prior to testing.

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 technology issues. Make sure that Security Logs and seating charts are being completed properly and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during testing, students will not be able to continue testing. If the Internet connection is not restored in time for students to complete the test, the test administrator should contact you or the technology coordinator for assistance. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact the FSA Help Desk at 866-815-7246 and notify the district assessment office immediately.

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

Test administrators are instructed to contact you if a student does not sign below the Testing Rules Acknowledgment. Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student's refusal should be retained at the school.

Monitor Student Progress

Student progress and test completion rates can be monitored via the Online Reporting System (ORS). School assessment coordinators should use the Participation Reports feature of ORS to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *Online Reporting System User Guide*.

Supervise Make-Up Administrations

Ensure all test security and test administration policies and procedures are followed while conducting make-up tests. Be available to assist test administrators as needed during make-up administrations.

School Assessment Coordinator Responsibilities After Testing

Update Student Information

If student demographic information is discovered to be incorrect during testing, update that information in TIDE immediately following test administration. Instructions on updating student information are available in the *TIDE User Guide*.

Invalidate Tests

Review policies regarding test invalidation on pages 25–27. Grid the DNS bubble on any paper-based tests that are invalidated. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.

Test invalidations for CBT assessments are handled in TIDE. To invalidate a test, you will need the student’s ID Number and the reason for invalidation. You may also search by Session ID. Complete instructions on invalidating tests via TIDE are available in the *TIDE User Guide*.

Record Accommodations

Ensure all accommodations provided to and used by students are recorded on each record of required administration information, as applicable. This documentation may be necessary in the case of investigations regarding possible test irregularities.

Prepare Materials for Return

For instructions on preparing and packaging materials for return, please refer to the *2014–2015 FSA Paper-Based Materials Return Instructions*, which will be available at www.FSAssessments.org/resources prior to the test administration window. If you have questions about preparing materials for return, please contact your district assessment coordinator.

Comment Form

Go to the FSA Portal and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to district procedures, please contact your district assessment coordinator.

District Assessment Coordinator Responsibilities Before Testing

Please use the *District Assessment Coordinator Checklist* before, during, and after testing. This checklist is available in the portal.

Receive Materials

Do not distribute materials to schools any earlier than one week prior to testing. If you find it necessary to distribute materials to specific schools sooner than one week before testing, please contact the Bureau of K–12 Student Assessment with a list of schools for approval.

District materials will be packaged in separate boxes labeled with the district’s name. You can access your district packing list and copies of your school packing lists in the blue District Assessment Coordinator box or in TIDE. Review the packing lists to ensure that the correct materials were shipped for each participating school. After your shipment arrives, make sure that each school receives the range of boxes assigned. If boxes are missing, notify DRC at 866-815-7246. Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

Writing planning sheets were shipped with test administration manuals. Ensure all schools in your district have received an adequate supply of planning sheets.

You will receive the following materials for this administration, as applicable (may not be packaged in the order indicated):

School Boxes:

- School Assessment Coordinator Box (White)
 - School Cover Memo
 - School Packing List
 - School Box Range Sheet
 - School Security Checklist
 - PreID Rosters
 - PreID Labels
 - Blank PreID Labels
 - **Blue** or **Green** Labels (TO BE SCORED Regular Print Materials)
 - **White** Labels (TO BE SCORED Large Print/One-Item-Per-Page Materials)
 - **Pink** Labels (TO BE SCORED Braille Materials)
 - **Yellow** Labels (NOT TO BE SCORED Materials)
 - District/School Labels
 - DO NOT PROCESS Labels
 - Roll of Plastic Return Bags

- Test and Answer Books
- Writing Passage Booklets (CBT Accommodation)

Special Document Boxes:

- Large Print Kits
 - Special Document Cover Memo
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Large Print Planning Sheet
 - Large Print Test and Answer Book
- Braille Kits
 - Special Document Cover Memo
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Braille Script
 - Braille Notes
 - Braille Test Book
- One-Item-Per-Page Kits
 - Special Document Cover Memo
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - One-Item-Per-Page Test and Answer Book

District Boxes:

