



Spring 2015 Grades 3 & 4
ELA Reading and Mathematics
Manual for Test Administrators

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Introduction

This manual includes **scripts for administering Spring 2015 Grades 3 & 4 FSA ELA Reading and Mathematics tests**, as well as **test administrator responsibilities before, during, and after testing**. Test administrators must familiarize themselves with these instructions prior to test administration.

In addition, test administrators must familiarize themselves with all **test administration and test security policies and procedures**, as described in the *Spring 2015 FSA Computer-Based Test Administration Manual (Spring 2015 FSA CBT Manual)*, including the *General Information* sections and the Test Security Statute and Rule in Appendix C.

Test administrators who are administering grades 3 and 4 assessments to students using large print, braille, or one-item-per-page accommodations must refer to Appendix A of this document for the appropriate test administrator responsibilities for each special document type. Braille scripts are posted separately in the FSA Portal.

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.

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, such as posters showing word lists, mathematical charts, etc. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

Arrange the room so that each student will have enough workspace for test materials. There must be at least three feet between students. Make sure that students are not facing each other when seated at tables and are not in seating (stadium or staggered) that allows them to easily view other student's answers.

Outside each door to the testing room, post a sign that reads *TESTING—Please Do Not Disturb*. A sign is provided in the portal. Also display starting and stopping times as instructed in the test administration script.

Refer to the chart on page 10 of the Spring 2015 FSA CBT Manual for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with 30 or fewer 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
- 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

Test Administrator Responsibilities Before Testing

- Date
- Starting and stopping times
- Your name
- Names of proctors (if applicable)
- Test group code

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.

Assemble Materials

Manual for Test Administrators

You will need this manual to read the test administration scripts to students. You are responsible for reading the *Test Administrator Responsibilities* sections and the administration scripts BEFORE testing. In addition, you are responsible for reading the test administration and test security policies and procedures in the Spring 2015 FSA CBT Manual before testing.

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 tests to students using large print, braille, and one-item-per-page accommodations are provided in Appendix A.

Pencils

Ensure that students use No. 2 pencils to complete information on the student grid sheets, sign 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.

Watch or Clock

You will need a watch or clock to ensure that students are allowed the full amount of time indicated for each test session.

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. This document can be found in the portal.

Do Not Disturb Sign

Post a Do Not Disturb sign (available in the portal) at all entrances to the testing room prior to testing.

Electronic Devices Sign

Post the Electronic Devices sign (available in the portal) prior to testing where it will be visible to all students.

Receive Materials

Your school assessment coordinator will provide you with the materials needed to administer each test session. Secure materials should be delivered or picked up immediately before the beginning of each test session. Verify that you have all necessary materials before testing begins. Refer to the Special Documents Instructions section in Appendix A for materials needed to administer tests to students using large print, braille, and one-item-per-page documents.

Test and Answer Books

Your school assessment coordinator will provide you with the following materials, as appropriate for the test(s) you are administering:

- Grade 3 FSA ELA Reading Test and Answer Books
- Grade 3 FSA Mathematics Test and Answer Books
- Grade 4 FSA ELA Reading Test and Answer Books
- Grade 4 FSA Mathematics Test and Answer Books

For a list of test materials needed to administer accommodated paper-based tests to students requiring large print, braille, or one-item-per-page, see the appropriate section in Appendix A of this manual.

Directions for Completing Test Items

Your school assessment coordinator will provide you with copies of the following, as appropriate for the test(s) you are administering:

- *Directions for Completing Grades 3 & 4 FSA ELA Reading Items*
- *Directions for Completing Grades 3 & 4 FSA Mathematics Items*

The directions for each subject are printed on a single, double-sided page. Copies must be distributed to students before each test session, as indicated in the test administration scripts. Students may refer to these directions at any time during the test session.

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 testing days.
- **Leaving Campus**—If students leave campus before completing a session (for lunch, an appointment, or illness, etc.), they WILL NOT be allowed to complete the session. Students and parents/guardians should be 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 the make-up day.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they sign below the Testing Rules Acknowledgment reads, “After the test, you may not reveal details about the test items or passages with anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about test items 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 a test session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. 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 scripts VERBATIM to students. Please read the important information and adhere to the instructions between the SAY boxes as you read the scripts to students. You may make necessary modifications to the scripts 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.

The paper-based scripts in this manual, along with the instructions provided in Appendix A, should be used to administer tests to grades 3 and 4 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 and a copy of the *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* or the *Directions for Completing Grades 3 & 4 FSA Mathematics Items*, as applicable. Distribute test and answer books as instructed in the administration script. If test and answer books are preidentified, make sure each student receives the document with his or her name on it.

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 session, 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 read and sign below a Testing Rules Acknowledgment on the inside front cover of the test and answer book before testing begins. The Testing Rules 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. If a student in your testing room does not acknowledge the testing rules, contact your school assessment coordinator.

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.

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 9–14 of the Spring 2015 FSA CBT Manual and the Statute and Rule in Appendix C of the Spring 2015 FSA CBT Manual. Abide by the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

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 of all materials
- Students do not have books, notes, scratch paper, or electronic devices of any kind during testing, even if they do not use them
- Students do not talk to other students or make any disturbance
- Students have signed below the Testing Rules Acknowledgment
- Students are working independently
- Students are working in the correct session and recording their answers in the appropriate area
- Students are using No. 2 pencils (mechanical pencils, ink pens, highlighters, crayons, colored pencils, markers, correction fluid, etc. are NOT permitted)

Students are permitted to use the blank space in their test and answer books as workspace. Students may also underline and/or circle words, phrases, etc. in the passages or items; however, closely monitor students during testing to ensure that they do not make stray marks near the answer choice bubbles. Stray marks may interfere with the scanning of the document. For example, if a student draws a line or an X through an answer that he or she thinks is wrong and

the line extends into a bubble, the stray mark could be scored as the student's answer.

While you may encourage students to continue working, you may NOT talk with them about the items or passages or help them with their responses. If students finish the test before the allotted time has elapsed, you may encourage them to go back and check their work. You may not provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to review their responses on specific items. Further, you may not discuss test items, passages, or answers with students, even after testing has been completed.

If a student reports a test item that he or she thinks is defective, note the student's name, grade level, subject, form number, item number, and basic student concern (e.g., two possible answers, no correct answer); however, do not review the item on your own. Most concerns result from a student not reading an item carefully; therefore, encourage the student to reread the item. If the student still thinks that the item is defective, reassure the student that a flawed item will not be used to calculate student scores. The student should answer the item to the best of his or her ability and continue with the test. Once testing has ended, inform your school assessment coordinator of the concern.

