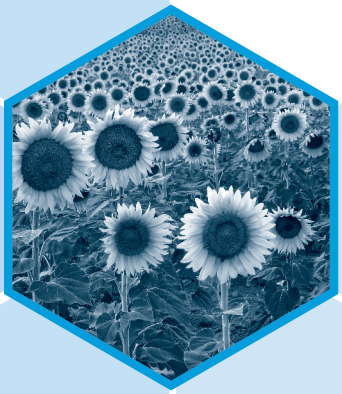
FCAT
Florida Comprehensive Assessment Test®

FCAT 2.0
Florida Comprehensive Assessment Test®

Florida EOC Assessments

COMPUTER-BASED END-OF-COURSE AND RETAKES

Spring 2015



SPRING 2015 COMPUTER-BASED TEST ADMINISTRATION MANUAL

Spring 2015 Computer-Based Test Administration Schedule

Dates	Assessment	Duration
March 23–April 10, 2015	FCAT 2.0 Reading Retake	Two half-day sessions over two days
	FCAT Mathematics Retake	Untimed—up to one school day
	Algebra 1 Retake EOC	160 minutes
April 20–May 22, 2015	Biology 1, Civics, U.S. History EOC	160 minutes

Each FCAT 2.0 Reading Retake session may last no longer than half the length of a typical school day.

For the Algebra 1 Retake, Biology 1, Civics, U.S. History End-of-Course (EOC) Assessment administrations, any student not finished by the end of the 160-minute test session may continue working; however, testing must be completed within the same school day.

Since the testing windows allow for multiple test sessions to be scheduled throughout the designated weeks, it is possible to reassign absent students to an existing session scheduled later in the week rather than specifying make-up days.

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

Table of Contents

What's New for Spring 2015 Computer-Based Tests ..... **iv**
Reminders for Spring 2015 Computer-Based Tests ..... **vi**
Glossary of Important Terms ..... **ix**
General Information **1**
Test Administration Policies and Procedures **1**
Administration Schedule 1
Students to Be Tested 1
General Information about Accommodations 6
Make-Up Administration Procedures 6
Computer and Device Preparation 6
Support During Testing 6
Student Authorization Tickets 7
Session Roster 7
Test Group Code 8
Seal Code (FCAT 2.0 Reading Retake) 8
Work Folders 9
CBT Worksheets 10
Reading Passage Booklets 10
Calculators 10
Mathematics Reference Sheets and Periodic Tables 10
CBT Tools 11
Student Demographic Information 12
Preidentified Student Labels 17
Test Security Policies and Procedures **19**
Admission of Students to Testing 20
Proctors 20
Test Irregularities and Security Breaches 21
Security Policies and Procedures for Paper-Based Materials 21
Test Invalidation Policies and Procedures **26**
Test Administrator Responsibilities Before Testing **28**
Conduct Practice Test (ePAT) 28
Prepare the Room for Testing 28
Required Administration Information 29
Seating Charts 30
Assemble Materials 31
Receive Materials 32
Communicate Testing Policies to Parents/Guardians and Students 34
Test Administrator Responsibilities During Testing **35**
Read Script 35
Distribute Materials 36
Testing Rules Acknowledgment 36
Keep Time 36
Maintain Test Security 36
Supervise Test Administration 37
Script for Administering Computer-Based Reading Retake Session 1 ..... **39**
Script for Administering Computer-Based Reading Retake Session 2 ..... **47**
Script for Administering Computer-Based FCAT Mathematics Retake **55**
Script for Administering Computer-Based Algebra 1 Retake EOC Assessment **65**
Script for Administering Computer-Based Biology 1 EOC Assessment **75**
Script for Administering Computer-Based Civics EOC Assessment **85**

Script for Administering Computer-Based U.S. History EOC Assessment **95**
Test Administrator Responsibilities After Testing **104**
Return Materials to the School Assessment Coordinator 104
Comment Form 105
School Assessment Coordinator Responsibilities Before Testing **106**
Receive Test Materials 106
Assign Test Group Codes 106
Determine FCAT 2.0 Reading Retake Session Length 107
Required Administration Information 107
Seating Charts 107
Test Materials Chain of Custody Form 108
Meet with Technology Coordinator 108
Prepare Test Settings, Computers, and Devices 108
Preparation and Training 108
Assign Proctors 110
Arrange to Test Special Program Students 110
Ensure Implementation of Accommodations 111
Arrange Practice Test Sessions 111
Manage Student Information in PearsonAccess 112
Create Test Sessions 112
View and Verify Student Data 114
Delete a Student 115
Add a Student 116
Manage Test Sessions 120
View an Existing Test Session 120
Add Students to Test Sessions 121
Move Students to Another Session 121
Remove Students from Test Sessions 122
Manage Class Information 122
Manage Other Student Information 124
Assigning Accommodated Forms 126
Schedule a New Session for Make-Ups 127
Student Authorization Tickets, Seal Codes, and Session Rosters 127
School Assessment Coordinator Responsibilities During Testing **130**
Distribute Test Materials 130
Supervise Test Administration and Maintain Test Security 130
During a Test Session 131
Start Test Sessions 131
Monitor Session Status 132
Resume Students' Tests 132
Monitor Student Progress 134
Supervise Make-Up Administrations 135
School Assessment Coordinator Responsibilities After Testing **136**
Prepare Materials for Return 136
Update Student Information 136
After Testing Is Complete 138
Mark a Student's Test Complete 138
Stop Test Sessions 140
Invalidate Tests 141
Prepare Paper-Based Materials for Return 143
Package Paper-Based Materials for Return 146
Comment Form 155
District Assessment Coordinator Responsibilities Before Testing **156**
Receive Test Materials 156
Required Administration Information 156

Test Group Codes 157
Seating Charts 157
Create PearsonAccess and Training Center Accounts 157
Train School Assessment Coordinators and Technology Coordinators 158
Arrange to Test Special Program Students 159
Ensure Implementation of Accommodations 159
Requesting Student Name and Student ID Number Corrections 160
District Assessment Coordinator Responsibilities During Testing 161
Monitor Test Administration and Maintain Test Security 161
Test Status Monitoring 161
Communicate with FDOE 162
District Assessment Coordinator Responsibilities After Testing 163
Invalidate Tests 163
Paper-Based Materials 164
Return Materials to Contractor 165
District Assessment Coordinator ONLY Boxes 166
Other Materials 166
Comment Form 166
Appendix A: Accommodations 167
Overview 168
Test Accommodations for Students with Disabilities (General Information) 168
Computer-Based Accommodations for Students with Disabilities 169
Paper-Based Accommodations for Students with Disabilities 169
Administration Accommodations for Students with Disabilities 170
IEP/Section 504 Accommodations Quick Reference Guide 174
Unique Accommodations 174
Administration Accommodations for English Language Learners (ELLs) 174
Appendix B: Pearson Customer Support and PearsonAccess 177
Contacting Pearson Customer Support 178
PearsonAccess 179
Training Center 180
Appendix C: Florida Test Security Statute and Rule 183
Florida Test Security Statute 185
Florida State Board of Education Test Security Rule 187
Appendix D: Perforated Forms and Signs 189
Test Administration and Security Agreement 191
Test Administrator Prohibited Activities Agreement 193
Test Materials Chain of Custody Form 195
Security Log 197
Administration Record/Security Checklist 199
Test Administrator Checklist 201
School Assessment Coordinator Checklist 203
Technology Coordinator Checklist 205
District Assessment Coordinator Checklist 207
Do Not Disturb Sign 209
Electronic Devices Sign 211
FCAT 2.0 Session Signs 213
FCAT Mathematics Retake Reference Sheet 217
Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet 219
Periodic Table of the Elements 221
CBT Worksheet 223
TO BE SCORED Cover Sheet 225
NOT TO BE SCORED Cover Sheet 227

This manual includes scripts and instructions for administering the Spring 2015 computer-based FCAT, FCAT 2.0, and Next Generation Sunshine State Standards (NGSSS) EOC assessments. Scripts and instructions for administering accommodated computer-based forms and paper-based accommodations (regular print, large print, braille, one-item-per-page) are located at **www.FLAssessments.com/Spring2015**.

District and school personnel should read all relevant information in this manual and ensure that test administrators and anyone else involved in test administration (e.g., proctors, technology coordinators) are familiar with the appropriate scripts and instructions in this manual and at **www.FLAssessments.com/Spring2015**.

Due to changes in policy as well as administration processes, information in this manual can change significantly from one year to the next. **Even experienced district and school assessment coordinators, technology coordinators, and test administrators are responsible for reading and becoming familiar with all information in this manual.**

What's New for Spring 2015 Computer-Based Tests

1. Beginning with the Winter 2014 administration all FCAT, FCAT 2.0, and NGSSS EOC assessments are administered using the TestNav 8 platform. Please see **www.FLAssessments.com/TestNav8** for technical specifications and resources for this new platform.
2. Some features that were previously accommodations are now available for all students in the TestNav 8 platform. These features include color contrast, increase/decrease text size, and zoom. A magnifier tool and line reader tool are also available for all students.
3. Separate accommodated forms for text-to-speech and masking are available in the TestNav 8 platform for eligible students who have such accommodations identified in their individual educational plans (IEPs) or Section 504 plans.
4. Paper-based test materials (regular print, large print, braille, one-item-per-page) are available for eligible students who have such accommodations identified in their IEPs or Section 504 plans. Districts are no longer required to submit unique accommodations requests for paper-based large print and one-item-per-page accommodations but must submit confirmation of student eligibility for all paper-based accommodations to FDOE.
5. Accommodated and non-accommodated computer-based practice tests (ePATs) and scripts for administering ePATs are available at **www.FLAssessments.com/ePATs**. Students must participate in an ePAT session in order to familiarize themselves with the features of the TestNav 8 testing platform. Students who previously participated in a TestNav 8 ePAT for the subject test they are scheduled to take do not have to participate in an ePAT session for Spring 2015.
6. Information and instructions for technology coordinators to follow before, during, and after testing are now provided at **www.FLAssessments.com/TestNav8**. Technology coordinators must familiarize themselves with all information at this site prior to the beginning of test administration.
7. The login information on Student Authorization Tickets and the Session Roster has been updated to reflect the Sign In screen in TestNav 8. The Login ID has been changed to Username and the Test Code has been changed to Password.
8. Accommodations are no longer required to be recorded in PearsonAccess for computer-based tests. However, for students testing with paper-based materials, accommodations still must be recorded on student grid sheets. Schools must maintain records of accommodations provided and accommodations used with their required administration information.
9. For Spring 2015 and Summer 2015 administrations of FCAT, FCAT 2.0, and NGSSS EOC assessments, there is one combined Document Count Form that should be completed and returned with packaged TO BE SCORED materials according to the instructions in the *School Assessment Coordinator Responsibilities After Testing* section of this manual. Note that any EOC TO BE SCORED materials returned with the Winter 2014–Spring 2015 EOC Document Count Form will still be processed accurately for this administration.

10. School assessment coordinators, test administrators, proctors, and any other school personnel who have received appropriate training in the administration of Florida's statewide assessments and who have already signed *Test Administration and Security Agreements* for the 2014–2015 school year are not required to sign a new agreement for this administration. Test administrators who have already signed a *Test Administrator Prohibited Activities Agreement* for the 2014–2015 school year are not required to sign a new agreement for this administration.

Reminders for Spring 2015 Computer-Based Tests

1. **Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification.** Please carefully read the *Test Security Policies and Procedures* on pages 19–25 and the Florida Test Security Statute and the Florida State Board of Education Test Security Rule in Appendix C. District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to test administration and must require that all personnel read and sign a *Test Administration and Security Agreement*, provided in Appendix D.