- District Assessment Coordinator Box (Blue)
 - District Cover Memo
 - District Packing List
 - School Packing Lists
 - School Box Range Sheet
 - District Security Checklist
 - **Blue** or **Green** Labels (TO BE SCORED Regular Print Materials)
 - **White** Labels (TO BE SCORED Large Print/One-Item-Per-Page Materials)
 - **Pink** Labels (TO BE SCORED Braille Materials)
 - **Yellow** Labels (NOT TO BE SCORED Materials)
 - UPS-RS Return Labels, if applicable
 - DO NOT PROCESS Labels
 - Blank PreID Labels
 - Roll of Plastic Return Bags
- Test and Answer Books

Required Administration Information

Communicate to school assessment coordinators the process for collecting the required administration information, which includes the following:

- Students assigned to the room—provide Student Names and Student ID Numbers
- Attendance information
- Grade level
- Accommodations provided to students (codes provided on pages 29–30)
- Accommodations used by students
- Test group code (PBT only) or Session ID (CBT only, generated in TDS when test administrators create test sessions)
- Signatures of test administrator and school assessment coordinator

It is your responsibility to decide how schools will collect the required administration information. You may:

- Instruct school assessment coordinators to copy and use the blank Administration Record/Security Checklist located in the portal.
- Determine your own method or allow school assessment coordinators to determine their own methods.

Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing. If the seating configuration changes during testing or students using extra time are moved to a new location to complete the test, a new seating chart must be created. After testing, school assessment coordinators must make copies of all seating charts, file the copies, and return the original charts in your District Assessment Coordinator ONLY box.

Create TIDE/TDS Accounts

The Bureau of K–12 Student Assessment will provide instructions for creating new accounts in TIDE.

User accounts are required for all school personnel who will be administering FSA assessments, as well as any personnel who will be updating student records or accessing student scores.

Further information regarding creating user accounts can be found in the *TIDE User Guide*, available in the portal.

Train School Assessment Coordinators and Technology Coordinators

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. Ensure that school assessment coordinators are aware of the policy that ALL test administrators must be certified educators. Non-certified school personnel and volunteers approved by the district may serve as proctors, according to the instructions on pages 20–21. Non-certified school personnel must NOT be allowed to serve as test administrators. Stress the importance of having staff available to assist test administrators with technology issues, if necessary. Also, stress the importance of school assessment coordinators training both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. Test security requires the use of trained administrators to minimize test irregularities and possible test invalidations.

TIDE user accounts should be created for school assessment coordinators, school technology coordinators, and district technology coordinators, using the instructions you received from FDOE.

Review the following procedures when training school assessment coordinators:

- Completing the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* (These security agreements may be copied together as single-page, double-sided forms and must be filed at the school.)
- Verifying student information in TIDE
- Adding new student information in TIDE
- Printing On-Demand PreID Labels in TIDE
- Printing test tickets in TIDE
- Administering training test sessions
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Recording the required administration information
- Completing Security Logs and seating charts with the required information (completed Security Logs and seating charts are copied and filed at the school and district levels.)
- Providing additional time (30 minutes) for students not finished at the end of the 90-minute test session (dismissing students who have finished or moving students who require extra time to an alternate location)
- Packaging materials in the District Assessment Coordinator ONLY box (see page 74)

User Guides and other training resources are available in the portal.

Ensure Implementation of Accommodations

Appendix A provides information concerning allowable administration accommodations for students with disabilities and for ELLs. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the test administration dates. To avoid potential test invalidations, ensure that accommodations are provided as indicated on student IEPs, Section 504 plans, and ELL plans. Documentation of accommodations provided to and used by students must be maintained at each school.

District Assessment Coordinator Responsibilities During Testing

Monitor Test Administration and Maintain Test Security

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

Test Status Monitoring

Student progress and test completion rates can be monitored via the Online Reporting System (ORS). District assessment coordinators may use the Participation Reports feature of ORS to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *Online Reporting System User Guide*.

Communicate with FDOE

Contact the Bureau of K–12 Student Assessment at 850-245-0513 if security breaches take place or if you need guidance when test invalidation is being considered.

If testing is interrupted due to a technical issue or technology failure, please report the issue to the Bureau of K–12 Student Assessment immediately.