If permitted by your school assessment coordinator, you may allow students to read after they have finished a session AND their test and answer books have been collected. Students are not permitted to have paper or to write after they have finished a session, even after their test materials have been collected. Test materials may not be returned to students once the materials have been collected.

Script for Administering Grade 3 ELA Reading

Session 1 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on page 4 and that you have all test materials needed for this test session.
2. Display the district name, school name, and four-digit Session 1 test group code for students.
3. Ensure that the Electronic Devices sign is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
4. Ensure that each student has a No. 2 pencil.
5. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids have been removed or covered.

6. Distribute copies of the *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* to all students.

SAY	<p>Today, you are going to take Session 1 of the Florida Standards Assessments Grade 3 ELA Reading test. Remove all materials from your desk except a No. 2 pencil and the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>.</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 during this test session, including 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 Grade 3 ELA Reading 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 the 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>Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>, and your FSA Grade 3 ELA Reading test and answer book should be the only things on your desk. Do not open your book.</p>
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	<p>Look at the front cover of your test and answer book. Locate the box for student name, school name, and district name. 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. Write the Session 1 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p>
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Make sure all students have turned back to the front cover of their test and answer books.

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 verified student information prior to testing, read the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 72–73 or the *Script for Verifying a Preidentified Label* on pages 74–75 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	Your test and answer book has two plastic pull tabs. Find the first plastic pull tab on the right side of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the tab. Do not break the second plastic tab.
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, obtain a replacement book from your school assessment coordinator and record the new security number with your required administration information.

SAY	Next, open your test and answer book to page 2. Check each page through page 32 to see that all page numbers are in order and that there aren't any missing or upside-down pages. Do not read any of the items or passages before the test begins. If you see any problems, raise your hand. If not, close the book and sit quietly.
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement

book, and notify your school assessment coordinator. Set the torn or defective book aside and return it with all other NOT TO BE SCORED materials.

SAY	<p>Now, open your 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"> ▪ go on to Session 2 ▪ talk to other students or make any disturbance ▪ look at another student’s test and answer book ▪ allow another student to look at your test and answer book ▪ ask for help answering test questions ▪ give help to another student in answering test questions ▪ have notes or scratch paper ▪ 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 test items 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 test items 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>You’ll have 80 minutes to complete Session 1 of the ELA Reading test. Now, look at Session 1 on page 3 in your test and answer book. The session number is at the top of each page. You may work only in Session 1.</p> <p>On page 3 you’ll see a Table of Contents with page numbers to help you find the articles, stories, or poems in Session 1. Now close your test and answer book.</p> <p>Now, look at the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>. Write your name and today’s date in the upper right corner. This is a two-sided page that you</p>
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	<p>may refer to at any time during this test session. Look at page one of the directions. Read silently as I read the directions aloud, and look at the examples for each item type.</p> <p>This test includes reading passages and several types of items. The types of items are described below. Be sure to read each item carefully to know how to enter your answer. You may refer to these descriptions and examples at any time during the test session.</p> <p>1) For multiple-choice items, choose the <u>best</u> answer from the answer choices, and fill in <u>one</u> bubble for the correct answer.</p> <p>Now take a moment to look at the example of a multiple-choice item. (<i>Pause.</i>)</p> <p>2) For multiselect items, choose <u>more than one</u> correct answer from the the answer choices, and fill in the bubbles for <u>more than one</u> correct answer. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>Now take a moment to look at the example of a multiselect item. (<i>Pause.</i>)</p> <p>3) For graphic response items, enter your response by drawing a line between matching words or phrases. Drawing lines is the correct way to enter your answer ONLY for the items that ask you to do this.</p> <p>Now take a moment to look at the example of a graphic response item. (<i>Pause.</i>) Now turn the directions over to page 2. Read silently as I read aloud, and look at the examples for each item type.</p> <p>4) For editing tasks, choose the correct word or phrase to fill in each blank in a passage. For each blank, fill in the bubble <u>before</u> the correct word or phrase. If you write your answer in the blank but do not fill in the bubble, your answer will not be scored.</p> <p>Now take a moment to look at the example of an editing task. (<i>Pause.</i>)</p> <p>5) For two-part items, enter your responses to two related questions. The two parts of the item may be either multiple-choice (one correct answer) or multiselect (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.</p> <p>Now take a moment to look at the example of a two-part item. (<i>Pause.</i>) Are there any questions about how to complete the items?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none"> ▪ Do not go on to Session 2. ▪ Mark your answers directly in your test and answer book. ▪ Read each item carefully so you'll understand how to respond correctly. Refer to the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> at any time during this test session.
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	<ul style="list-style-type: none"> ▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. ▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>Now, turn to page 32 and look at the STOP sign. When you come to this STOP sign on page 32, you have finished Session 1. It is very important that you do not go on to Session 2. If you complete Session 1 before time is called, go back and check your work. Now close your book.</p> <p>Please raise your hand if you have any questions</p>
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Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions.
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Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 1, and we will take a short stretch break after 40 minutes of testing. Turn to page 4 in your test and answer book and begin working.
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Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I'll let you know when you have 10 minutes left. Open your test and answer book and find the place where you left off. You may now continue working.
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After 30 minutes,

SAY	You have 10 minutes to complete Session 1. Remember, do not go on to Session 2.
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After 10 more minutes,

SAY	STOP. Put your pencil down, place your <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> inside your test and answer book, and close your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering Grade 3 ELA Reading

Session 2 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Collect all test materials from your school assessment coordinator. Verify that you have all materials you were assigned, as well as the Session 2 test group code.
2. Ensure that the Electronic Devices sign is posted where it is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
3. Ensure that each student has a No. 2 pencil.
4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids have been removed or covered.

SAY	Today, you are going to take Session 2 of the Florida Standards Assessments Grade 3 ELA Reading test. If you have not taken Session 1 of the Grade 3 ELA Reading test, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	<p>Remove all materials from your desk except a No. 2 pencil.</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 during this test session, including 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 Grade 3 ELA Reading test and answer books and *Directions for Completing Grades 3 & 4 FSA ELA Reading Items*. Each student should receive the test and answer book and copy of the directions with his or her name on them.

Contact your school assessment coordinator if you have books that do not belong to students testing in your room or if any books are missing.