   Test administrators are also required to sign a *Test Administrator Prohibited Activities Agreement* indicating that they understand prohibited activities during test administration and possible consequences of inappropriate behavior. Test administrators will record their certification numbers on the *Test Administrator Prohibited Activities Agreement*. This form is located in Appendix D. The *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* may be copied together so that double-sided, single-page copies can be distributed to test administrators. School assessment coordinators must file the signed forms with their signed security agreements.
2. If a student begins a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test. **No exceptions will be made once the student leaves the school's campus, so students and parents/guardians must be made aware of this policy.** 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.
3. School personnel must ensure that students do not have access to their cell phones or other electronic or recording devices at any time during testing, including breaks within a test session (e.g., restroom breaks, lunch). **If a student is found to be in possession of ANY electronic device(s) during testing OR during a break, his or her test must be invalidated.** Students and parents/guardians must be made aware of this policy prior to testing.
4. For students taking the computer-based FCAT 2.0 Reading Retake, Civics EOC, and/or U.S. History EOC, CBT Worksheets may be provided if students would like to make handwritten notes. The worksheet is an 8½" × 11" page located in Appendix D and PearsonAccess that may be copied and distributed to students at the beginning of the test session.
5. If a technical issue interrupts testing and cannot be resolved quickly, schools should contact Pearson Customer Support at 877-847-3043 and notify the district assessment office **immediately**.
6. All test administrators must be certified educators. Non-certified school personnel must NOT be allowed to serve as test administrators. Non-certified school personnel may serve as proctors, according to the instructions on page 20.
7. Incorrect student profiles in PearsonAccess that were created via the New Student wizard may be updated before or after testing. The district assessment coordinator can submit a request by calling Pearson Customer Support at 877-847-3043.
8. The following forms and materials can be found at **www.FLAssessments.com/Spring2015**:
   - Test administration manual
   - Scripts and instructions for administering accommodated computer-based test forms (text-to-speech, masking)
   - Scripts and instructions for administering paper-based accommodations (regular print, large print, one-item-per-page)
   - Braille scripts and instructions
   - Student tutorials
   - Forms to report test irregularities/security breaches and missing materials
   - Training materials

- Comment forms
- Blank Administration Record/Security Checklist
- Security Log
- *Test Administrator Prohibited Activities Agreement*
- *Test Materials Chain of Custody Form*
- *Test Administration and Security Agreement*
- Materials Return List
- Reference sheets and periodic table
- Parent/Guardian letters
- CBT Worksheet
- Checklists for district and school personnel to reference before, during, and after testing

9. Test administrators must NOT administer assessments to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator. **In addition, under NO circumstances may a student's parent/guardian be present in that student's testing room.**
10. Test administration manuals must be provided to itinerant teachers in time for them to prepare adequately for test administration. These teachers must also be included in test administrator training.
11. Schools are required to maintain a *Test Materials Chain of Custody Form*, located at **www.FLAssessments.com/Spring2015** and in Appendix D. Schools must record accurate information on the form, including the dates and times activities are completed, the names of the persons performing activities involving the materials, and information about the locked storage room.
12. Per Section 1002.45(6)b, Florida Statutes (F.S.), districts must make arrangements to test Florida Virtual School (FLVS) Full Time public school students, as well as other virtual program students.
13. Resources for computer-based testing, including information about test setup, best practices, and training resources, are located at **www.FLAssessments.com/TestNav8**.
14. Scripts and instructions for administering paper-based accommodations (regular print, large print, braille, one-item-per-page) or accommodated computer-based test forms are located at **www.FLAssessments.com/Spring2015**. It is important that school personnel who will administer paper-based or computer-based accommodations locate and familiarize themselves with the appropriate script(s) and instructions before the beginning of a test administration.
15. A computer-based test should only be **Marked Complete** in PearsonAccess in one of the following circumstances:
    - A student had to exit the test (e.g., due to illness) and will not finish the test. (After the test is marked complete, school personnel must invalidate the test.)
    - A student finished the test but exited instead of submitting the test and the test should be scored.
    - As otherwise directed by FDOE or Pearson after a technical difficulty or other extenuating circumstance.
16. Due to the amount of time needed to process TO BE SCORED paper-based test materials, these materials must be returned for scoring on an accelerated schedule that will be announced prior to each administration. **Student results for paper-based tests returned after the established dates will be included in late reporting.**
17. Private school students may participate in EOC assessments. Instructions for setting these students up for testing in PearsonAccess or packaging their materials for return are included in this manual.
18. The list of required administration information includes both the accommodations provided to students and the accommodations used by students. If a student does not use an accommodation that is provided, the school assessment coordinator should be notified when testing is completed, and the accommodation should **not** be recorded on the student grid sheet. Schools are responsible for maintaining documentation of accommodations that are provided but not used. This information may be recorded on the Session Roster. In addition, the blank and the pre-populated Administration Record/Security Checklists include fields for recording both accommodations provided and accommodations used.

19. Districts and schools no longer need to provide students' retake status for EOC assessments when entering a student through the PreID process or the New Student wizard. Pearson will track the retake status for students using EOC history files. If a student has a previous score or test attempt on file for the subject test he or she takes, that student will be flagged with a retake status.
20. The English Language Learner (ELL) category of student demographic information records the length of time ELLs have been enrolled in a U.S. school.

Glossary of Important Terms

ePAT is the electronic practice assessment tool that provides students an opportunity to practice using the computer-based platform prior to testing. The ePATs are provided at **www.FLAssessments.com/ePATs**.

Password is the series of numbers and letters on Student Authorization Tickets that students must enter with their Username to access a computer-based test.

PearsonAccess (**www.PearsonAccess.com/fl**) is a website used for almost all test preparation, setup, administration, and reporting tasks for all FCAT/FCAT 2.0/EOC computer-based testing. Managing secure information in PearsonAccess requires user ID and password setup. This manual directs district and school personnel to locate support materials for this administration in PearsonAccess at **www.FLAssessments.com/Spring2015** and at **www.FLAssessments.com/AdditionalResources**.

PearsonAccess Training Center provides an opportunity to practice PearsonAccess tasks and is the means of managing the Infrastructure Trial in preparation for testing. The Training Center requires user ID and password setup. It can be accessed at **www.FLAssessments.com/TrainingCenter**.

Proctor Caching is the process of loading test content locally on a computer for all FCAT/FCAT 2.0/EOC computer-based testing at the school or district level. It does not require a separate caching server and can run on any workstation on the network that meets the specified requirements. Proctor Caching software is provided by Pearson. Proctor Caching is used to reduce test delays due to network congestion and provides students with a more seamless testing experience. Proctor Caching is **required** for all FCAT/FCAT 2.0/EOC computer-based testing in Florida.

Section is the term used in TestNav to identify separate portions of a test. Students are required to enter information on the Test Group Code screen in Section 1. Section 2 of the test contains the test items.

Sessions 1 and 2 are the designations given to the two parts of a test. The FCAT 2.0 Reading Retake is divided into two sessions; however, the FCAT Mathematics Retake and all EOC assessments are administered in a single session.

Test Group Code is a unique, four-digit number generated by the school assessment coordinator or district assessment coordinator, and it is used to identify groups of students tested together. On computer-based tests, students are prompted to enter the Test Group Code after the Testing Rules Acknowledgment screen.

Test Session is the term used in PearsonAccess for a group of computer-based testers. Participating students must be placed into a Test Session in order to take the test; Student Authorization Tickets and Session Rosters are printed for each Test Session. Test Sessions can be created through the PreID upload or individually in PearsonAccess.

TestNav 8 (TestNav) is the platform that Florida uses for FCAT, FCAT 2.0, and NGSSS EOC computer-based statewide assessments.

Test Administration Policies and Procedures

Administration Schedule

The Spring 2015 CBT FCAT, FCAT 2.0, and EOC assessments must be administered within the testing windows indicated at the front of this manual.

The **FCAT 2.0 Reading Retake** must be conducted over two days. Students have half of a typical school day to complete Session 1 and half of a typical school day to complete Session 2. Students MUST complete Session 1 before beginning Session 2, even for make-up administrations.

The **FCAT Mathematics Retake** is untimed; however, testing must not extend beyond the end of a school day.

Each **EOC assessment** will be administered in one 160-minute session with a scheduled 10-minute break after 80 minutes. Any student who has not completed the test by the end of the allotted time may continue working; however, testing must be completed within one school day. (A student is not required to have an accommodation documented on an IEP or Section 504 plan in order to receive extended time up to one school day on an EOC assessment.) After the first 80 minutes, students may be dismissed from the testing room as they complete testing. However, no special incentives should be given to students to encourage them to finish early.

Students to Be Tested

Students who have received a GED diploma are not eligible to participate in FCAT/FCAT 2.0 administrations.

Students enrolled in grade levels below Grade 10 MAY NOT participate in Retake administrations.

Reading Retake

Students who entered Grade 9 **in the 2009–10 school year through the 2012–13 school year** and are pursuing a **standard** Florida high school diploma must pass the Grade 10 FCAT 2.0 Reading test or obtain a concordant score on the ACT or SAT as one of the requirements for graduation. Students eligible to participate in this administration are as follows:

- Retained Grade 10 or Grades 11–Adult (AD) regular high school students who have not yet passed the Grade 10 FCAT 2.0 Reading test.
- Students who enrolled in Grade 9 prior to the 2009–2010 school year but have not yet passed the Grade 10 FCAT Reading test. Because the FCAT Reading Retake is no longer offered, these students will participate in the FCAT 2.0 Reading Retake.

The passing score for Grade 10 FCAT 2.0 Reading is 245. Students who still need to pass Grade 10 FCAT Reading for graduation purposes and students who entered Grade 9 in 2009–10 are eligible for the alternate passing score of 241.

Students who entered Grade 9 in 2013–14 and beyond are required to pass the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) that will first be administered in Spring 2015.

Mathematics Retake

Students who entered Grade 9 in the **2009–10** school year or earlier, are pursuing a **standard** Florida high school diploma, and have not yet passed Grade 10 FCAT Mathematics or obtained a concordant score on the ACT or SAT in order to fulfill the graduation requirement are eligible to participate in this administration.

The FCAT Mathematics Retake will be administered for the last time in Spring 2015. Students who still need to pass the Grade 10 FCAT Mathematics after Spring 2015 must earn a concordant score on the ACT or SAT.

Students who entered Grade 9 in the 2010–2011 school year and beyond do NOT take the FCAT Mathematics Retake.