District Assessment Coordinator Responsibilities After Testing

After testing, verify that school assessment coordinators have completed the following tasks:

- Filed the signed copies of the *Test Administration and Security Agreement* and *Test Administrator Prohibited Activities Agreement*
- Filed copies of the seating charts, Security Logs, and required administration information, and returned the originals along with all used Writing Planning Sheets, in the District Assessment Coordinator ONLY boxes

Invalidate Tests

Review policies regarding test invalidation on pages 25–27. Grid the DNS bubble on any paper-based tests that are invalidated. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.

Test invalidations for CBT assessments are handled in TIDE. To invalidate a test, you will need the student’s ID Number and the reason for invalidation. You may also search by Session ID. Complete instructions on invalidating tests via TIDE are available in the *TIDE User Guide*.

Prepare Paper-Based Test Materials for Return

For instructions on preparing boxes for return, please refer to the *2014–2015 FSA Paper-Based Materials Return Instructions*, available at www.FSAssessments.com/resources. If you have questions about preparing boxes for return, please contact the FSA Help Desk at 866-815-7246.

District Assessment Coordinator ONLY Boxes

1. If you instructed schools to return these boxes to you, open the boxes when you receive them and review the records of required administration information.
2. Verify that the Security Logs and seating charts were completed and file them.
3. Do not recycle or destroy used or unused planning sheets or test tickets until scores for this administration have been reported.
4. If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

Comment Form

Go to the FSA Portal and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor.

Appendix A: Accommodations

Overview

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

Accommodations for Students with Disabilities	
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Test Accommodations for Students with Disabilities (General Information)

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

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

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

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

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

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

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

Accommodations for Students with Disabilities

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

A. Flexible Presentation

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

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

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

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

B. Flexible Responding

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

C. Flexible Scheduling

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

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

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

D. Flexible Setting

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

E. Assistive Devices and Tools

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

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

Unique Accommodations

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

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

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

Accommodations for English Language Learners (ELLs)

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

A. Flexible Setting

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

B. Flexible Scheduling

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

C. Assistance in Heritage Language

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

D. Approved Dictionary

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

Large Print Test Administrator Instructions

These instructions serve as a guideline for administering the FSA ELA Writing Component Test to students who use large print materials. These instructions should be used with the *General Information* sections, *Test Administrator Responsibilities* sections, and the additional information on general test administration procedures and accommodations in this appendix.

Assemble Large Print Materials

Your school assessment coordinator will provide the materials needed to administer the test to students using large print materials. Read the following chart to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 28–33 for additional information.

Students using large print materials record their responses directly in the large print test and answer books. A regular print test and answer book is also included in each large print test materials kit. School/district personnel are responsible for preparing the grid sheet of the student’s regular print test and answer book so that the student’s response can be transcribed into the regular print document by the contractor. **School/district personnel should not transcribe student responses from the large print test and answer books into the regular print test and answer books, except when indicated for an accommodation.**

Large Print Test Materials
<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Regular Print FSA ELA Writing Component Test and Answer Book ▪ Special Document Return Envelope <p>Student</p> <ul style="list-style-type: none"> ▪ Large Print FSA ELA Writing Component Test and Answer Book ▪ Large Print Planning Sheet

Test Administration Manual

You are also responsible for reading the following sections of this manual prior to testing: *General Information*, *Test Administrator Responsibilities*, the appropriate appendices, and the administration script.

Large Print Script

You will use the paper-based test administration script provided in this manual to administer the Spring 2015 FSA ELA Writing Component Test to students using large print materials. No modifications to the paper-based test administration script are necessary.

Prepare Student Large Print Documents

To ensure that each student's test documents are processed correctly, ensure that the student name, school name, and district name are written on the front cover of the large print test and answer book.

The grid sheet on the front cover of each student's regular print test and answer book must also be completed. For information about completing the student grid sheet, see pages 54–55.

Distribute Large Print Materials

Refer to the chart on page 83 and to the *Test Administrator Responsibilities Before Testing* section on pages 28–33 to ensure that you have all necessary materials.

Large Print Student Responses

Students using large print materials will record their responses directly in the large print test and answer book. The contractor will transcribe the student's response from the large print test and answer book into the regular print test and answer book included in the student's return envelope. School/district personnel are responsible for preparing the grid sheet of the student's regular print test and answer book before placing it in the student's Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using large print materials to ensure that student responses to the Writing prompt are recorded clearly. For a student who cannot write legibly, you should record or transcribe the student's response into the regular print test and answer book provided for the student. If a student using large print materials provides verbal or signed responses, you will record the student's responses in the student's regular print test and answer book. Student responses are recorded or transcribed into regular print test and answer books for provision of these accommodations only. In these cases, include the student's large print test materials and the regular print test and answer book containing his or her response in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her response in a large print test and answer book), make sure that the student's response is in ONE document type. Place the TO BE SCORED document containing the student's response in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See page 79 for additional information on flexible responding accommodations.