SAY	<p>Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>, and your FSA Grade 3 ELA Reading test and answer book should be the only things on your desk. Make sure you have the test and answer book and the directions with your name on them. You may not return to or change any answers from Session 1.</p> <p>Now, turn your test and answer book over. Write the Session 2 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p> <p>Find the remaining plastic pull tab sealing Session 2 of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the pull tab.</p>
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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 with the same form number from your school assessment coordinator and record the new security number with your required administration information. Notify your school assessment coordinator after testing. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to page 33. 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. Do not read any of the items or passages before the test begins.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement book. Set the torn or defective book aside and notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>You'll have 80 minutes to complete Session 2 of the ELA Reading test. Now, look at Session 2 on page 33 in your test and answer book. The session number is at the top of each page. You may work only in Session 2.</p> <p>On page 33 you'll see a Table of Contents with page numbers to help you find the articles, stories, or poems in Session 2. Now close your test and answer book.</p> <p>Remember that you may refer to the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> at any time during this test session. Take a moment to review these directions now. (<i>Pause.</i>) Are there any questions?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none">▪ Mark your answers directly in your test and answer book.▪ Read each item carefully so you'll understand how to respond correctly. Remember, you may refer to the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> at any time during this test session.▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p>
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You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.

Now, turn to page 65 and look at the STOP sign. When you come to this STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1. Now close your book.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment on page 2 of your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not

- work in Session 1
- talk to other students or make any disturbance
- look at another student’s test and answer book
- allow another student to look at your test and answer book
- ask for help answering test questions
- give help to another student in answering test questions
- have notes or scratch paper
- 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

After the test, you may not reveal details about the test items or passages to anyone. Remember, 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 test items or passages, your test will be invalidated.

Please raise your hand if you have any questions.

Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.
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OR

Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions.
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Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 2, and we will take a short stretch break after 40 minutes of testing. Turn to page 34 in your test and answer book and begin working.
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Complete the following:

STARTING time: _____

Add 40 minutes: + 40 minutes

Time to call a break: _____

TIME TESTING RESUMES: _____

Add 30 minutes: + 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.
	Open your test and answer book and find the place where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 2. Remember, do not go back to Session 1.
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After 10 more minutes,

SAY	STOP. Put your pencil down, close your test and answer book, and place your <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> on top of your book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. 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.
4. 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

5. Return all materials to your school assessment coordinator.

Script for Administering Grade 3 Mathematics

Session 1 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on page 4 and that you have all test materials needed for this test session.
2. Display the district name, school name, and four-digit Session 1 test group code for students.
3. Ensure that the Electronic Devices sign is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
4. Ensure that each student has a No. 2 pencil.
5. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids have been removed or covered.

- Distribute copies of the *Directions for Completing Grades 3 & 4 FSA Mathematics Items* to all students.

SAY	<p>Today, you are going to take Session 1 of the Florida Standards Assessments Grade 3 Mathematics test. Remove all materials from your desk except a No. 2 pencil and the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i>.</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 during this test session, including 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 Grade 3 Mathematics 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 the 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	Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> , and your FSA Grade 3 Mathematics test and answer book should be the only things on your desk. Do not open your book.
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	<p>Look at the front cover of your test and answer book. Locate the box for student name, school name, and district name. 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. Write the Session 1 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p>
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Make sure all students have turned back to the front cover of their test and answer books.

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 verified student information prior to testing, read the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 72–73 or the *Script for Verifying a Preidentified Label* on pages 74–75 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	Your test and answer book has two plastic pull tabs. Find the first plastic pull tab on the right side of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the tab. Do not break the second plastic tab.
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, 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 page 27 to see that all page numbers are in order and that there aren't any missing or upside-down pages. Do not read any of the items before the test begins.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement

book, and notify your school assessment coordinator. Set the torn or defective book aside and return it with all other NOT TO BE SCORED materials.

SAY	<p>Now, open your 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">▪ go on to Session 2▪ talk to other students or make any disturbance▪ look at another student’s test and answer book▪ allow another student to look at your test and answer book▪ ask for help answering test questions▪ give help to another student in answering test questions▪ have notes or scratch paper▪ 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 test items 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 test items, 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>You’ll have 80 minutes to complete Session 1 of the Mathematics test. Now, look at Session 1 on page 3 in your test and answer book. The session number is at the top of each page that follows. You may work only in Session 1. Now close your test and answer book.</p> <p>Now, look at the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i>. Write your name and today’s date in the upper right corner. This is a two-sided page that you may refer to at any time during this test session. Look at page one of the directions. Read silently as I read the directions aloud, and look at the examples for each item type.</p>
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	<p>This test includes several types of items. The types of items are described below. Be sure to read each item carefully to know how to enter your answer. You may refer to these descriptions and examples at any time during the test.</p> <p>1) For multiple-choice items, choose the <u>best</u> answer from the answer choices, and fill in <u>one</u> bubble for the correct answer.</p> <p>Now take a moment to look at the example of a multiple-choice item. (<i>Pause.</i>)</p> <p>2) For multiselect items, choose <u>more than one</u> correct answer from the answer choices, and fill in the bubbles for <u>more than one</u> correct answer. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>Now take a moment to look at the example of a multiselect item. (<i>Pause.</i>)</p> <p>3) For equation items, write your response in the box provided. Writing your response is the correct way to enter your answer ONLY for the items that tell you to do this.</p> <p>Now take a moment to look at the example of an equation item. (<i>Pause.</i>) Now turn to page 2 and read silently as I read aloud.</p> <p>Some equation items have two parts. For a two-part equation item like the one in Example B, be sure to enter your answer for each part of the item.</p> <p>Now take a moment to look at the example of a two-part equation item. (<i>Pause.</i>) Are there any questions about how to complete the items?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none"> ▪ Do not go on to Session 2. ▪ Mark your answers directly in your test and answer book. ▪ Read each item carefully so you'll understand how to respond correctly. You may refer to your <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> at any time during this test session. ▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. ▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as work space.</p>
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	<p>Now, turn to page 27 and look at the STOP sign. When you come to this STOP sign on page 27, you have finished Session 1. It is very important that you do not go on to Session 2. If you complete Session 1 before time is called, go back and check your work. Now close your book.</p> <p>Please raise your hand if you have any questions</p>
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Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 1, and we will take a short stretch break after 40 minutes of testing.
	Turn to page 4 in your test and answer book and begin working.

Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I'll let you know when you have 10 minutes left.
	Open your test and answer book and find the place where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 1. Remember, do not go on to Session 2.
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After 10 more minutes,

SAY	STOP. Put your pencil down, place your <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> inside your test and answer book, and close your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering Grade 3 Mathematics

Session 2 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Collect all test materials from your school assessment coordinator. Verify that you have all materials you were assigned, as well as the Session 2 test group code.
2. Ensure that the Electronic Devices sign is posted where it is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
3. Ensure that each student has a No. 2 pencil.
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids have been removed or covered.