Algebra 1 Retake

The following students are eligible to participate in this Algebra 1 Retake EOC Assessment administration:

- Students who need to retake the assessment for graduation purposes
- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade

This assessment is appropriate for students who meet the criteria above and were previously enrolled in one of the following courses:

- Algebra 1 – 1200310
- Algebra 1 Honors – 1200320
- Algebra 1-B – 1200380
- IB Middle Years Program Algebra 1 – 1200390
- Pre-AICE Mathematics 1 IGCSE Level – 1209810

Biology 1

The following students will take the Biology 1 EOC Assessment:

- All students enrolled in and completing one of the following courses at the time of test administration:
  - Biology 1 – 2000310
  - Biology 1 Honors – 2000320
  - Pre-AICE Biology IGCSE Level – 2000322
  - Biology Technology – 2000430
  - Florida's Pre-IB Biology 1 – 2000800
  - IB Biology 1 – 2000805
  - IB Middle Years Program Biology – 2000850
  - Integrated Science 3 – 2002440
  - Integrated Science 3 Honors – 2002450
  - AP Biology – 2000340 (if taken to satisfy the high school Biology 1 graduation requirement)

The following students are eligible to participate in a Biology 1 EOC Assessment administration:

- Students who need to earn a passing score for a standard diploma with a scholar designation
- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade
- Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit

Civics

The following students will take the Civics EOC Assessment:

- All students enrolled in and completing one of the following courses at the time of test administration:
  - M/J Civics – 2106010
  - M/J Civics – 2106015
  - M/J Civics & Career Planning – 2106016
  - M/J Civics, Advanced – 2106020
  - M/J Civics, Advanced – 2106025
  - M/J Civics, Advanced & Career Planning – 2106026
  - M/J IB MYP Civics Advanced – 2106027
  - M/J IB MYP Civics Advanced & Career Planning – 2106028
  - M/J Civics and Digital Technologies – 2106029
  - M/J U.S. History & Civics – 2100045
- The following students are eligible to participate in a Civics EOC Assessment administration:
  - Students who have not yet taken the assessment to be averaged as 30% of their course grade
  - Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade

U.S. History

The following students will take the U.S. History EOC Assessment:

- All students enrolled in and completing one of the following courses:
  - United States History – 2100310
  - United States History Honors – 2100320
  - Visions and Countervisions: Europe, U.S. and the World from 1848 – 2100390
  - Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480

The following students are eligible to participate in a U.S. History EOC Assessment administration:

- Students who need to earn a passing score for a standard diploma with a scholar designation
- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade
- Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit

Students Confined to Custodial or Residential Institutions

If a student is confined to a custodial or residential institution and is eligible to participate in this test administration, the district assessment coordinator in the diploma-granting district should contact FDOE to discuss how to proceed with testing. Test administrations at custodial/residential institutions will be authorized at the discretion of FDOE.

Special Program Students

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

Home Education Program Students

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

If parents/guardians have identified **the FCAT 2.0** as the selected measure of their student's annual progress, retained Grade 10 Home Education Program students may take the FCAT 2.0 Reading Retake in order to show annual progress for promotion purposes. Grades 11 and 12 Home Education Program students are NOT permitted to take the Reading or Mathematics Retakes.

McKay Scholarship Program Students

Students enrolled in PRIVATE schools through the McKay Scholarship Program **may** participate in the statewide assessments. Consistent with s. 1002.39(5)(f), F.S., school districts are required to provide information to these students regarding the locations and times available for statewide assessments.

Students enrolled in PUBLIC schools through the McKay Scholarship Program **are required** to participate in statewide assessments as outlined in their IEPs.

Florida Tax Credit (FTC) Scholarship Program Students

S. 1002.395(7)(e), F.S., allows for a private school student enrolled in the FTC Scholarship Program to participate in the statewide assessments. If PearsonAccess enrollment information is accurate and paper-based materials are packaged properly, results will be returned to the FDOE Office of Independent Education & Parental Choice for distribution to the parent/guardian. FTC Scholarship Program students may not participate in the FCAT 2.0 Reading Retake.

Virtual School Program Students

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

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

Private School or Out-of-State Students

Private school students may participate in NGSSS EOC assessments. Instructions for setting these students up for testing in PearsonAccess or packaging their materials for return are included in this manual.

District/School Numbers for Special Programs

Program	District Number	School Number
FLVS Full Time Middle School	71	0300
FLVS Full Time High School	71	0400
Florida K–8 Virtual School Continuity Program [Formerly Florida Virtual Academy]	50	7079
District Virtual Instruction Program (VIP)	Your district number	7001 or 7023
District Franchise of FLVS	Your district number	7004
Virtual Charter Schools	Your district number	Charter school number
Home Education	Your district number	9998
McKay Scholarship (Private School)	Your district number	3518
Florida Tax Credit Scholarship (FTC)	97	9999
Private School/Out-of-State Transfer	Your district number	9900

English Language Learners (ELLs)

All ELLs participate in statewide assessments. If an ELL first enrolled in a U.S. school less than one year ago **AND** a majority of the student's ELL committee determines that it is appropriate, the ELL may be exempt from this FCAT 2.0 Reading administration. **Exempt ELLs must participate in the Reading section of the English proficiency assessment or they will be counted as "not assessed," and this will impact the participation rate calculation.**

All ELLs who complete the applicable courses are expected to participate in the EOC assessments no matter how long these students have been enrolled in a U.S. school.

Students with Disabilities

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

- FCAT/FCAT 2.0/EOC assessment without accommodations,
- FCAT/FCAT 2.0/EOC assessment with accommodations, or
- Florida Alternate Assessment.

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

Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized FCAT/FCAT 2.0/EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team no later than 60 days before the administration for which the request is made. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

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

General Information about Accommodations

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

Accommodated test forms that are available in TestNav (text-to-speech, masking) are described in Appendix A and must be indicated on the student's IEP or Section 504 plan.

Paper-based accommodations (regular print, large print, braille, one-item-per-page) may be provided to eligible students if indicated as an accommodation on an IEP or Section 504 plan. Districts are no longer required to submit unique accommodations requests for paper-based large print and one-item-per-page accommodations but must submit confirmation of student eligibility for all paper-based accommodations to FDOE. Scripts and instructions for administering paper-based accommodations are available at **www.FLAssessments.com/Spring2015**.

Students who are identified as ELLs must be provided with the allowable accommodations listed on page 175 of Appendix A.

Make-Up Administration Procedures

All security and administration procedures must be followed while conducting make-up tests. Please remember that after ANY administration, initial **or** make-up, materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials must never remain in classrooms or be removed from the school's campus overnight.

For the FCAT 2.0 Reading Retake, Session 1 MUST be completed before Session 2. Any students absent for Session 1 may not participate in Session 2 until they have completed Session 1. During make-up testing, the Reading Retake should still be administered over two days.

Computer and Device Preparation

Each workstation (student computer) or mobile device to be used for testing must meet the specifications and be prepared according to the instructions provided at **www.FLAssessments.com/TestNav8**. Schools must ensure that all workstations and devices meet the specifications; in addition, it is strongly recommended that an ePAT be run on all new workstations and devices to ensure that the display size is appropriate for testing.

The Infrastructure Trial must also have been successfully loaded on each workstation or device prior to the test administration. The Infrastructure Trial uses mock content that simulates the loading and processing of an operational test administration. Instructions for running this trial can be found in the *Infrastructure Readiness Guide*, which is located at **www.FLAssessments.com/InfrastructureReadinessGuide**.

Support During Testing

During testing, a test administrator should not attempt to resolve technology issues if it is disruptive to students. The test administrator must have a way to contact the school assessment coordinator or technology coordinator without leaving the room unattended. **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and**

resolved. Additional troubleshooting information is available on the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. If school personnel continue to have difficulty, they may contact district personnel, or they may contact Pearson Customer Support at 877-847-3043.

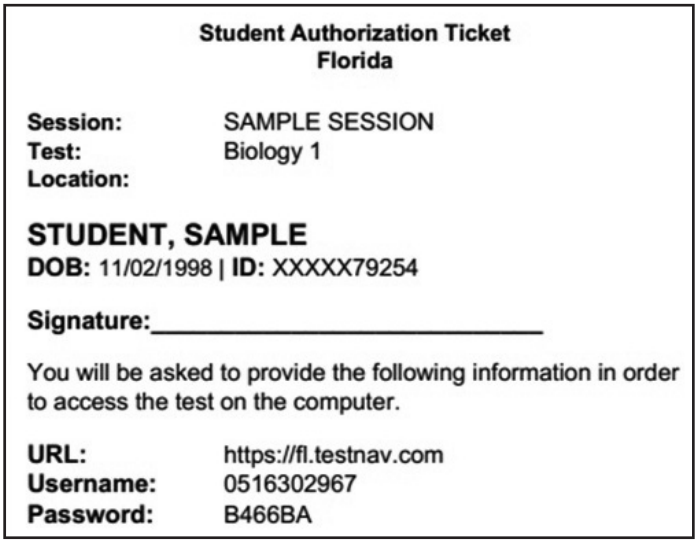
For additional information about support for computer-based testing, see "Contacting Pearson Customer Support" in Appendix B.

Student Authorization Tickets

The *School Assessment Coordinator Responsibilities Before Testing* section of this manual provides instructions for scheduling students into test sessions and printing Student Authorization Tickets. Each student needs the Username and Password printed on his or her Student Authorization Ticket to sign in to the test. Students will need a pen or pencil during testing to sign their tickets.

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

The test administrator will give each student a ticket only AFTER all students have entered the testing room, as instructed in the script, and all tickets must be collected before students leave the testing room.



Student Authorization Ticket
Florida

Session: SAMPLE SESSION
Test: Biology 1
Location:

STUDENT, SAMPLE
DOB: 11/02/1998 | **ID:** XXXXX79254

Signature:_____

You will be asked to provide the following information in order to access the test on the computer.

URL: https://fl.testnav.com
Username: 0516302967
Password: B466BA

Session Roster

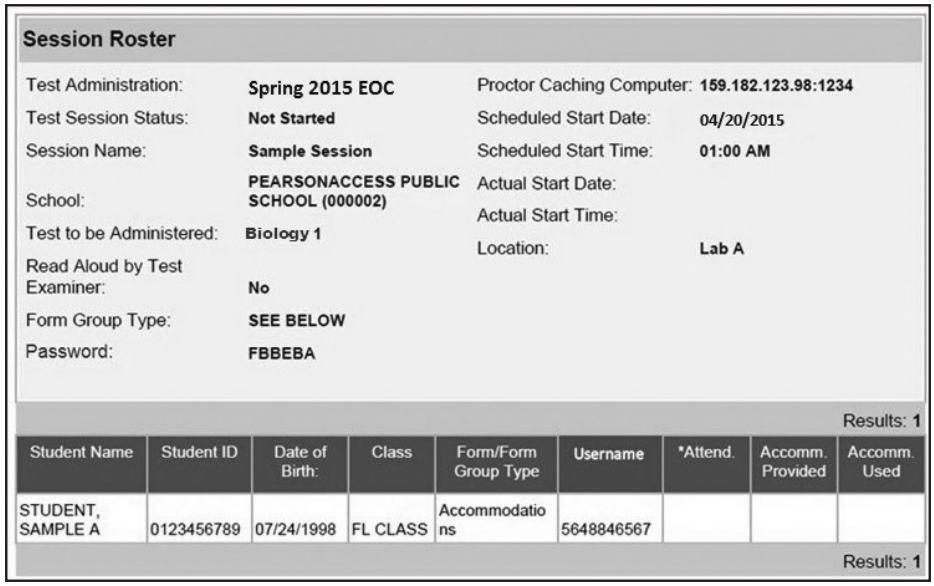
The *School Assessment Coordinator Responsibilities Before Testing* section of this manual provides instructions for creating and printing Session Rosters. A Session Roster is a list of all students scheduled in a test session. The roster displays the following information:

- Test Administration
- Session Name
- Test to be Administered
- Password
- Student Names
- Student ID Numbers

- Student Birth Dates
- Class Information
- Test Form/Form Group Type
- Usernames

There is also blank space to record attendance information and accommodations. The Session Roster may be used to record required administration information and should be used to confirm students have been assigned the correct form (TestNav—Main or TestNav—specific accommodated form). See page 169 for a list of accommodated forms.