Return Large Print Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 29–30).
2. Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
3. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using large print materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
4. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
5. Ensure that the student name, school name, and district name are written in the box on the front cover of each student’s large print test and answer book.
6. Ensure that the gridded or preidentified information on the front of each student’s regular print test and answer book is accurate and complete.
7. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
8. Ensure that student responses are written legibly. If student responses are not recorded clearly, they will not be scored.
9. Place each student’s test materials in the Special Document Return Envelope according to the chart below. **Do not place materials for more than one student in the same envelope.** Do NOT seal the envelope(s).

Return Large Print Test Materials
<ul style="list-style-type: none"> ▪ Large Print FSA ELA Writing Component Test and Answer Book AND ▪ Regular Print FSA ELA Writing Component Test and Answer Book

10. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
11. Return the completed Special Document Return Envelopes and all other materials (e.g., planning sheets) to your school assessment coordinator.
12. Go to the FSA Portal and complete the appropriate comment form. Information from this form will be summarized by the test contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to school/district procedures, please contact your school or district assessment coordinator.

Braille

Test Administrator Instructions

These instructions serve as a guideline for administering the FSA ELA Writing Component Test to students who use braille materials. These instructions should be used with the *General Information* sections, *Test Administrator Responsibilities* sections, and the additional information on general test administration procedures and accommodations in this appendix.

Assemble Braille Materials

Your school assessment coordinator will provide the materials needed to administer the test to students using braille materials. Read the following chart to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 28–33 for additional information.

Students using braille materials record their responses on braille paper. A regular print test and answer book is also included in each braille test materials kit. School/district personnel are responsible for preparing the grid sheet of the student’s regular print test and answer book so that the student’s response can be transcribed into the regular print document by the contractor.

School/district personnel should not transcribe student responses from the braille documents into the regular print test and answer books, except when indicated for an accommodation.

Braille Test Materials
<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Braille Script ▪ Braille Notes ▪ Regular Print FSA ELA Writing Component Test and Answer Book ▪ Special Document Return Envelope <p>Student</p> <ul style="list-style-type: none"> ▪ Braille FSA ELA Writing Component Test Book ▪ Braille Testing Rules Acknowledgment Sheet ▪ Braille Writing Sheets (four pages of blank braille paper) ▪ Braille Planning Sheets (four pages of blank braille paper)

Test Administration Manual

You are also responsible for reading the following sections of this manual prior to testing: *General Information*, *Test Administrator Responsibilities*, and the appropriate appendices.

Braille Script and Braille Notes

You will use the braille script provided with the braille test materials to administer the test to students using braille materials. The braille script is also available in the FSA Portal. It is important that you review the braille script BEFORE testing begins.

Braille notes are also included with the braille test materials and provide a page-by-page detailed list of the differences between the braille version and the regular print version of the test documents. **It is very important that you read the braille notes carefully before administering the test and that you use them, as appropriate, during the test administration.**

Prepare Student Braille Documents

To ensure that each student's test documents are processed correctly, ensure the student's first and last names, district name, and school name are included on the front cover of his or her braille test book. Make sure the student's first and last names, district name, school name, and grade level are included on each braille Writing sheet and on the Testing Rules Acknowledgment Sheet.

The grid sheet on the front cover of each student's regular print test and answer book must also be completed. For information about completing the student grid sheet, see pages 55–56.

Distribute Braille Materials

Refer to the chart on page 86 and to the *Test Administrator Responsibilities Before Testing* section on pages 28–33 to ensure that you have all necessary materials.

Braille Student Responses

Students who use braille materials will record their responses on braille Writing sheets (braille paper). The contractor will transcribe the student's response from the braille paper into the regular print test and answer book included in the student's return envelope. School/district personnel are responsible for preparing the grid sheet of the student's regular print test and answer book before placing it in the student's Special Document Return Envelope.