SAY	Today, you are going to take Session 2 of the Florida Standards Assessments Grade 3 Mathematics test. If you have not taken Session 1 of the Grade 3 Mathematics test, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	<p>Remove all materials from your desk except a No. 2 pencil.</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 during this test session, including 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 Grade 3 Mathematics test and answer books and *Directions for Completing Grades 3 & 4 FSA Mathematics Items*. Each student should receive the test and answer book and copy of the directions with his or her name on them.

Contact your school assessment coordinator if you have books that do not belong to students testing in your room or if any books are missing.

SAY	<p>Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i>, and your FSA Grade 3 Mathematics test and answer book should be the only things on your desk. Make sure you have the test and answer book and the directions with your name on them. You may not return to or change any answers from Session 1.</p> <p>Now, turn your test and answer book over. Write the Session 2 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p> <p>Find the remaining plastic pull tab sealing Session 2 of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the pull tab.</p>
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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 with the same form number from your school assessment coordinator and record the new security number with your required administration information. Notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to page 29. 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. Do not read any of the items before the test begins.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement book. Set the torn or defective book aside and notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>You'll have 80 minutes to complete Session 2 of the Mathematics test. Now, look at Session 2 on page 29 in your test and answer book. The session number is at the top of each page that follows. You may work only in Session 2. Now close your test and answer book.</p> <p>Remember that you may refer to the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> at any time during this test session. Take a moment to review these directions now. (<i>Pause.</i>) Are there any questions?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none"> ▪ Mark your answers directly in your test and answer book. ▪ Read each item carefully so you'll understand how to respond correctly. Remember, you may refer to the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> at any time during this test session. ▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. ▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as workspace.</p>
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	<p>Now, turn to the STOP sign on page 55 of your test and answer book. When you come to this STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1. Now close your book.</p> <p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment on page 2 of your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not</p> <ul style="list-style-type: none">▪ work in Session 1▪ talk to other students or make any disturbance▪ look at another student’s test and answer book▪ allow another student to look at your test and answer book▪ ask for help answering test questions▪ give help to another student in answering test questions▪ have notes or scratch paper▪ 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 test items to anyone. Remember, 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 test items, your test will be invalidated.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 2, and we will take a short stretch break after 40 minutes of testing.
	Turn to page 30 in your test and answer book and begin working.

Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left. Open your test and answer book and find the place where you left off. You may now continue working.
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After 30 minutes,

SAY	You have 10 minutes to complete Session 2. Remember, do not go back to Session 1.
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After 10 more minutes,

SAY	STOP. Put your pencil down, close your test and answer book, and place your <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> on top of your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. 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.
4. 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

5. Return all materials to your school assessment coordinator.

Script for Administering Grade 4 ELA Reading

Session 1 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on page 4 and that you have all test materials needed for this test session.
2. Display the district name, school name, and four-digit Session 1 test group code for students.
3. Ensure that the Electronic Devices sign is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
4. Ensure that each student has a No. 2 pencil.
5. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids have been removed or covered.

6. Distribute copies of the *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* to all students.

SAY	<p>Today, you are going to take Session 1 of the Florida Standards Assessments Grade 4 ELA Reading test. Remove all materials from your desk except a No. 2 pencil and the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>.</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 during this test session, including 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 Grade 4 ELA Reading 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 the 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	Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> , and your FSA Grade 4 ELA Reading test and answer book should be the only things on your desk. Do not open your book.
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	<p>Look at the front cover of your test and answer book. Locate the box for student name, school name, and district name. 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. Write the Session 1 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p>
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Make sure all students have turned back to the front cover of their test and answer books.

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 verified student information prior to testing, read the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 72–73 or the *Script for Verifying a Preidentified Label* on pages 74–75 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	Your test and answer book has two plastic pull tabs. Find the first plastic pull tab on the right side of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the tab. Do not break the second plastic tab.
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, obtain a replacement book from your school assessment coordinator and record the new security number with your required administration information.

SAY	Next, open your test and answer book to page 2. Check each page through page 33 to see that all page numbers are in order and that there aren't any missing or upside-down pages. Do not read any of the items or passages before the test begins. If you see any problems, raise your hand. If not, close the book and sit quietly.
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement

book, and notify your school assessment coordinator. Set the torn or defective book aside and return it with all other NOT TO BE SCORED materials.

SAY	<p>Now, open your 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"> ▪ go on to Session 2 ▪ talk to other students or make any disturbance ▪ look at another student’s test and answer book ▪ allow another student to look at your test and answer book ▪ ask for help answering test questions ▪ give help to another student in answering test questions ▪ have notes or scratch paper ▪ 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 test items 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 test items 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>You’ll have 80 minutes to complete Session 1 of the ELA Reading test. Now, look at Session 1 on page 3 in your test and answer book. The session number is at the top of each page. You may work only in Session 1.</p> <p>On page 3 you’ll see a Table of Contents with page numbers to help you find the articles, stories, or poems in Session 1. Now close your test and answer book.</p> <p>Now, look at the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>. Write your name and today’s date in the upper right corner. This is a two-sided page that you</p>
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	<p>may refer to at any time during this test session. Look at page one of the directions. Read silently as I read the directions aloud, and look at the examples for each item type.</p> <p>This test includes reading passages and several types of items. The types of items are described below. Be sure to read each item carefully to know how to enter your answer. You may refer to these descriptions and examples at any time during the test session.</p> <p>1) For multiple-choice items, choose the <u>best</u> answer from the answer choices, and fill in <u>one</u> bubble for the correct answer.</p> <p>Now take a moment to look at the example of a multiple-choice item. (<i>Pause.</i>)</p> <p>2) For multiselect items, choose <u>more than one</u> correct answer from the the answer choices, and fill in the bubbles for <u>more than one</u> correct answer. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>Now take a moment to look at the example of a multiselect item. (<i>Pause.</i>)</p> <p>3) For graphic response items, enter your response by drawing a line between matching words or phrases. Drawing lines is the correct way to enter your answer ONLY for the items that ask you to do this.</p> <p>Now take a moment to look at the example of a graphic response item. (<i>Pause.</i>) Now turn the directions over to page 2. Read silently as I read aloud, and look at the examples for each item type.</p> <p>4) For editing tasks, choose the correct word or phrase to fill in each blank in a passage. For each blank, fill in the bubble <u>before</u> the correct word or phrase. If you write your answer in the blank but do not fill in the bubble, your answer will not be scored.</p> <p>Now take a moment to look at the example of an editing task. (<i>Pause.</i>)</p> <p>5) For two-part items, enter your responses to two related questions. The two parts of the item may be either multiple-choice (one correct answer) or multiselect (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.</p> <p>Now take a moment to look at the example of a two-part item. (<i>Pause.</i>) Are there any questions about how to complete the items?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none">▪ Do not go on to Session 2.▪ Mark your answers directly in your test and answer book.▪ Read each item carefully so you'll understand how to respond correctly. You may refer to the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> at any time during this test session.
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	<ul style="list-style-type: none"> ▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. ▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>Now, turn to page 33 and look at the STOP sign. When you come to this STOP sign on page 33, you have finished Session 1. It is very important that you do not go on to Session 2. If you complete Session 1 before time is called, go back and check your work. Now close your book.</p> <p>Please raise your hand if you have any questions</p>
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Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions.
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Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 1, and we will take a short stretch break after 40 minutes of testing. Turn to page 4 in your test and answer book and begin working.
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Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I'll let you know when you have 10 minutes left. Open your test and answer book and find the place where you left off. You may now continue working.
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After 30 minutes,