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



Session Roster

Test Administration:	Spring 2015 EOC	Proctor Caching Computer:	159.182.123.98:1234
Test Session Status:	Not Started	Scheduled Start Date:	04/20/2015
Session Name:	Sample Session	Scheduled Start Time:	01:00 AM
School:	PEARSONACCESS PUBLIC SCHOOL (000002)	Actual Start Date:	
		Actual Start Time:	
Test to be Administered:	Biology 1	Location:	Lab A
Read Aloud by Test Examiner:	No		
Form Group Type:	SEE BELOW		
Password:	FBBEBA		

Results: 1

Student Name	Student ID	Date of Birth:	Class	Form/Form Group Type	Username	*Attend.	Accomm. Provided	Accomm. Used
STUDENT, SAMPLE A	0123456789	07/24/1998	FL CLASS	Accommodations	5648846567			

Results: 1

Test Group Code

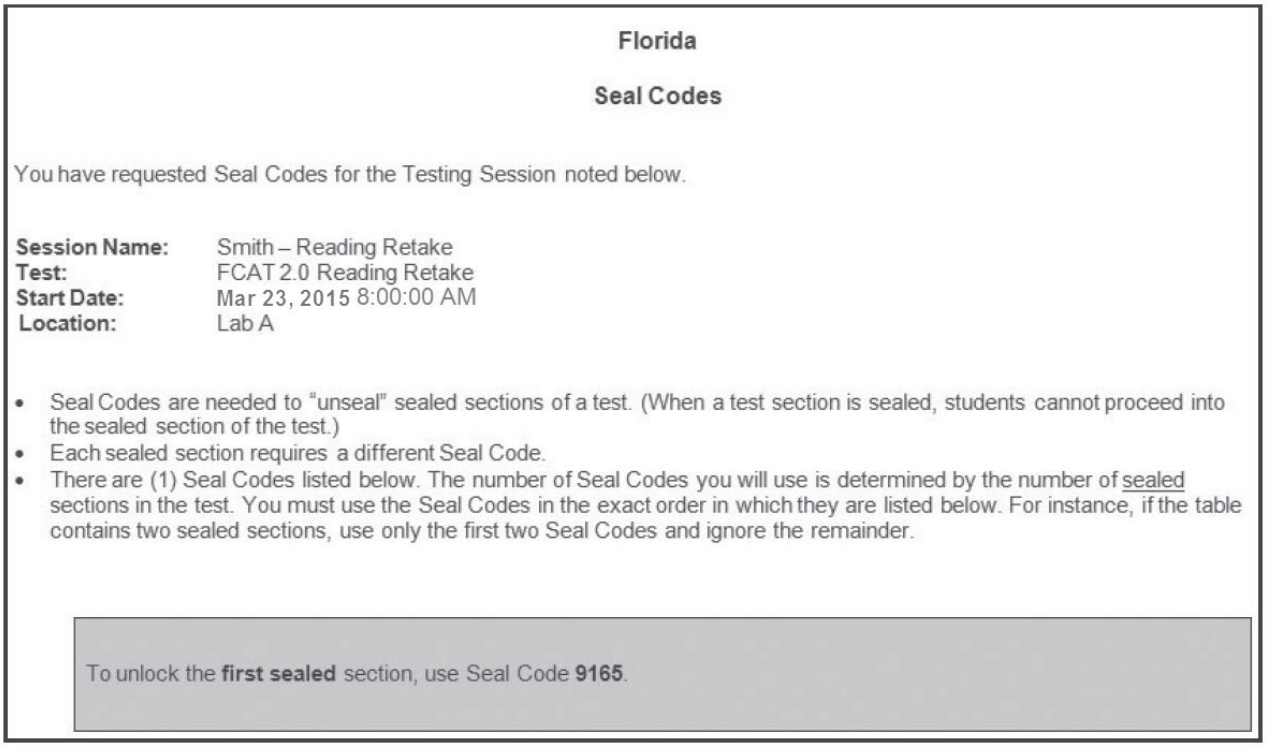
Test group codes are used to identify groups of students tested together and may be needed during investigations after testing to verify whether students were tested in the same room. **Schools must ensure that each test administrator uses one unique four-digit test group code in his or her testing room. Each testing room must use a different test group code.** Students will enter the test group code before beginning the test, as indicated in the scripts, and test administrators will record the code with their required administration information and on seating charts. For administrations of the FCAT 2.0 Reading Retake, test administrators must use the same test group code for both Session 1 and Session 2. If students are absent for a test session, a different unique code must be used for each make-up session.

District assessment coordinators either create and distribute test group codes to all school assessment coordinators or instruct them to create their own unique four-digit codes.

Seal Code (FCAT 2.0 Reading Retake)

A seal code is a unique four-digit number used to allow students to access Session 2 of the FCAT 2.0 Reading Retake after they have completed Session 1. Seal codes will be provided in PearsonAccess, and all students in a

test session will use the same seal code. Students should NOT be given seal codes until Session 2/Day 2, when indicated in the Session 2 administration script. **Seal codes must be handled securely and must NOT be used as test group codes.**



Florida

Seal Codes

You have requested Seal Codes for the Testing Session noted below.

Session Name: Smith – Reading Retake
Test: FCAT 2.0 Reading Retake
Start Date: Mar 23, 2015 8:00:00 AM
Location: Lab A

- Seal Codes are needed to "unseal" sealed sections of a test. (When a test section is sealed, students cannot proceed into the sealed section of the test.)
- Each sealed section requires a different Seal Code.
- There are (1) Seal Codes listed below. The number of Seal Codes you will use is determined by the number of sealed sections in the test. You must use the Seal Codes in the exact order in which they are listed below. For instance, if the table contains two sealed sections, use only the first two Seal Codes and ignore the remainder.

To unlock the **first sealed** section, use Seal Code **9165**.

Work Folders

For the FCAT Mathematics Retake and the Algebra 1 Retake and Biology 1 EOC assessments, Florida Computer-Based Testing Work Folders are provided for students to work the problems. The work folder is a piece of yellow 11″ × 17″ paper folded in half. The last page (back cover) of the folder is printed with graph paper. One work folder should be sufficient for each student; however, students may request additional folders.

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

Once students complete a test session, the test administrator **must** collect all work folders. The school assessment coordinator should package the used folders in the District Assessment Coordinator ONLY box. **Used work folders are secure materials.**

Students testing with paper-based materials are not provided with work folders; those students may use the blank space in their test and answer books to work the problems.

CBT Worksheets

For the computer-based FCAT 2.0 Reading Retake and the computer-based Civics and U.S. History EOC assessments, CBT Worksheets may be provided for students to make notes. The worksheet is an 8 ½" × 11" page (located in Appendix D and PearsonAccess) that may be copied and distributed to students at the beginning of a test session. If your school is providing copies of the CBT Worksheet, a sufficient number of copies should be available for all students taking the assessment. School assessment coordinators and test administrators must ensure that students have enough desk space to use their worksheets and that worksheets are not easily visible to other students.

Once students complete the test, the test administrator must collect all worksheets. The school assessment coordinator should package the used worksheets in the District Assessment Coordinator ONLY box. **Used worksheets are secure materials.**

Reading Passage Booklets

Reading Passage Booklets are provided for eligible students taking the computer-based FCAT 2.0 Reading Retake who have this accommodation identified in their IEPs or Section 504 plans. The booklets contain reading passages but do not contain test items. Students may write in the booklets but will respond to test items on a computer or device.

Sessions 1 and 2 of the Reading Passage Booklet are sealed separately. Students should break the appropriate seal at the beginning of each session, according to the instructions in the administration script.

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

Calculators

Each district should have an adequate supply of handheld four-function calculators provided by FDOE, and districts should ensure that schools have enough of these calculators for all students taking the FCAT Mathematics Retake, Algebra 1 Retake EOC Assessment, and Biology 1 EOC Assessment. Districts are responsible for establishing policies for the storage, use, and retention of calculators. **No other calculators may be used.**

TestNav has a built-in four-function calculator. Students may use the built-in calculator, or they may use a handheld four-function calculator provided by FDOE. Test administrators should provide handheld calculators at the beginning of a test session to all students who request one, as indicated in the test administration script.

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

Mathematics Reference Sheets and Periodic Tables

The *FCAT Mathematics Retake Reference Sheet*, the *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet*, and the *Periodic Table of the Elements* for the Biology 1 EOC Assessment are provided only in an online format for computer-based testing (students with paper-based accommodations are provided paper copies). The reference

sheets and periodic table are displayed in pop-up windows in their respective tests. The reference sheets and periodic table are also provided in Appendix D of this manual and at **www.FLAssessments.com/Spring2015**.

Schools may provide hardcopy reference sheets or periodic tables to students taking the computer-based assessments. Schools that provide hardcopy reference sheets must ensure copies are available for all students taking the test. Any hardcopy reference sheets or periodic tables must be photocopies of the perforated pages in Appendix D or at **www.FLAssessments.com/Spring2015**. Each copy must be carefully checked against the original to ensure all content is copied and that it is clear and easy to read.

After students complete the test, the test administrator should collect all reference sheets and periodic tables. **Used reference sheets and periodic tables are secure materials.** Used reference sheets and periodic tables must not be reused. The school assessment coordinator should package the used reference sheets and periodic tables in the District Assessment Coordinator ONLY box.

CBT Tools

Several tools are available to students taking a computer-based assessment. Students will practice using these tools during the ePAT; instructions for using these tools are provided in the scripts for administering the ePATs. Students may also review these tools by viewing the Student Tutorials available at **www.FLAssessments.com/StudentTutorials**. Students will review the tools again on the day of testing.

Tool	Description
Available on All Computer-Based EOC Assessments	
Review	A student can use this tool to visit the Test Overview screen which shows the question numbers, whether the questions have been answered, and whether the questions have been flagged for review.
Flag	A student can use this tool to flag a question to review at a later time.
Answer Eliminator	A student can use this tool to cross out answer choices that he or she has eliminated as possible correct answers.
Highlighter	A student can use this tool to highlight text in a passage or item.
Color Contrast	A student can use this tool to change background and foreground color.
Magnifier	A student can use this tool to enlarge one part of the screen at a time.
Line Reader	The line reader is a rectangular overlay with an adjustable cutout that can allow a student to focus on a specific line or lines of text at a time (using cutout inside of box) or function as a straight edge.
Increase Text Size	A student can use this tool to increase the size of the text.
Decrease Text Size	A student can use this tool to decrease the size of the text.
Zoom	A student can use this feature to make the words and images bigger or smaller.
Available on the FCAT Mathematics Retake and the Algebra 1 Retake and Biology 1 EOC Assessments	
Calculator	The TestNav FCAT Mathematics Retake and the Algebra 1 Retake and Biology 1 EOC Assessments have a built-in four-function calculator.
Exhibits	The Exhibits window includes the following: ■ *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet*, *FCAT Mathematics Retake Reference Sheet*, or *Periodic Table of the Elements* ■ **Directions for Completing Fill-in Response Items** (Algebra 1 Retake and FCAT Mathematics Retake only) ■ A diagram of a four-function calculator ■ **Helpful Hints for Using a Four-Function Calculator**

Student Demographic Information

Student demographic information for all participating students must be verified before testing. For students participating in computer-based administrations, this information must be verified in PearsonAccess, according to the instructions on pages 114–115. For students testing with paper-based accommodations (regular print, large print, braille, one-item-per-page), the demographic information on preidentified student labels must be verified, according to the instructions on pages 17–18. If students were not preidentified, then student grid sheets must be completed, according to the instructions on pages 12–17.

If students will be verifying PreID labels or gridding non-preidentified student grid sheets, test administrators must read the *Script for Verifying a Preidentified Label* or the *Script for Gridding a Non-Preidentified Student Grid Sheet*, as appropriate. Both scripts are located at **www.FLAssessments.com/Spring2015**.

Only school personnel may grid the following:

- Primary Exceptionality
- Section 504
- ESE/504 Accommodation Types
- ELL Accommodation Types
- ELL

School personnel or students may grid the following:

- Student Name
- District/School Number
- Social Security Number (preferred) or Florida Student Number
- Date of Birth
- Grade Level
- Gender
- Ethnicity
- Race
- Student Enrollment Information Box

When completing student grid sheets, it is vital that school personnel and/or students fill in the appropriate boxes AND grid the corresponding bubbles. Incomplete grid sheets will result in delayed score reporting.

School staff may verify and apply labels and/or complete grid sheets no sooner than one week prior to testing. Please see pages 21–25 for policies and procedures regarding handling secure materials.