If a student using braille materials provides a verbal or signed response, you will record the student's response in the regular print test and answer book provided for the student. Include the student's braille test materials and the regular print test and answer book containing his or her response in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her response in a large print Writing folder), make sure that the student's response is in ONE answer document type. Place the TO BE SCORED document containing the student's response in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See page 79 for additional information on flexible responding accommodations.

Return Braille Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 29–30).
2. Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
3. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using braille materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
4. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
5. Ensure that the student name, school name, and district name are included on the front cover of each student's braille test book. Make sure that the student name, school name, district name, and grade level are included on each student's braille Writing sheets and Testing Rules Acknowledgment Sheet.
6. Ensure that the gridded or preidentified information on the front of each student's regular print test and answer book is accurate and complete.
7. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
8. Ensure that student responses are entered in the correct document type (i.e., on braille Writing sheets, or if recorded for the student, in a regular print test and answer book).
9. Place each student's test materials in the Special Document Return Envelope according to the chart below. **Do not place materials for more than one student in the same envelope.** Do NOT seal the envelope(s).

Return Braille Test Materials

- Braille Writing Sheets (containing the student response)
- Braille Testing Rules Acknowledgment Sheet
- Braille FSA ELA Writing Component Test Book
- AND
- Regular Print FSA ELA Writing Component Test and Answer Book

- 10.** Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
- 11.** Return the completed Special Document Return Envelopes and all other materials (e.g., unused braille paper) to your school assessment coordinator.
- 12.** Go to the FSA Portal and complete the appropriate comment form. Information from this form will be summarized by the test contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to school/district procedures, please contact your school or district assessment coordinator.

One-Item-Per-Page Test Administrator Instructions

These instructions serve as a guideline for administering the FSA ELA Writing Component Test to students who use one-item-per-page materials. These instructions should be used with the *General Information* sections, *Test Administrator Responsibilities* sections, and the additional information on general test administration procedures and accommodations in this appendix.

Assemble One-Item-Per-Page Materials

Your school assessment coordinator will provide the materials needed to administer the test to students using one-item-per-page materials. Read the following chart to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 28–33 for additional information.

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and answer books. A regular print test and answer book is also included in each one-item-per-page test materials kit. School/district personnel are responsible for preparing the grid sheet of the student’s regular print test and answer book and for transcribing the student’s response into the regular print document. **Student responses must be transcribed from the one-item-per-page test and answer book into the regular print test and answer book in order to be scored.**

One-Item-Per-Page Test Materials
<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Regular Print FSA ELA Writing Component Test and Answer Book ▪ Special Document Return Envelope <p>Student</p> <ul style="list-style-type: none"> ▪ One-Item-Per-Page FSA ELA Writing Component Test and Answer Book ▪ Planning Sheet

Test Administration Manual

You are also responsible for reading the following sections of this manual prior to testing: *General Information*, *Test Administrator Responsibilities*, the appropriate appendices, and the administration script.

One-Item-Per-Page Script

You will use the paper-based test administration script provided in this manual to administer the Spring FSA ELA Writing Component Test to students using one-item-per-page materials. Modifications to the paper-based script should be made as specified below.

- Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test and answer book. The box in the upper right corner of the title page must be completed by each student, and school/district staff will be responsible for completing the grid sheet on the front cover of each student’s regular print test and answer book.
- Omit instructions to grid the test group code. School staff should grid the appropriate test group code on the back of each student’s regular print test and answer book.
- Omit instructions to remove the seal. The one-item-per-page test and answer books do not contain seals.
- Omit instructions to check pages in the one-item-per-page test and answer book (if all pages of the test and answer book were checked prior to the test administration).
- Refer to or distribute the appropriate page(s) in the one-item-per-page test and answer book to students as the remaining directions in the scripts are read aloud.

Prepare Student One-Item-Per-Page Documents

To ensure that each student’s test documents are processed correctly, ensure that the student name, school name, and district name are written on the title page of the one-item-per-page test and answer book.

The grid sheet on the front cover of each student’s regular print test and answer book must also be completed. For information about completing the student grid sheet, see pages 54–55.

Distribute One-Item-Per-Page Materials

Refer to the chart on page 90 and to the *Test Administrator Responsibilities Before Testing* section on pages 28–33 to ensure that you have all necessary materials.