SAY	You have 10 minutes to complete Session 1. Remember, do not go on to Session 2.
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After 10 more minutes,

SAY	STOP. Put your pencil down, place your <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> inside your test and answer book, and close your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering Grade 4 ELA Reading

Session 2 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Collect all test materials from your school assessment coordinator. Verify that you have all materials you were assigned, as well as the Session 2 test group code.
2. Ensure that the Electronic Devices sign is posted where it is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
3. Ensure that each student has a No. 2 pencil.
4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids have been removed or covered.

SAY	Today, you are going to take Session 2 of the Florida Standards Assessments Grade 4 ELA Reading test. If you have not taken Session 1 of the Grade 4 ELA Reading test, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	<p>Remove all materials from your desk except a No. 2 pencil.</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 during this test session, including 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 Grade 4 ELA Reading test and answer books and *Directions for Completing Grades 3 & 4 FSA ELA Reading Items*. Each student should receive the test and answer book and copy of the directions with his or her name on them.

Contact your school assessment coordinator if you have books that do not belong to students testing in your room or if any books are missing.

SAY	<p>Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i>, and your FSA Grade 4 ELA Reading test and answer book should be the only things on your desk. Make sure you have the test and answer book and the directions with your name on them. You may not return to or change any answers from Session 1.</p> <p>Now, turn your test and answer book over. Write the Session 2 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p> <p>Find the remaining plastic pull tab sealing Session 2 of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the pull tab.</p>
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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 with the same form number from your school assessment coordinator and record the new security number with your required administration information. Notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	Next, open your test and answer book to page 35. Check each page through the end of the
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	<p>book to see that all page numbers are in order and that there aren't any missing or upside-down pages. Do not read any of the items or passages before the test begins.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement book. Set the torn or defective book aside and notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>You'll have 80 minutes to complete Session 2 of the ELA Reading test. Now, look at Session 2 on page 35 in your test and answer book. The session number is at the top of each page. You may work only in Session 2.</p> <p>On page 35 you'll see a Table of Contents with page numbers to help you find the articles, stories, or poems in Session 2. Now close your test and answer book.</p> <p>Remember that you may refer to the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> at any time during this test session. Take a moment to review these directions now. (<i>Pause.</i>) Are there any questions?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none">▪ Mark your answers directly in your test and answer book.▪ Read each item carefully so you'll understand how to respond correctly. Remember, you may refer to the <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> at any time during this test session.▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p>
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Now, turn to the STOP sign on page 71 of your test and answer book. When you come to this STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1. Now close your book.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment on page 2 of your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not

- work in Session 1
- talk to other students or make any disturbance
- look at another student’s test and answer book
- allow another student to look at your test and answer book
- ask for help answering test questions
- give help to another student in answering test questions
- have notes or scratch paper
- 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

After the test, you may not reveal details about the test items or passages to anyone. Remember, 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 test items or passages, your test will be invalidated.

Please raise your hand if you have any questions.

Answer all questions.

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

Option A

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.
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OR

Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions.
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Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 2, and we will take a short stretch break after 40 minutes of testing. Turn to page 36 in your test and answer book and begin working.
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Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.
	Open your test and answer book and find the place where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 2. Remember, do not go back to Session 1.
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After 10 more minutes,

SAY	STOP. Put your pencil down, close your test and answer book, and place your <i>Directions for Completing Grades 3 & 4 FSA ELA Reading Items</i> on top of your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and Directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. 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.
4. 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

5. Return all materials to your school assessment coordinator.

Script for Administering Grade 4 Mathematics

Session 1 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on page 4 and that you have all test materials needed for this test session.
2. Display the district name, school name, and four-digit Session 1 test group code for students.
3. Ensure that the Electronic Devices sign is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
4. Ensure that each student has a No. 2 pencil.
5. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids have been removed or covered.

- Distribute copies of the *Directions for Completing Grades 3 & 4 FSA Mathematics Items* to all students.

SAY	<p>Today, you are going to take Session 1 of the Florida Standards Assessments Grade 4 Mathematics test. Remove all materials from your desk except a No. 2 pencil and the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i>.</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 during this test session, including 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 Grade 4 Mathematics 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 the 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	Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> , and your FSA Grade 4 Mathematics test and answer book should be the only things on your desk. Do not open your book.
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	<p>Look at the front cover of your test and answer book. Locate the box for student name, school name, and district name. 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. Write the Session 1 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p>
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Make sure all students have turned back to the front cover of their test and answer books.

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 verified student information prior to testing, read the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 72–73 or the *Script for Verifying a Preidentified Label* on pages 74–75 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	Your test and answer book has two plastic pull tabs. Find the first plastic pull tab on the right side of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the tab. Do not break the second plastic tab.
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, obtain a replacement book from your school assessment coordinator and record the new security number with your required administration information.

SAY	Next, open your test and answer book to page 2. Check each page through page 31 to see that all page numbers are in order and that there aren't any missing or upside-down pages. Do not read any of the items before the test begins. If you see any problems, raise your hand. If not, close the book and sit quietly.
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement

book, and notify your school assessment coordinator. Set the torn or defective book aside and return it with all other NOT TO BE SCORED materials.