Refer to the following descriptions when verifying, updating, or completing student demographic information. If demographic information needs to be updated in PearsonAccess after testing, follow the instructions on pages 136–138.

Student Name

Provide the student's first and last names. There is space for the first 11 letters of the student's first name and the first 12 letters of the last name. **Do not leave this information blank.** If known, enter the student's middle initial.

District/School Number

Provide the six-digit district/school number (**DIST/SCH** on a student label). **Do not leave this information blank.**

District/school numbers for students from special programs (e.g., FTC Scholarship, McKay Scholarship, Home Education, K–8 Virtual School Continuity) must be completed using the appropriate numbers for each program. See the table on page 5 for a list of special program district and school numbers.

Social Security Number or Florida Student Number

Provide the student's Social Security Number (followed by an *X*) if it is available. Grid the corresponding bubbles for the nine-digit number followed by an *X*. If the Social Security Number is not available, use the ten-digit Florida Student Number. **Do not leave this information blank.** On a student label, the last four digits of the student's Social Security Number preceded by five *X*s and followed by one *X* **or** the complete ten-digit Florida Student Number is printed next to **ID**.

Date of Birth

Provide the month, day, and year of the student's birth. On a student label, the student's date of birth is printed next to **DOB** in the following format:

mm/dd/yyyy (e.g., 07/23/1997)

Grade Level

Provide the current grade level of the student. Select Grade 13 only for students who were in Grade 12 last year and have returned to school for an additional year. Select Adult (**AD**) for students enrolled in an adult high school program. **Do not leave this information blank.** If the grade level is incorrect on a student label, grid the correct grade level.

Gender

Indicate the student's gender (Male or Female). On a student label, the student's gender (**GEN**) is printed on the same line as **DOB** in the following format:

Male (shown as **M** on label)

Female (shown as **F** on label)

Ethnicity

Use the following **Ethnicity** description for 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."

Enter **Y** for Yes or **N** for No in the **Ethnicity** section.

Race

Use the following descriptions to complete **Race** information. For each category, indicate **Y** for Yes or **N** for No; a student may belong to more than one category.

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

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

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

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

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

Student Enrollment Information/Course List

For non-preidentified test and answer books, complete the **Student Enrollment Information Box** on the back of the book to indicate whether the student is currently enrolled in, was previously enrolled in, or has never been enrolled in one of the courses in the **Course List Box**.

Student Enrollment Information Box
(Bubble one of the following)

- ◯ Currently enrolled in one of the courses listed in Course List Box
- ◯ Previously enrolled in one of the courses listed in Course List Box
- ◯ Never been enrolled in one of the courses listed in Course List Box

Subject	Course List
Algebra 1 Retake	**Course List Box** • 1200310 Algebra 1 • 1200320 Algebra 1 Honors • 1200380 Algebra 1-B • 1200390 IB Middle Years Program Algebra 1 • 1209810 Pre-AICE Mathematics 1 IGCSE Level
Biology 1	**Course List Box** • 2000310 Biology 1 • 2000320 Biology 1 Honors • 2000322 Pre-AICE Biology IGCSE Level • 2000430 Biology Technology • 2000800 Florida's Pre-IB Biology 1 • 2000805 IB Biology 1 • 2000850 IB Middle Years Program Biology • 2002440 Integrated Science 3 • 2002450 Integrated Science 3 Honors

Subject	Course List
Civics	**Course List Box** • 2106010 M/J Civics • 2106015 M/J Civics • 2106016 M/J Civics & Career Planning • 2106020 M/J Civics, Advanced • 2106025 M/J Civics, Advanced • 2106026 M/J Civics, Advanced & Career Planning • 2106027 M/J IB MYP Civics Advanced • 2106028 M/J IB MYP Civics Advanced & Career Planning • 2106029 M/J Civics and Digital Technologies • 2100045 M/J U.S. History and Civics
U.S. History	**Course List Box** • 2100310 U.S. History • 2100320 U.S. History Honors • 2100390 Visions and Countervisions: Europe, U.S. and the World from 1848 • 2100480 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors

Primary Exceptionality

Primary exceptionality classifications are used to identify students with current IEPs who have been classified as exceptional according to State Board of Education Rule 6A-6.0331, FAC. For students taking a computer-based test, select the appropriate primary exceptionality code in PearsonAccess if this information is not already populated from the PreID upload. For students using non-preidentified paper-based materials, grid the appropriate primary exceptionality on the student grid sheet. GRID ONLY ONE. If more than one code is gridded, none of the codes will be recognized as valid.

Primary Exceptionality Classifications

Description	Code on Student Grid Sheet (Paper-Based Accommodation)
Orthopedically Impaired	**C = OI**
Speech Impaired	**F = SI**
Language Impaired	**G = LI**
Deaf/Hard of Hearing	**H = DHH**
Visually Impaired	**I = VI**
Emotional/Behavioral Disability	**J = EBD**
Specific Learning Disability	**K = SLD**

Description	Code on Student Grid Sheet (Paper-Based Accommodation)
Gifted	**L = GIF**
Hospital/Homebound	**M = HH**
Dual-Sensory Impaired	**O = DSI**
Autism Spectrum Disorder	**P = ASD**
Traumatic Brain Injured	**S = TBI**
Other Health Impaired	**V = OHI**
Intellectual Disability	**W = InD**

Section 504

If a student has been identified by the district as a student with a disability according to Section 504 of the Rehabilitation Act of 1973, select **Yes** for the Section 504 category if this information is not already populated from the PreID upload, or grid the bubble for Yes on a test and answer book. With the exception of L=GIF (Gifted), a student can be gridded with a Primary Exceptionality classification or Section 504 category, but cannot be gridded with both.

ESE/504 or ELL Accommodation Types

If a student with an IEP, a student with a Section 504 plan, or a student with an ELL plan uses any administration accommodations during the computer-based test administration, select **Yes** for the accommodation type used. For students using paper-based materials, grid the bubble next to the accommodation type used. **The accommodation type must not be recorded unless it is actually used.** More than one accommodation type may be recorded. Accommodations are recorded by type, as listed below. See Appendix A for a description of allowable accommodations and the categories in which they fall.

All students must be provided with the allowable accommodations on their plans. If a student chooses not to use an accommodation that is provided, the school assessment coordinator should be notified. Schools are responsible for maintaining documentation of accommodations that are provided but not used.

ESE/504 Accommodation Types

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

ELL Accommodation Types

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

English Language Learner (ELL)

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

- Less than 1 year
- One year or more

Preidentified Student Labels

The preidentification information provided by districts was used to print PreID rosters and student labels for test and answer books. If the district supplied class code information, the student labels are sorted by class code; otherwise, they are sorted alphabetically by grade level.

School staff may verify and apply labels and/or complete grid sheets no sooner than one week prior to testing.

Please adhere to the following policies when preparing student materials:

- Only the school assessment coordinator and other certified school personnel designated by the building/site administrator may open the shrink-wrapped packages and affix labels. **Secure books must not be opened.**
- Do not use student labels from previous administrations.
- **Students are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.**
- The *Test Materials Chain of Custody Form* must be maintained at all times.
- All secure materials must be returned to locked storage and remain there until testing.

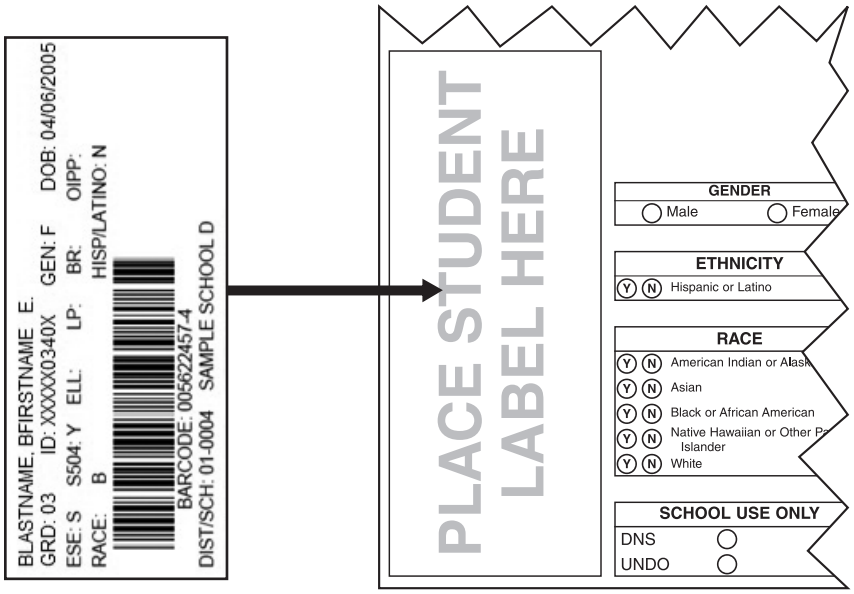
Follow these steps when verifying student information and affixing a PreID label to a student grid sheet:

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.
2. Verify the information on the PreID roster against the school's student information database. Because the complete Social Security Number is not printed on the label, the PreID roster **must** be used to verify student information. It is **not** necessary to verify the labels **and** the roster because the same data file was used to create both.

   If the student name, student ID number, district number, school number, OR grade level is INCORRECT, destroy the label in a secure manner.
3. Verify that no information is missing from student labels. Grid any missing information with a No. 2 pencil. Only the last four digits of a student's Social Security Number preceded by five *X*s and followed by one *X* will be printed on the label. You are NOT required to grid the missing digits of the Social Security Number.
4. In order for a document to be properly scanned, carefully place the label in the lower left corner of the student grid sheet in the box that reads **PLACE STUDENT LABEL HERE**. Ensure the label is not wrinkled or applied unevenly.

Do not remove labels once they have been affixed. Do not affix a label over another label.

Sample Preidentified Student Label



Incorrect or Missing Preidentified Information

Destroy labels in a secure manner if ANY of the following information is incorrect:

1. Student Name
2. Student ID Number (Social Security Number or Florida Student Number)
3. District Number
4. School Number
5. Grade Level

If any other preidentified information (e.g., gender, date of birth) is **incorrect**, report the incorrect information to the school or district student information database manager after testing has been completed.

If the **student name, student ID number, district number, school number, OR grade level is INCORRECT on a student label that has been affixed to an UNUSED test and answer book**, that book must not be used. The student grid sheet of a non-preidentified book MUST be gridded. The book with the incorrect label affixed should be set aside and returned with all other NOT TO BE SCORED materials.

If the **student name, student ID number, district number, school number, OR grade level is INCORRECT on a USED test and answer book**, the student must, under the supervision of the test administrator, transfer his or her exact responses into a replacement book.

The DNS bubble must be gridded on the book that contains the label with the incorrect student information and the book must be returned with all other NOT TO BE SCORED materials. The correct student information must then be gridded on the replacement test and answer book.

If any student information is missing from a student label that has been affixed to a test and answer book, add the information by gridding the appropriate bubbles on the student grid sheet. **Incorrect information on a student label CANNOT be corrected in this manner.**

Do not use a preidentified test and answer book for any student other than the student for whom it is preidentified.

See the sample student grid sheet on page 23.

Test Security Policies and Procedures

Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the Test Security Statute, s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See Appendix C for the full text of the Florida Test Security Statute and Florida State Board of Education Test Security Rule. **Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations, loss of teaching certification, and/or involvement of law enforcement.**

Examples of prohibited activities are listed below:

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

Please read and familiarize yourself with the Statute and Rule in Appendix C.

If students with current IEPs, Section 504 plans, or ELL plans have allowable accommodations documented, test administrators may provide accommodations as described in Appendix A and may modify the scripts as necessary to reflect the allowable accommodations.