One-Item-Per-Page Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and answer book. School/district personnel **MUST** transcribe the student’s response from the one-item-per-page test and answer book into the regular print test and answer book provided for that student.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses to the Writing prompt are recorded clearly. For a student who cannot write legibly, you should record the student’s response in the regular print test and answer book provided for the student. If a student using one-item-per-page

materials provides a verbal or signed response, you will record the response in the student's regular print test and answer book. Include the one-item-per-page test and answer book and the regular print test and answer book in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her response in a one-item-per-page test and answer book), make sure that the student's response is in ONE document type. Place the TO BE SCORED document containing the student's response in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See page 79 for additional information on flexible responding accommodations.

Return One-Item-Per-Page Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 29–30).
2. Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
3. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using one-item-per-page materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
4. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
5. Ensure that the student name, school name, and district name are written in the box on the title page of each student's one-item-per-page test and answer book.
6. Ensure that the gridded or preidentified information on the front of each student's regular print test and answer book is accurate and complete.
7. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
8. Ensure that student responses are written legibly. If student responses are not recorded clearly, they will not be scored.
9. Place each student's test materials in the Special Document Return Envelope according to the chart on the next page. **Do not place materials for more than one student in the same envelope.** Do NOT seal the envelope(s).

Return One-Item-Per-Page Test Materials

- One-Item-Per-Page FSA ELA Writing Component Test and Answer Book
AND
- Regular Print FSA ELA Writing Component Test and Answer Book

- 10.** Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
- 11.** Return the completed Special Document Return Envelopes and all other materials (e.g., planning sheets) to your school assessment coordinator.
- 12.** Go to the FSA Portal and complete the appropriate comment form. Information from this form will be summarized by the test contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to school/district procedures, please contact your school or district assessment coordinator.

Appendix B: Customer Support

Questions related to 2014–2015 Florida Standards Assessments may be directed to the FSA Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

FSA Help Desk Contact Information

Toll-Free Phone Support: 866-815-7246

Email Support: fsahelpdesk@air.org

Emails to the Help Desk will be automatically logged and responded to within one working day (typically sooner). Urgent requests will be given priority. If you contact the Help Desk during testing, you will be asked to provide as much detail as possible about the problem you encountered.

Please provide the following information:

- Test Administrator name and IT/Network contact person and contact information
- Username(s) of affected student(s)
 - Do not send identifiable student information via email. Only the student’s Username may be emailed to the Help Desk. Student names and other secure student information may not be sent to the Help Desk via email.
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
 - Secure browser installation (to individual machines or network)
 - Wired or wireless Internet network setup

Supported Operating Systems

As a reminder, official technical support is provided only for the systems listed in the Systems Requirements document found in the portal.

Appendix C: Florida Test Security Statute and Rule

Florida Test Security Statute

1008.24 Test Administration and Security; Public Records Exemption

1. A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Fail to follow test administration directions specified in the test administration manuals; or
 - (g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.
2. Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.
3. A school district may contract with qualified contractors to administer and proctor statewide standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.
4.
 - (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.
 - (b) The identity of a school or postsecondary educational institution, personal identifying information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.
5. Exceptional students with disabilities, as defined in s. 1003.01(3), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

History.—s. 370, ch. 2002-387; s. 1, ch. 2009-143; s. 7, ch. 2013-225.

Florida State Board of Education Test Security Rule

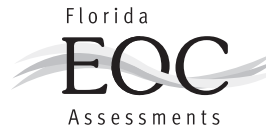
6A-10.042 Test Administration and Security

1. Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.
 - (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.
 - (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.
 - (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.
 - (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.
 - (e) Examinees shall not be given answer keys by any person.
 - (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.
 - (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.
 - (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.
2. Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:
 - (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.
 - (b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.
 - (c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.
 - (d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

- (e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.
 - (f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.
3. In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.
 4. Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.
 5. School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.
 - (a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.
 - (b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.
 - (c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.
 - (d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.
 - (e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.24 FS. Law Implemented 1003.49, 1008.24 FS. History—New 7-5-87, Amended 10-26-94, 11-3-13.