SAY	<p>Now, open your 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">▪ go on to Session 2▪ talk to other students or make any disturbance▪ look at another student’s test and answer book▪ allow another student to look at your test and answer book▪ ask for help answering test questions▪ give help to another student in answering test questions▪ have notes or scratch paper▪ 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 test items 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 test items, 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>Now, turn to page 3 in your test and answer book and look at the <i>Grade 4 FSA Mathematics Reference Sheet</i>. The reference sheet contains formulas and conversions you may need to answer the mathematics questions. You may refer to this page at any time during the Mathematics test.</p> <p>You’ll have 80 minutes to complete Session 1 of the Mathematics test. Now, look at Session 1 on page 5 in your test and answer book. The session number is at the top of each page that follows. You may work only in Session 1. Now close your test and answer book.</p>
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	<p>Now, look at the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i>. Write your name and today's date in the upper right corner. This is a two-sided page that you may refer to at any time during this test session. Look at page one of the directions. Read silently as I read the directions aloud, and look at the examples for each item type.</p> <p>This test includes several types of items. The types of items are described below. Be sure to read each item carefully to know how to enter your answer. You may refer to these descriptions and examples at any time during the test.</p> <p>1) For multiple-choice items, choose the <u>best</u> answer from the answer choices, and fill in <u>one</u> bubble for the correct answer.</p> <p>Now take a moment to look at the example of a multiple-choice item. (<i>Pause.</i>)</p> <p>2) For multiselect items, choose <u>more than one</u> correct answer from the answer choices, and fill in the bubbles for <u>more than one</u> correct answer. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>Now take a moment to look at the example of a multiselect item. (<i>Pause.</i>)</p> <p>3) For equation items, write your response in the box provided. Writing your response is the correct way to enter your answer ONLY for the items that tell you to do this.</p> <p>Now take a moment to look at the example of an equation item. (<i>Pause.</i>) Now turn to page 2 and read silently as I read aloud.</p> <p>Some equation items have two parts. For a two-part equation item like the one in Example B, be sure to enter your answer for each part of the item.</p> <p>Now take a moment to look at the example of a two-part equation item. (<i>Pause.</i>) Are there any questions about how to complete the items?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none"> ▪ Do not go on to Session 2. ▪ Mark your answers directly in your test and answer book. ▪ Read each item carefully so you'll understand how to respond correctly. You may refer to the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> at any time during this test session. ▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. ▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored.
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	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as work space.</p> <p>Now, turn to page 31 and look at the STOP sign. When you come to this STOP sign on page 31, you have finished Session 1. It is very important that you do not go on to Session 2. If you complete Session 1 before time is called, go back and check your work. Now close your book.</p> <p>Please raise your hand if you have any questions</p>
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Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions.
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Answer all questions.

SAY	Remember, you have 80 minutes to complete Session 1, and we will take a short stretch break after 40 minutes of testing. Turn to page 6 in your test and answer book and begin working.
------------	--

Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I'll let you know when you have 10 minutes left. Open your test and answer book and find the place where you left off. You may now continue working.
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After 30 minutes,

SAY	You have 10 minutes to complete Session 1. Remember, do not go on to Session 2.
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After 10 more minutes,

SAY	STOP. Put your pencil down, place your <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> inside your test and answer book, and close your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering Grade 4 Mathematics

Session 2 80 Minutes

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 the 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 a braille version 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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. **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 your 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 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.**

Before Testing

1. Collect all test materials from your school assessment coordinator. Verify that you have all materials you were assigned, as well as the Session 2 test group code.
2. Ensure that the Electronic Devices sign is posted where it is visible to all students and that a Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in the portal.)
3. Ensure that each student has a No. 2 pencil.
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids have been removed or covered.

SAY	Today, you are going to take Session 2 of the Florida Standards Assessments Grade 4 Mathematics test. If you have not taken Session 1 of the Grade 4 Mathematics test, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	<p>Remove all materials from your desk except a No. 2 pencil.</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 during this test session, including 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 Grade 4 Mathematics test and answer books and *Directions for Completing Grades 3 & 4 FSA Mathematics Items*. Each student should receive the test and answer book and copy of the directions with his or her name on them.

Contact your school assessment coordinator if you have books that do not belong to students testing in your room or if any books are missing.

SAY	<p>Your No. 2 pencil, your copy of the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i>, and your FSA Grade 4 Mathematics test and answer book should be the only things on your desk. Make sure you have the test and answer book and the directions with your name on them. You may not return to or change any answers from Session 1.</p> <p>Now, turn your test and answer book over. Write the Session 2 test group code _____ in the boxes and grid the corresponding bubbles. (<i>Pause.</i>) Now turn your book back over to the front cover.</p> <p>Find the remaining plastic pull tab sealing Session 2 of your book. Carefully pull the tab OUT and DOWN. Do not try to remove any remaining pieces of the pull tab.</p>
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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 with the same form number from your school assessment coordinator and record the new security number with your required administration information. Notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to page 33. 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. Do not read any of the items before the test begins.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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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 a torn or defective book. Direct the student to write his or her name, school name, and district name in the box on the front cover of the replacement book. Set the torn or defective book aside and notify your school assessment coordinator after testing. The student's responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>You'll have 80 minutes to complete Session 2 of the Mathematics test. Now, look at Session 2 on page 33 in your test and answer book. The session number is at the top of each page that follows. You may work only in Session 2. Now close your test and answer book.</p> <p>Remember that you may refer to the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> at any time during this test session. Take a moment to review these directions now. (<i>Pause.</i>) Are there any questions?</p>
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Answer all questions.

SAY	<p>Remember the following:</p> <ul style="list-style-type: none"> ▪ Mark your answers directly in your test and answer book. ▪ Read each item carefully so you'll understand how to respond correctly. Remember, you may refer to the <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> at any time during this testing session. ▪ Only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. ▪ Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will NOT be scored. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as workspace. Remember, you may refer to the <i>Grade 4 FSA Mathematics Reference Sheet</i> on page 3 of your test and answer book at any time.</p>
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	<p>Now, turn to the STOP sign on page 55 of your test and answer book. When you come to this STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1. Now close your book.</p> <p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment on page 2 of your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not</p> <ul style="list-style-type: none">▪ work in Session 1▪ talk to other students or make any disturbance▪ look at another student’s test and answer book▪ allow another student to look at your test and answer book▪ ask for help answering test questions▪ give help to another student in answering test questions▪ have notes or scratch paper▪ 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 test items to anyone. Remember, 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 test items, your test will be invalidated.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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OR

Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
------------	--

OR

Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I'll come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>Remember, you have 80 minutes to complete Session 2, and we will take a short stretch break after 40 minutes of testing.</p> <p>Turn to page 34 in your test and answer book and begin working.</p>
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Complete the following:

STARTING time:	_____
Add 40 minutes:	+ 40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+ 30 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. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

SAY	STOP. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left. Open your test and answer book and find the place where you left off. You may now continue working.
-----	---

After 30 minutes,

SAY	You have 10 minutes to complete Session 2. Remember, do not go back to Session 1.
-----	---

After 10 more minutes,

SAY	STOP. Put your pencil down, close your test and answer book, and place your <i>Directions for Completing Grades 3 & 4 FSA Mathematics Items</i> on top of your test and answer book.
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Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and directions sheet, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. 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.
4. 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

5. Return all materials to your school assessment coordinator.

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 or if an On-Demand PreID Label will be printed and affixed to the test and answer book after testing. If student information is hand-gridded on test and answer books, the student's information must exist in or be added to TIDE, and a District/School Label must be affixed to the book.