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

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

Please remember that after ANY administration, initial **or** make-up, all secure test materials must be returned immediately to the school assessment coordinator and placed in locked storage. The *Test Materials Chain of Custody Form* (located in Appendix D) should be maintained at all times. **No more than three people should have access to the locked storage room.** Secure materials must never be left unsecured and must not remain in classrooms or be taken off the school's campus overnight. Secure test documents (test and answer books, Reading Passage Booklets) should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the "Security of Test and Answer Books" section on pages 21–22.

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to test administration and that all personnel sign and return a *Test Administration and Security Agreement*, provided in Appendix D, stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists the school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement.

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

An accurate Security Log, provided in Appendix D, and an accurate seating chart must be maintained for each testing room. Anyone who enters a testing room **for the purpose of monitoring the test** is required to sign the

log. This applies to test administrators, proctors, and anyone who relieves a test administrator, even for a short break, regardless of how much time he or she spends monitoring a testing room.

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

Admission of Students to Testing

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

Proctors

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

1–25 students	Test Administrator*
26–50 students	Test Administrator and 1 Proctor
51–75 students	Test Administrator and 2 Proctors

* FDOE **strongly recommends** that proctors be assigned to rooms with 25 or fewer students whenever possible.

School personnel and non-school personnel may be trained as proctors (only certified school personnel may be trained as test administrators). Prior to testing, inform all proctors of their duties and of the appropriate test security policies and procedures. **School personnel** duties may include preparing and distributing materials (e.g., authorization tickets, work folders). **Non-school personnel** may assist test administrators during test administration; however, they may NOT participate in any of the test administration procedures (e.g., distributing and collecting authorization tickets, assisting students with logging in to the test, providing accommodations). Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties.

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

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

Test Irregularities and Security Breaches

Test Irregularities

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

Security Breaches

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

Submit a Written Report

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

1. Log into ShareFile at **fldoe.sharefile.com** and retrieve the blank Test Administration Incident Report Form from the Forms and Templates folder. (Note: FDOE recommends that districts download the file each time a new investigation is initiated in order to guarantee the use of the most up-to-date form.)
2. Save the file locally, and change the file name to your district name, the word "Investigation," underscore and the date submitted, like so: DistrictInvestigation_MMDDYYYY.
3. Complete the form.
4. Upload the completed form to the appropriate district folder (*not* to the Forms and Templates folder).
5. ShareFile will notify FDOE that a document has been uploaded to the district folder. FDOE will locate the file, assign an Incident ID number to the investigation, and notify the district contact of our receipt of the file and the assigned ID.
6. FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information or documentation from the district. Additional requested information or documentation should also be uploaded to the district's ShareFile folder.
7. If warranted, FDOE will add a memo summarizing the incident to the district's ShareFile folder and will then provide the contents of the district folder to the Office of Professional Practices at FDOE.

Security Policies and Procedures for Paper-Based Materials

Security of Test and Answer Books

A security number is used to account for each test and answer book (paper-based accommodations). See page 23 for a graphic that shows the location of the security number on a sample student grid sheet.

The security number consists of a nine-digit number followed by a check digit. The packing list will indicate the number ranges assigned to each school. Written documentation of the number ranges must be maintained at all times during distribution and return of secure test and answer books.

Pre-populated Administration Record/Security Checklists are provided with lists of security numbers for all secure test and answer books assigned to each school. These pre-populated lists are available for district and school personnel in PearsonAccess. (Log in to PearsonAccess. Go to **Test Setup** and select the **Orders** link. From the **Reports** drop-down menu, select "Security Checklist Detail.") School assessment coordinators may use these lists to record the security numbers of the documents assigned to and returned by each test administrator. A blank version of this form (example below) is also available in Appendix D and at **www.FLAssessments.com/Spring2015**.

The test administrator should also maintain a record of the security numbers for all test and answer books assigned to him or her. If a test administrator receives test and answer books that are not already listed, the security numbers of those materials must be added to this record with the names of the students to whom the test materials are assigned. As directed by the school assessment coordinator, the test administrator may use a copy of the pre-populated Administration Record/Security Checklist, use a copy of the blank Administration Record/Security Checklist, or make his or her own comprehensive record of security numbers. The security number(s) of the document(s) assigned to and returned by each student should be recorded and verified at the completion of each day of testing.

Soiled Documents

If a secure test and answer book is soiled (e.g., with blood or vomit), the district assessment coordinator should email the security number and document type to Pearson at Florida@support.pearson.com. At their discretion, school personnel may transcribe responses into a replacement test and answer book and then destroy the soiled document as directed by the district assessment coordinator.

FCAT Florida Comprehensive Assessment Test®

FCAT 2.0 Florida Comprehensive Assessment Test®

ADMINISTRATION RECORD/SECURITY CHECKLIST

SPRING 2015 ASSESSMENTS

Florida EOC Assessments

☐ Grade 5 Science ☐ Grade 8 Science ☐ FCAT 2.0 Reading Retake ☐ FCAT Mathematics Retake

☐ Algebra 1 EOC Retake ☐ Biology 1 EOC ☐ Civics EOC ☐ U.S. History EOC

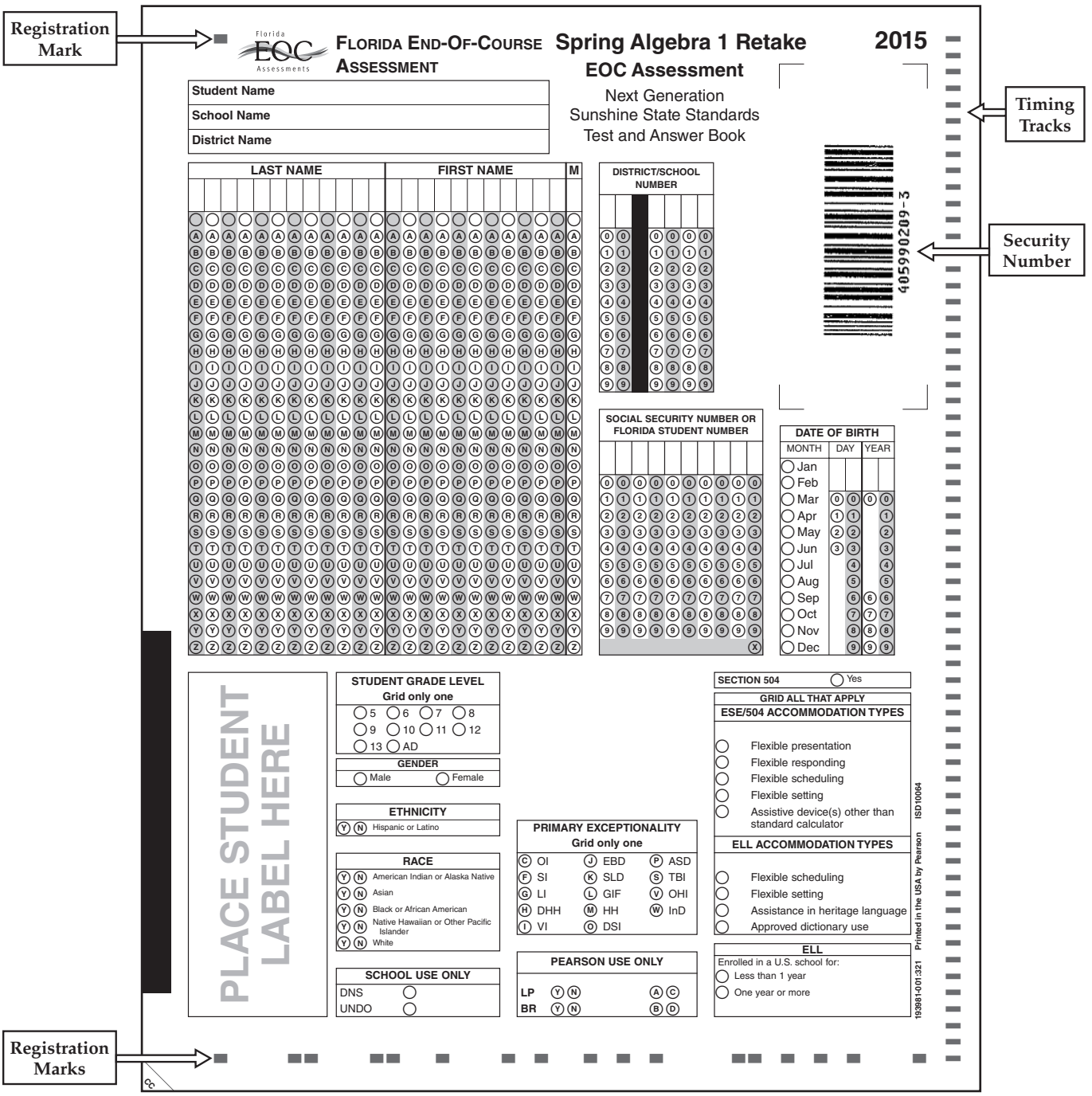
SCHOOL NUMBER: _____ **SCHOOL NAME:** _____

Security Number	Student Last Name	Student First Name	Grade Level	Student ID Number	Attendance*	Accommodations Provided**	Accommodations Used**	Test Group Code	Test Administrator Signature	School Assessment Coordinator Signature	Date/Time Received	Date/Time Returned

*__Attendance Codes__: P = Present A = Absent W = Withdrawn P/I = Present but Invalidated

** __Accommodations Codes for ESE/504__: 1-FP=Flexible Presentation; 1-FR=Flexible Responding; 1-FSC=Flexible Scheduling; 1-FSE=Flexible Setting; 1-AD=Assistive Devices
__For ELL__: 2-FSC=Flexible Scheduling; 2-FSE=Flexible Setting; 2-AHL=Assistance in Heritage Language; 2-ADI=Approved Dictionary

Location of Security Number on Sample Student Grid Sheet (Paper-Based Accommodation)



Do not write or mark outside the student demographic information boxes. Any marks outside the information boxes, especially on or near the registration marks or timing tracks, may adversely impact the scoring process.

Missing Materials

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

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

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

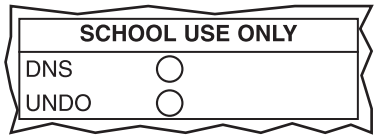
- the nature of the situation,
- the time and place of the occurrence,
- the names of the people involved,
- copies of completed forms (*Test Administration and Security Agreements, Test Administrator Prohibited Activities Agreements, Test Materials Chain of Custody Form*, etc.),
- a description of the communication between the district assessment coordinator's office and school personnel,
- how the incident was resolved, and
- what steps are being implemented to avoid future losses.

A form to report missing secure materials can be found online at **www.FLAssessments.com/Spring2015**. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

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

Do Not Score (DNS) and UNDO Bubbles

The DNS and UNDO bubbles are located in the **SCHOOL USE ONLY** box near the bottom of the student grid sheet. See the example below.



The DNS bubble must be gridded when a test is invalidated or when a document is defective and USED according to the guidelines on the next page.

If a DNS bubble has been gridded by mistake, erase the DNS bubble **and** grid the UNDO bubble. Then package the document with all other TO BE SCORED materials.

DNS Guidelines for Defective Materials

If a defective test and answer book is identified **before** testing begins, give the student a replacement test and answer book. Return the defective book with all other NOT TO BE SCORED materials.

The DNS bubble MUST be gridded if a test and answer book is defective and USED.

If a defective test and answer book is identified **before** testing begins, give the student a replacement book. Return the defective book with all other NOT TO BE SCORED materials.

The DNS bubble MUST be gridded if any of the following circumstances occur:

1. The test and answer book is defective and **USED**.
2. **A student name, student ID number, district number, school number, OR grade level is INCORRECT** on a label affixed to a **USED** book.
3. A student label has been placed over another student label on a **USED** book.