Appendix D: Forms and Signs



Test Administration and Security Agreement

Florida Department of Education Bureau of K-12 Student Assessment

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. The Florida Test Security Statute and State Board of Education Rule are located in the appendices of each test administration manual. Examples of prohibited activities are listed below:

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

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 each test administration manual.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test 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. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

I, _____, understand that I must receive adequate training regarding the administration of statewide assessments and read the information and instructions provided in all applicable sections of the relevant test administration manual(s), including the Florida Test Security Statute and State Board of Education Rule. I agree to follow all test administration and security procedures outlined in the manual(s), Statute, and Rule.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

School Name and Number

Print Name

Date

Signature

Test Administrator Prohibited Activities Agreement

It is important for you, as a test administrator of a statewide assessment, to know that the following activities are prohibited. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law. Please read the following list of prohibited activities and sign your name on the signature line at the bottom of this page indicating that you understand these actions and their consequences.

I understand that before testing I may not:

- Leave test materials unattended
- Remove test materials from the school's campus
- Open and check through test books
- Read test items
- Copy, photocopy, or photograph test content

I understand that during testing (including during breaks) I may not:

- Read test items or student responses as I monitor the room
- Assist students in answering test items
- Give students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
- Give students more time than is allotted for the session (unless a student has an extended time accommodation)
- Encourage students to finish early
- Display or fail to cover visual aids (e.g., word lists, multiplication tables) that may help students
- Use my cell phone, check email, grade papers, or engage in other activities that will result in my attention not being on students at all times
- Leave the room unattended for any period of time
- Allow students to talk or cause disturbances
- Allow students to use cell phones or other electronic devices, even if they have already submitted their tests
- Instruct students to test in a session other than the one designated for that day/allotted testing time (going on to Session 2 during Session 1, reviewing work in Session 1 during Session 2)
- Coach students during testing regarding test-taking strategies
- Administer the assessment to my family members

I understand that after testing I may not:

- Leave test materials unattended
- Remove test materials from the school's campus
- Read through student test documents
- Change student answers
- Discuss the content of the test with anyone, including students or other school personnel
- Reveal the content of the test via electronic communication, including but not limited to email, text, or post to social media sites (Facebook, Twitter, Instagram, etc.)

If you are administering a test to students with flexible responding or flexible presentation accommodations that require you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

I acknowledge the information above and will not engage in any of the prohibited activities on this page.

Signature: _____ Date: _____ Certification Number: _____

Return this agreement to your school assessment coordinator.



Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available at FSAssessments.org on the Resources page), but the content of this form may NOT be altered.

Contact your district assessment coordinator if you have any questions.

Your name (school assessment coordinator): _____

District name: _____

School name: _____

School number: _____

Location of locked storage room: _____

Names of people with access to locked storage room/location:

1. _____

2. _____

3. _____

Date and time materials arrived at the school: _____

Date and time shrink-wrapped test material packages are opened: _____

Packages opened by: _____

Date and time materials are prepared (PreID labels applied, etc.): _____

Materials prepared by: _____

Date and time materials are packaged for return: _____

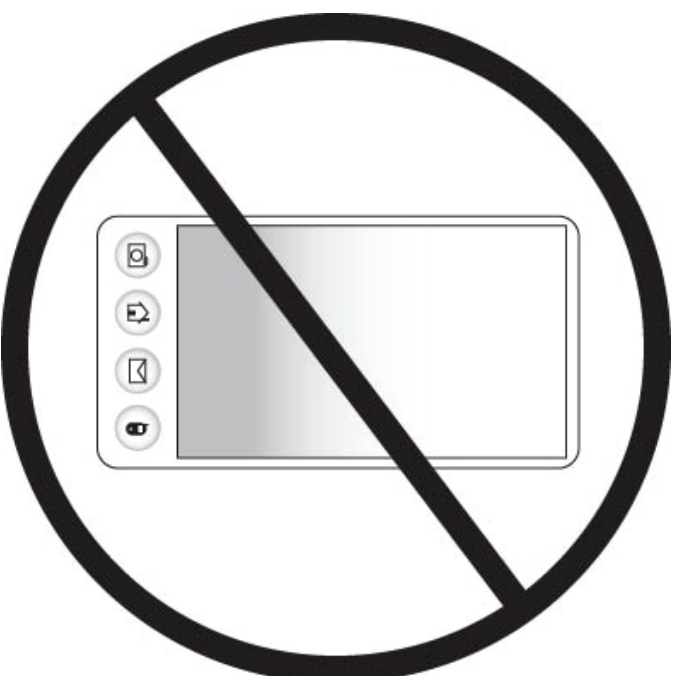
Materials packaged by: _____

Date and time materials are returned to the district: _____

TESTING

Please
Do Not Disturb

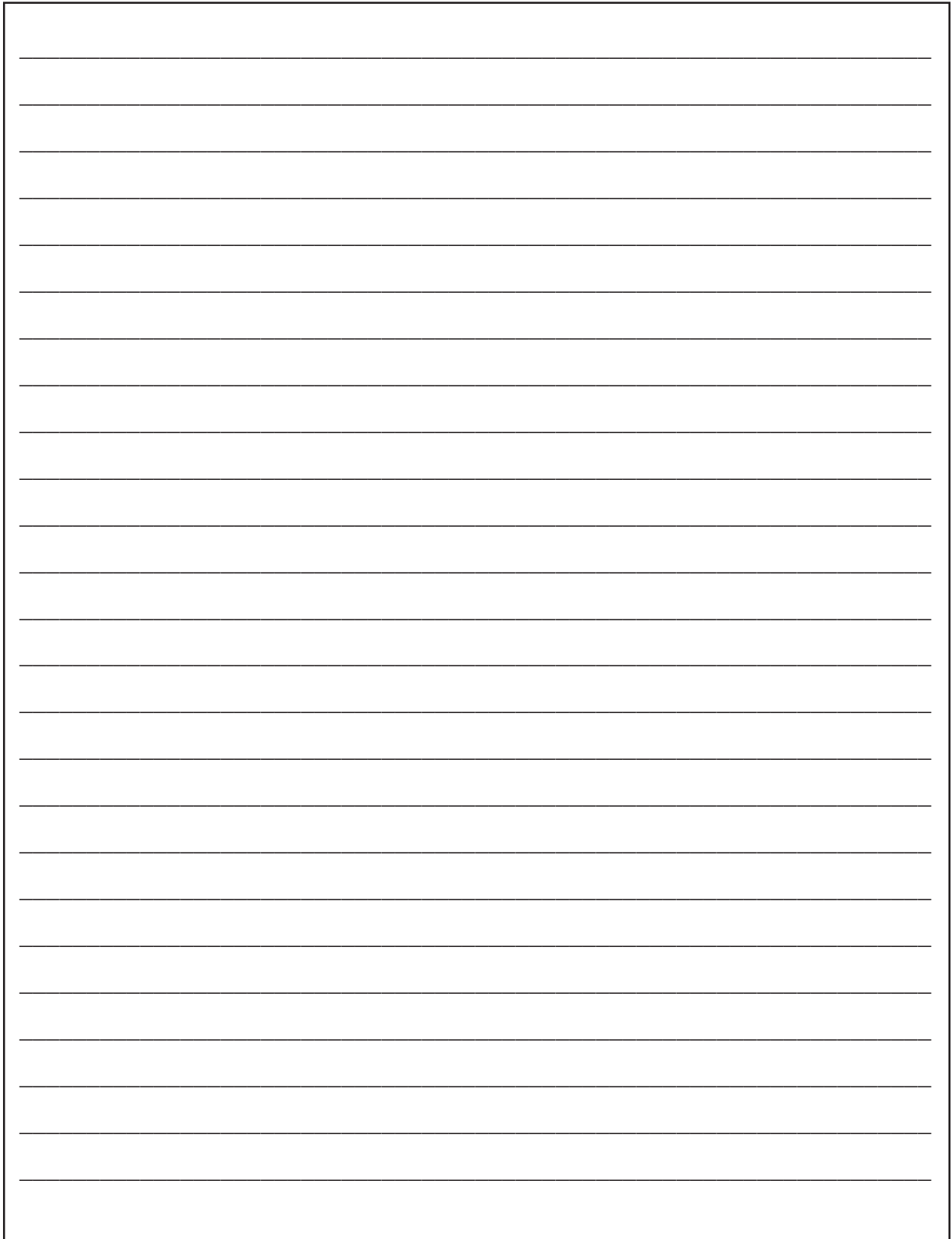
Electronic devices of any kind are NOT permitted during testing. Possession of such devices is cause for invalidation.



STUDENT NAME _____

PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

A large rectangular box with a black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

This sheet will NOT be scored.

Testing Rules Acknowledgment

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

Signature_____

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