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 (girl), or Male if you are a male (boy).</p> <p>In the ETHNICITY section, grid Y for Yes if you are Hispanic or Latino; grid N for No</p>
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	<p>if you are not.</p> <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. 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 (girl), and M is used if you're a male (boy).</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>
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	<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> <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. 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

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.

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 page 5). Make a copy for your files. Notify the school assessment coordinator immediately if any materials 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. Remove any stray copies of the *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* or *Directions for Completing Grades 3 & 4 FSA Mathematics Items* from test and answer books. Copies left in test and answer books may adversely affect the scanning process.
5. Check for and erase stray marks ONLY on the student grid sheets. Any marks outside the information boxes will adversely affect the scanning of the books. Notify the school assessment coordinator of any concerns. **Do NOT open or check through test and answer books.**
6. Verify that each student has completed the required information (Student Name, School Name, District Name) in the box on the student grid sheet, even if a PreID or District/School Label has been affixed.
7. Return the following materials to your school assessment coordinator:
 - Security Log
 - Seating chart
 - Required administration information
 - Used *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* and *Directions for Completing Grades 3 & 4 FSA Mathematics Test Items*
 - All TO BE SCORED and NOT TO BE SCORED test and answer books

See Appendix A for test administrator responsibilities pertaining to special documents (large print, braille, one-item-per-page) after testing.

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.

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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Accommodations for English Language Learners (ELLs)	Pages 83–84
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Braille Test Administrator Instructions	Pages 89–92
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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.
- A student with a flexible scheduling accommodation that requires more than one day to complete a test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:
 - The student may not be permitted to change his or her responses to items that were completed on a previous day.
 - The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
 - The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should NOT be used. Clips must be removed after testing.

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 are standalone devices without the ability to access 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.

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 sign language dictionaries that are standalone devices without the ability to access the Internet may be used.

Large Print

Test Administrator Instructions

These instructions serve as a guideline for administering paper-based FSA ELA Reading and FSA Mathematics assessments 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 tests to students using large print materials. Read the chart on the next page 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 4–8 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 responses 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	
Grade 3	Grade 4
<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Regular Print Grade 3 FSA ELA Reading Test and Answer Book ▪ Regular Print Grade 3 FSA Mathematics Test and Answer Book ▪ Special Document Return Envelope <p>Student FSA ELA Reading Test Materials</p> <ul style="list-style-type: none"> ▪ Large Print Grade 3 FSA ELA Reading Test and Answer Book ▪ Large Print Directions for Completing Grades 3 & 4 FSA ELA Reading Items <p>Student FSA Mathematics Test Materials</p> <ul style="list-style-type: none"> ▪ Large Print Grade 3 FSA Mathematics Test and Answer Book ▪ Large Print Directions for Completing Grades 3 & 4 FSA Mathematics Items 	<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Regular Print Grade 4 FSA ELA Reading Test and Answer Book ▪ Regular Print Grade 4 FSA Mathematics Test and Answer Book ▪ Special Document Return Envelope <p>Student FSA ELA Reading Test Materials</p> <ul style="list-style-type: none"> ▪ Large Print Grade 4 FSA ELA Reading Test and Answer Book ▪ Large Print Directions for Completing Grades 3 & 4 FSA ELA Reading Items <p>Student FSA Mathematics Test Materials</p> <ul style="list-style-type: none"> ▪ Large Print Grade 4 FSA Mathematics Test and Answer Book ▪ Large Print Directions for Completing Grades 3 & 4 FSA Mathematics Items

Manual for Test Administrators

You are responsible for reading this manual in its entirety prior to testing, as well as the *General Information* sections and the Test Security Statute and Rule in Appendix C of the Spring 2015 FSA CBT Manual.

Large Print Scripts

You will use the test administration scripts provided in this manual to administer Grades 3 and 4 FSA ELA Reading and FSA Mathematics assessments to students using large print materials.

Modifications to the regular test administration scripts should be made as specified below and on the following page. It is important that you review the scripts and modifications BEFORE testing begins.

For Grades 3 and 4 FSA ELA Reading

- Distribute the large print *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* and instruct students to refer to it at any time during the ELA Reading test sessions.

For Grades 3 and 4 FSA Mathematics

- Distribute the large print *Directions for Completing Grades 3 & 4 FSA Mathematics Items* and instruct students to refer to it at any time during the Mathematics test sessions.

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 72–73.

Distribute Large Print Materials

Refer to the chart on the previous page and to the *Test Administrator Responsibilities Before Testing* section on pages 4–8 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 responses 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 are recorded clearly. For a student who cannot write legibly, you should record or transcribe the student’s responses 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 responses 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 responses in a large print test and answer book), make sure that the student’s responses are in ONE document type. Place the TO BE SCORED document containing the student’s responses in the student’s Special Document Return Envelope(s) according to the return instructions for that document type.

See page 80 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 page 5).
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 may 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 Test and Answer Book <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Regular Print 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 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 paper-based FSA ELA Reading and FSA Mathematics assessments 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 tests to students using braille materials. Read the chart on the next page 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 4–8 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 responses 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	
Grade 3	Grade 4
<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Braille Script ▪ Braille Notes ▪ Regular Print Grade 3 FSA ELA Reading Test and Answer Book ▪ Regular Print Grade 3 FSA Mathematics Test and Answer Book ▪ Special Document Return Envelope <p>Student FSA ELA Reading Test Materials</p> <ul style="list-style-type: none"> ▪ Braille Grade 3 FSA ELA Reading Test Book – Session 1 ▪ Braille Grade 3 FSA ELA Reading Test Book – Session 2 ▪ Braille Testing Rules Acknowledgment Sheet ▪ Braille Paper (for student responses) <p>Student FSA Mathematics Test Materials</p> <ul style="list-style-type: none"> ▪ Braille Grade 3 FSA Mathematics Test Book – Session 1 ▪ Braille Grade 3 FSA Mathematics Test Book – Session 2 ▪ Braille Testing Rules Acknowledgment Sheet ▪ Braille Paper (for student responses) 	<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Braille Script ▪ Braille Notes ▪ Regular Print Grade 4 FSA ELA Reading Test and Answer Book ▪ Regular Print Grade 4 FSA Mathematics Test and Answer Book ▪ Special Document Return Envelope <p>Student FSA ELA Reading Test Materials</p> <ul style="list-style-type: none"> ▪ Braille Grade 4 FSA ELA Reading Test Book – Session 1 ▪ Braille Grade 4 FSA ELA Reading Test Book – Session 2 ▪ Braille Testing Rules Acknowledgment Sheet ▪ Braille Paper (for student responses) <p>Student FSA Mathematics Test Materials</p> <ul style="list-style-type: none"> ▪ Braille Grade 4 FSA Mathematics Test Book – Session 1 ▪ Braille Grade 4 FSA Mathematics Test Book – Session 2 ▪ Braille Testing Rules Acknowledgment Sheet ▪ Braille Paper (for student responses)

Manual for Test Administrators

You are responsible for reading this manual in its entirety prior to testing, as well as the *General Information* sections and the Test Security Statute and Rule in Appendix C of the Spring 2015 FSA CBT Manual.