If a student discovers any of the above issues **during** testing, give the student a replacement test and answer book. When the student completes the session, he or she must, under the supervision of the test administrator, transfer the exact responses from the defective document to the replacement document. If the defective document has a student label, **do not remove the label**. Grid all information on the student grid sheet of the replacement document. **Grid the DNS bubble on the defective USED book and return it with all other NOT TO BE SCORED materials.**

Under the following circumstances, it is NOT necessary to grid the DNS bubble if the document has been packaged properly for return with all other NOT TO BE SCORED materials:

1. The preidentified test and answer book belongs to a student who has withdrawn before testing begins.
2. The preidentified book belongs to a student who was absent during the entire testing window.
3. The book is defective and UNUSED.
4. The preidentified information is incorrect and the book is UNUSED.

If a test and answer book is soiled, see the instructions for "Soiled Documents" on page 22.

If the timing tracks (see the example on page 23) are damaged, determine whether the DNS bubble needs to be gridded and the student's responses need to be transcribed.

- If the damaged portion is less than one inch in size, do not grid the DNS bubble. The book can be returned with other TO BE SCORED materials and does not need to be transcribed.
- If the damaged portion is greater than one inch and the answer book has been used, grid the DNS bubble. Under supervision of a test administrator, the student must transcribe his or her responses into a replacement book, and the damaged book should be returned with all other NOT TO BE SCORED materials. If the test administrator is alerted to the tear while reading the administration script before testing begins, he or she should contact the school assessment coordinator and give the student a replacement book.

Test Invalidation Policies and Procedures

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

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

When a paper-based test is invalidated for any of the reasons described in this "Test Invalidation" section, return the invalidated test with the DNS bubble gridded with all other TO BE SCORED materials. This will ensure that the student is counted as having tested, but the student will not receive a score.

For assistance identifying circumstances when invalidation is an appropriate course of action, review the guidelines below. For information on how to invalidate a computer-based test in PearsonAccess, see pages 141–142.

1. **A student has an electronic device during testing.** If a student is found with an electronic device during testing or during breaks within a session, the student's test MUST be invalidated.
2. **A student is cheating during testing.** Cheating is cause for immediate test invalidation. Possible cheating situations include looking at/copying from another student's test, allowing another student to look at or copy from the student's test, or discussing test content.

   Please note, as stated in Rule 6A-10.042, FAC, in situations involving cheating, a report must be submitted to FDOE within 10 calendar days of the incident, as stated on page 21.
3. **A student becomes ill and is unable to finish, OR a student is not allowed the correct amount of time.** Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the test items. The student should be asked if he or she is comfortable with his or her performance on the test to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test should be submitted for scoring.

   If it is determined that the student was not provided adequate time to respond completely AND the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised AND the student has not left the school's campus, the student may return to the testing room during the same school day to complete the test. If a student starts a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test.
4. **A student is given an accommodation not allowed on statewide assessments.** If a student is given an accommodation that is not allowed on statewide assessments, that student's test must be invalidated. For information about allowable accommodations, see Appendix A. Test administrators who will administer tests to students who require accommodations should be familiar with allowable accommodations to ensure they are not offering classroom testing accommodations that are not allowed on statewide assessments.
5. **A student is given an accommodation not indicated on the student's IEP, Section 504 plan, or ELL plan.** Testing with accommodations not indicated on a student's IEP, Section 504 plan, or ELL plan may be cause for invalidation.
6. **A student was NOT provided an allowable accommodation indicated on the student's IEP, Section 504 plan, or ELL plan.** The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.
7. **An error occurs in test administration procedures that could compromise the validity of test results.** If the validity of the test results has been compromised (e.g., a student had access to an unauthorized visual aid that gave an unfair advantage), the test must be invalidated.

8. **A disruption occurs during testing.** If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.
9. **A student is given unauthorized help during testing.** If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator has told a student to check the answer to a specific item), the student's test must be invalidated.
10. **A student is disruptive during testing.** If a student is disruptive during testing, the school assessment coordinator should determine whether invalidation is an appropriate course of action.

Test Administrator Responsibilities Before Testing

Please use the *Test Administrator Checklist* in Appendix D before, during, and after testing. This checklist is also available at **www.FLAssessments.com/Spring2015**.

Test administrators MUST be certified educators. If you are not a certified educator, you may not administer any EOC assessments.

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 this manual, are familiar with the test security statute and security policies, and have received adequate training; and
- read, sign, and return a *Test Administrator Prohibited Activities Agreement*.

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

Conduct Practice Test (ePAT)

Prior to administering each computer-based assessment, conduct a practice test (lasting approximately 45 minutes) based on instructions from your school assessment coordinator. The practice tests contain sample test items to prepare students for each assessment. They will help familiarize you and your students with the CBT tools, including the TestNav Calculator tool and reference sheet, and the process for responding to items in TestNav. The practice test items are not intended to replicate the difficulty of the items on the test but are very similar in content and format. **All students who will participate in this administration MUST participate in a practice test conducted at their school unless students previously took a TestNav 8 ePAT for the subject test they are scheduled to take.**

For each practice test, you will need the appropriate practice test script located at **www.FLAssessments.com/ePATs**. Read and familiarize yourself with the practice test scripts and practice using the tools in the ePAT before administering a practice test to students. The scripts for the practice tests are provided to ensure that all students are given the same instructions. However, for the practice tests ONLY, you may provide additional information as needed.

Students who will test using accommodated computer-based forms (text-to-speech, masking) must practice using the accommodated ePAT. Separate instructions and scripts for administering accommodated practice tests are located at **www.FLAssessments.com/ePATs**.

Work folders will not be provided for the Algebra 1 Retake, Biology 1, or FCAT Mathematics Retake practice tests. Instruct students to bring their own scratch paper and pencils/pens.

If your school will provide CBT Worksheets for students taking the FCAT 2.0 Reading Retake, Civics EOC, or U.S. History EOC assessments, you may allow students to use scratch paper during the practice test.

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 mathematical concepts. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

Sufficient workspace should be provided for students to use their test materials (e.g., work folders, worksheets, paper-based accommodations). Students must not be able to easily view other students' computer screens, devices, or test materials. During the practice test, check the configuration of your testing room to make sure you will be able to provide a secure environment during testing. Make adjustments prior to the test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

When you arrive on the day of testing, open each student workstation or device in the testing room to the student Sign In screen as indicated in the script, but **do not sign in for students**. Ensure that you have a way to contact the technology coordinator or the school assessment coordinator without leaving the room unattended.

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

Refer to the chart on page 20 for the number of proctors needed. **It is recommended that at least one proctor be assigned to all testing rooms, even those with 25 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
- Accommodations provided to students
- Accommodations used by students
- Test group code
- Grade level
- Unique security numbers of secure documents assigned to each student (paper-based accommodations only)
- Signatures of test administrator and school assessment coordinator
- Dates and times when secure materials (e.g., Student Authorization Tickets, Session Rosters, test and answer books) are received and returned

Your school assessment coordinator will provide a Session Roster, which can be used to record or verify most of the required administration information. The roster will include blank fields for recording accommodations and attendance information. Other required information (e.g., test group code) may be recorded anywhere on the roster. If you are administering a paper-based test, use a pre-populated Administration Record/Security Checklist (located in PearsonAccess) or the blank form (located in Appendix D) to record required administration information, according to your school assessment coordinator's instructions.

Copy and file all required administration information for future reference. Return the originals to the 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 (e.g., on the Session Roster, on the Administration Record/Security Checklist). For paper-based tests, the accommodations used should be recorded on the student grid sheet. If a student does not use an accommodation that is provided, the school assessment coordinator should be notified when testing is completed, and the accommodation should **not** be

recorded on the student grid sheet. Schools are responsible for maintaining documentation of accommodations that are provided but not used.

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

For ESE/504 students:

1-FP = Flexible Presentation

1-FR = Flexible Responding

1-FSC = Flexible Scheduling

1-FSE = Flexible Setting

1-AD = Assistive Devices

For ELL students:

2-FSC = Flexible Scheduling

2-FSE = Flexible Setting

2-AHL = Assistance in Heritage Language

2-ADI = Approved Dictionary

Seating Charts

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

- Room name/number
- Subject
- Student names and their locations in the room during testing
- Direction each student is facing
- Date
- Starting and stopping times
- Your name
- Names of proctors (if applicable)
- Test group code
- Session name in PearsonAccess (CBT)
- Laptop/mobile device assignments (if applicable)

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

If conducting computer-based testing on laptops or other mobile devices, record which devices students are testing on so that student responses can be recovered, if necessary.

Assemble Materials

Test Administration Manual

You will need this manual to read the appropriate test administration scripts to students. You are responsible for reading the *General Information* sections, the *Test Administrator Responsibilities* sections, appropriate appendices, and the appropriate script(s) BEFORE testing. If you are administering a practice test, you will also need to access the appropriate ePAT script(s) located at **www.FLAssessments.com/ePATs**.

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 and scripts for administering tests to students who require paper-based accommodations (regular print, large print, braille, one-item-per-page) or accommodated computer-based test forms (text-to-speech, masking) are located at **www.FLAssessments.com/Spring2015**. A separate braille script and braille notes are provided with the braille test materials. The braille scripts and instructions are also posted at **www.FLAssessments.com/Spring2015.**

Pencils/Pens

For computer-based test sessions, instruct students to bring a pencil or a pen on the day of the test, but also ensure that a supply of pencils and pens is available. Students will need a pen or pencil to sign their authorization tickets and to work problems in their work folders or make notes on their worksheets.

Students who will test using paper-based accommodations must use No. 2 pencils to complete the information on their grid sheets, sign below the Testing Rules Acknowledgment, and record their responses. Mechanical pencils must NOT be used. Students should be instructed to bring a No. 2 pencil 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 the assessments. If you are administering the FCAT 2.0 Reading Retake, you will need to ensure each session does not extend beyond half the length of a typical school day. Starting and stopping times should be provided by your school assessment coordinator and displayed for students according to the instructions in the test administration script.

The EOC assessments are each administered in one 160-minute session with a 10-minute break after 80 minutes. **Any student not finished by the end of the allotted time may continue working; however, testing must be completed within the same school day.**

Remember that failure to provide the correct amount of time will likely result in test invalidation.

Security Log

You are required to maintain an accurate Security Log for your testing room. **Anyone who enters a testing room for the purpose of monitoring a test MUST sign the log for that testing room.** This applies to test administrators, proctors, and anyone who relieves a test administrator, even for a short break, regardless of how much time he or she spends monitoring a testing room. Remove the Security Log from Appendix D and use it as required. This document can also be found at **www.FLAssessments.com/Spring2015**.

Do Not Disturb Sign

Remove the Do Not Disturb sign from Appendix D and post it at all entrances to the testing room prior to testing.

Electronic Devices Sign

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

Session Signs

Remove the Session signs from Appendix D and, prior to each FCAT 2.0 Reading Retake session, post the appropriate sign where it will be visible to all students.

Cover Sheets

As directed by your school assessment coordinator, use the cover sheets from Appendix D when you separate TO BE SCORED and NOT TO BE SCORED paper-based materials. You may copy cover sheets as necessary.

Receive Materials

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

Student Authorization Tickets and Session Rosters

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

Each test session will have a unique Password that will be printed on the Student Authorization Tickets and Session Roster. Students will be prompted to enter the Password to access the test. Students taking the FCAT 2.0 Reading Retake will sign in using the same Student Authorization Tickets for both days. Students do not need to be placed in a new session in PearsonAccess for Session 2/Day 2 of the FCAT 2.0 Reading Retake.

Student Authorization Tickets and Session Rosters are secure materials.

Test Group Code

Your school assessment coordinator will provide you with a unique four-digit test group code for each test being administered. The same test group code should be used for both sessions of the FCAT 2.0 Reading Retake. The test group code is used as a security measure to identify groups of students tested together. Post the test group code as indicated in the test administration script, and record the code in your record of required administration information and on your seating chart.