Braille Scripts and Braille Notes

You will use the braille script provided with the braille test materials to administer tests to students using braille materials. Braille scripts are also available in the FSA Portal. It is important that you review the braille scripts **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 books (Session 1 and Session 2). Make sure the student's first and last names, district name, school name, and grade level are included on each braille answer 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 72–73.

Distribute Braille Materials

Refer to the chart on the previous page and to the *Test Administrator Responsibilities Before Testing* section on pages 4–8 to ensure that you have all necessary materials.

Braille Student Responses

Students who use braille materials will record their responses on braille paper. The contractor will transcribe the student's responses 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 verbal or signed responses, you will record the student's responses 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 responses 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 responses in a large print test and answer book), make sure that the student's responses are in ONE answer document type. Place the TO BE SCORED document containing the student's responses in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See page 80 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 page 5).

Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials 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. 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.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure that the student name, school name, and district name are included on the front cover of each student’s braille test books (Session 1 and Session 2). Make sure that the student name, school name, district name, and grade level are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
5. Ensure that the gridded or preidentified information on the front of each student’s regular print test and answer book is accurate and complete.
6. 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.
7. Ensure that student responses are entered in the correct document type (i.e., on braille paper or, if recorded for the student, in a regular print test and answer book).
8. 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
<ul style="list-style-type: none"> ▪ Braille Answer Sheets (containing student responses) ▪ Braille Testing Rules Acknowledgment Sheet ▪ Braille Test Books (Session 1 and Session 2) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Regular Print Test and Answer Book

9. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
10. Return the completed Special Document Return Envelopes and all other materials (e.g., unused braille paper) to your school assessment coordinator.
11. 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 paper-based FSA ELA Reading and FSA Mathematics assessments 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 tests to students using one-item-per-page materials. Read the chart on the next page 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 4–8 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 responses 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	
Grade 3	Grade 4
<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Regular Print Grade 3 FSA ELA Reading Test and Answer Book ▪ Regular Print Grade 3 FSA Mathematics Test and Answer Book ▪ Special Document Return Envelope <p>Student FSA ELA Reading Test Materials</p> <ul style="list-style-type: none"> ▪ One-Item-Per-Page Grade 3 FSA ELA Reading Test and Answer Book ▪ Directions for Completing Grades 3 & 4 FSA ELA Reading Items <p>Student FSA Mathematics Test Materials</p> <ul style="list-style-type: none"> ▪ One-Item-Per-Page Grade 3 FSA Mathematics Test and Answer Book ▪ Directions for Completing Grades 3 & 4 FSA Mathematics Items 	<p>Test Administrator</p> <ul style="list-style-type: none"> ▪ Required Administration Information ▪ Regular Print Grade 4 FSA ELA Reading Test and Answer Book ▪ Regular Print Grade 4 FSA Mathematics Test and Answer Book ▪ Special Document Return Envelope <p>Student FSA ELA Reading Test Materials</p> <ul style="list-style-type: none"> ▪ One-Item-Per-Page Grade 4 FSA ELA Reading Test and Answer Book ▪ Directions for Completing Grades 3 & 4 FSA ELA Reading Items <p>Student FSA Mathematics Test Materials</p> <ul style="list-style-type: none"> ▪ One-Item-Per-Page Grade 4 FSA Mathematics Test and Answer Book ▪ Directions for Completing Grades 3 & 4 FSA Mathematics Items

Manual for Test Administrators

You are responsible for reading this manual in its entirety prior to testing, as well as the *General Information* sections and the Test Security Statute and Rule in Appendix C of the Spring 2015 FSA CBT Manual.

One-Item-Per-Page Scripts

You will use the test administration scripts provided in this manual to administer Grades 3 and 4 FSA ELA Reading and FSA Mathematics assessments to students using one-item-per-page materials. **Modifications to the test administration scripts should be made as specified below and on the following page.** It is important that you review the scripts and modifications BEFORE testing begins.

For Grades 3 and 4 FSA ELA Reading

- 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).
- Remove the two pages of the *Directions for Completing Grades 3 & 4 FSA ELA Reading Items* from the one-item-per-page test and answer book by opening the binder rings. Instruct students to refer to these pages at any time during the ELA Reading test sessions.
- Refer to or distribute the appropriate test and answer book page(s) to students as the remaining directions in the scripts are read aloud.

For Grades 3 and 4 FSA Mathematics

- 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).
- Remove the two pages of the *Directions for Completing Grades 3 & 4 FSA Mathematics Items* from the one-item-per-page test and answer book by opening the binder rings. Instruct students to refer to these pages at any time during the Mathematics test sessions.
- Refer to or distribute the appropriate test and answer book page(s) 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 72–73.

Distribute One-Item-Per-Page Materials

Refer to the chart on page 94 and to the *Test Administrator Responsibilities Before Testing* section on pages 4–8 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 are responsible for preparing the grid sheet of the student's regular print test and answer book and for transcribing the student's responses into the regular print document before placing it in the student's Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses are recorded clearly. For a student who cannot write legibly, you should record or transcribe the student's responses into the regular print test and answer book provided for the student. If a student using one-item-per-page materials provides verbal or signed responses, you will record the student's responses in the student's regular print test and answer book. In these cases, include the student's one-item-per-page test materials and the regular print test and answer book containing his or her responses 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 responses in a one-item-per-page test and answer book), make sure that the student's responses are in ONE document type. Place the TO BE SCORED document containing the student's responses in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See page 80 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 page 5).
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 have been transcribed from the one-item-per-page test and answer book into the student’s regular print test and answer book.
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
<ul style="list-style-type: none"> ▪ One-Item-Per-Page Test and Answer Book <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Regular Print 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 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.

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The Administrator
Office of Assessment
Florida Department of Education
Tallahassee, Florida 32399-0400

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