Seal Code

A seal code is a unique four-digit number used to allow students to access Session 2 of the FCAT 2.0 Reading Retake after they have completed Session 1. Seal codes are provided in PearsonAccess. All students in a test session will have the same seal code. There is one sealed section, which is to be accessed during Session 2 (Day 2) of testing. Students must be resumed after exiting Session 1 (Day 1) before they are able to sign back in and enter the seal code for Session 2.

Do not provide seal codes to students until instructed to do so in the **Session 2** script. Because seal codes enable access to the test, they are secure information.

Paper-Based Test Materials

If you will administer test(s) to students using regular print paper-based accommodations, your school assessment coordinator will provide you with the following materials, as applicable:

- *FCAT 2.0 Reading Next Generation Sunshine State Standards RETAKE Test and Answer Books*
- *FCAT 2.0 Reading Next Generation Sunshine State Standards RETAKE Passage Booklets*
- *FCAT Mathematics Sunshine State Standards RETAKE Test and Answer Books*
- *FCAT Mathematics Retake Reference Sheets*
- *Algebra 1 Retake EOC Assessment Test and Answer Books*
- *Biology 1 EOC Assessment Test and Answer Books*
- *Civics EOC Assessment Test and Answer Books*
- *U.S. History EOC Assessment Test and Answer Books*
- *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheets*
- *Periodic Table of the Elements* (Biology 1)
- Calculators (Four-Function)

For students using regular print, large print, braille, or one-item-per-page materials, refer to the scripts and instructions for administering paper-based accommodations at **www.FLAssessments.com/Spring2015**.

Reading Passage Booklets

You may receive Reading Passage Booklets for eligible students taking the computer-based FCAT 2.0 Reading Retake if this accommodation is documented in their IEPs or Section 504 plans. Provide the booklets to students with this accommodation as instructed in the test administration script. Supervise while students break the seal at the beginning of each session as instructed in the script. Students may write in these booklets. All booklets must be collected immediately after testing and returned with the authorization tickets. Reading Passage Booklets are secure materials and are not provided for practice tests.

Work Folders

You will receive work folders for students taking the computer-based FCAT Mathematics Retake and the Algebra 1 Retake and Biology 1 EOC Assessments. Distribute these folders as indicated in the test administration scripts. You will receive extra folders in case students request more than one. **Used work folders are considered secure materials.**

Work folders are not provided for the practice tests; students should bring their own scratch paper for working the problems.

CBT Worksheets

If your school is providing CBT Worksheets for the computer-based FCAT 2.0 Reading Retake, Civics EOC, and/or U.S. History EOC Assessments, distribute them as indicated in the administration scripts. Students must

be provided a new worksheet for Session 2 of the FCAT 2.0 Reading Retake. Collect used worksheets at the end of the test session and return them to your school assessment coordinator. **Used worksheets are secure materials.**

Calculators

Ensure you have an adequate supply of calculators, including large key/large display and talking calculators, before testing begins.

For the computer-based FCAT Mathematics Retake and Algebra 1 Retake and Biology 1 EOC Assessments, students may use the built-in calculator in TestNav, a handheld calculator, or both. You should have enough handheld **four-function** calculators to provide one to every student taking an FCAT Mathematics Retake, Algebra 1 Retake, and Biology 1 EOC Assessment.

Students taking an FCAT Mathematics Retake, Algebra 1 Retake EOC, or Biology 1 EOC Assessment with paper-based accommodations MUST be provided the appropriate handheld calculator (four-function) before testing begins.

See page 10 for more information about calculators.

Reference Sheets and Periodic Tables

The reference sheets and periodic table are available in TestNav. If your school will provide paper copies of reference sheets to students taking the FCAT Mathematics Retake or Algebra 1 Retake EOC Assessment or periodic tables to students taking the Biology 1 EOC Assessment, distribute copies as indicated in the administration script. **Used reference sheets and periodic tables are secure materials.** See pages 10–11 for more information regarding reference sheets and periodic tables.

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 the test (for lunch, an appointment, illness, etc.), they WILL NOT be allowed to complete the test. Students and parents/guardians should be made aware of this policy. If a student does not feel well on the day of testing, it may be best for the student to wait and be tested on a make-up day. Please make sure parents/guardians are aware of the test administration schedule and understand that appointments should not be scheduled on testing days.
- **Testing Rules Acknowledgment**—Prior to testing, students will be asked to affirm a Testing Rules Acknowledgment that 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." Students taking a computer-based test show that they have read the statement by selecting a radio button; in a paper-based test, a signature line appears below the statement.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they sign/check the acknowledgment reads, "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." Please make sure that students understand this policy prior to testing, and remind them that discussing the items 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 and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test, with the exception of students testing on paper who have an extended time accommodation that specifically allows for a test to be taken over more than one day. **No other exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, arrange to administer the test to that student on a make-up day.

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

Read Script

Please refer to the table below to ensure you are using the correct administration script based on the method of delivery and the accommodations provided (if applicable).

Test Format	Method of Delivery	Refer To
Computer	TestNav—non-accommodated CBT forms (students may require administration accommodations, such as flexible scheduling, flexible setting)	Pages 39–103
	TestNav—accommodated CBT forms (e.g., text-to-speech, masking)	**www.FLAssessments.com/Spring2015**
Paper	Regular print, large print, or one-item-per-page materials	
	Braille test materials	

For paper-based accommodations, if school personnel have not already gridded or verified student information prior to testing, proceed to the *Script for Gridding a Non-Preidentified Student Grid Sheet* available at **www.FLAssessments.com/Spring2015**; then proceed to the appropriate administration script.

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

You may make necessary modifications to the scripts when testing students who are allowed certain accommodations. For example, if a student receives a flexible responding accommodation, include the specific instructions the student is to follow when responding to test items.

Additional instructions for administering the tests to students who require paper-based accommodations or accommodated computer-based test forms (text-to-speech, masking) are provided at **www.FLAssessments.com/Spring2015**. Braille scripts and braille notes are also provided with the braille test materials.

Distribute Materials

Ensure that each student has a pen or pencil.

Distribute the Student Authorization Tickets as indicated in the scripts. Distribute calculators, worksheets, work folders, reference sheets, and periodic tables, as applicable, **before** testing begins.

For the FCAT 2.0 Reading Retake, distribute the Reading Passage Booklets, if applicable, as indicated in the script.

Testing Rules Acknowledgment

After you read the testing rules in the script, students will click a radio button beside the Testing Rules Acknowledgment 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 acknowledgment, walk around the room and ensure that all students click the button. (Students testing with paper-based accommodations will sign below the statement in their test and answer books.)

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 an EOC assessment. Record the starting and stopping times in the spaces provided in the script and also display these times for students.

For all EOC assessments, students may be provided additional time to complete the test, but test sessions must be completed within one school day. (Students are NOT required to have an extended time accommodation in order to receive additional testing time for the EOC assessments.)

Keep accurate time for each session of the FCAT 2.0 Reading Retake. Each session may last no longer than half the length of a typical school day. Your school assessment coordinator will provide you with specific starting and stopping times. Record the starting and stopping times in the spaces provided in the script and also display the times for students. **Remember that failure to provide the correct amount of time will likely result in test invalidation.**

The Mathematics Retake is untimed; however, testing may not exceed the length of one school day.

Eligible students with IEPs, Section 504 plans, or ELL plans may be provided additional time to complete a test session, but each test session must be completed within one school day. Eligible students with IEPs or Section 504 plans that allow testing over more than one day per session are required to test on paper.

Maintain Test Security

Maintain test security at all times and report violations or concerns to the school assessment coordinator immediately. Adhere to the *Test Security Policies and Procedures* on pages 19–25, the Statute and Rule in Appendix C, the *Test Administration and Security Agreement*, and the *Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

If a student leaves the room, you must secure the student's computer or device. Your school assessment coordinator will provide instructions. The student must turn off his or her monitor (recommended for short restroom breaks), exit the test, or some type of visual block (e.g., a file folder) must be applied to obscure the computer screen or device. If the student exits the system, intentionally or due to a technical issue, he or she must be authorized to resume testing. If your school assessment coordinator creates a Test Administrator account for you in PearsonAccess and trains you on the process, you will be able to resume testing for these students. Otherwise, your school assessment coordinator must authorize the student to resume testing.

Maintain your record of required administration information (Session Roster or Administration Record/Security Checklist), 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 or technology coordinator; however, it is not appropriate to use the computer or phone for any other purpose during a test session. While students are working, ensure the following:

- Students have cleared their testing areas of all materials except the appropriate test materials
- Students check the Testing Rules Acknowledgment box and enter the correct test group code
- Students do not have books, notes, extra scratch paper, or electronic devices of any kind (except approved calculators) during testing or during breaks, even if they do not use them
- Students do not talk to other students or make any disturbance
- Students are working independently
- Students are working in the correct test form (check student name and test on the computer screen or device)

Discussing Test Items With Students

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

Student Reports a Defective Item

If a student reports a test item that he or she thinks is defective, note the student's name, session name, subject, 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.

Technical Issues

If a student's computer or device is disconnected from the test, contact the technology coordinator to help diagnose any technical issues or resume the student's test in PearsonAccess (or contact your school assessment coordinator if you are not authorized to do so). Then assist the student with logging in again. **If a student still**

has difficulty logging in or keeps getting kicked out of his or her test, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved. Additional troubleshooting information is available at **www.FLAssessments.com/TestNav8**.

After Testing Is Complete

If permitted by your district or school assessment coordinator, you may allow students to read after they have finished the test AND their test materials (authorization tickets, work folders, worksheets, calculators, periodic tables, and reference sheets) have been collected. While still in the testing room, students are **not** permitted to write or to use computers or devices after they have finished the test and completed a comment form. The student comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Script for Administering Computer-Based Reading Retake

The following script should only be used for students participating in Session 1 of the computer-based Reading Retake. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the Reading Retake, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a Reading Retake practice test. If any students have not completed a practice test, contact your school assessment coordinator.
- 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, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**
3. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks, resuming testing, and the length of time students should be permitted to test for this session. Display the stopping time for this session where it is visible to all students. Contact your school assessment coordinator if you have not already received a specific stopping time for Session 1.
4. Ensure that the Session 1 and Electronic Devices signs are posted where they are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.

5. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
6. If you have students who require Reading Passage Booklets (see page 10), make sure that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**
7. If your school is providing copies of the CBT Worksheet, make sure you have sufficient copies for all students taking the assessment. Distribute worksheets **before** testing begins. References to CBT Worksheets are in parentheses and italics in this script and should be read to students only if applicable.
8. Make sure that all students have a pen or pencil to sign their authorization tickets and to make notes on their worksheets, if applicable. You should have a supply of extra pencils.
9. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
10. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

    When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say

Today, you will take Session 1 of the Reading Retake.

Remove all materials from your desk except your pen or pencil (*and CBT Worksheet*). (*Write your first and last name and today's date on your CBT Worksheet. You may use your worksheet to take notes. You cannot use any other paper. If you need another worksheet during testing, raise your hand.*)

Please do not type any information until I tell you to do so.

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 not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered the Reading Retake at this time.

If the **First Name**, **Last Name**, or **ID number** for the student is incorrect, the student CANNOT use the ticket and you should contact your school assessment coordinator. If the **Date of Birth** is the only incorrect field on the ticket, the student MAY test with that ticket and updates to the Date of Birth can be made after testing.

Say	Now, sign your name on your authorization ticket. (*Pause.*) Then, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Start Test Now screen. Retype the Username and Password for a student, if necessary.

Say	Select **Start Test Now**, then select **Start Section**. You should now see a Welcome screen. This screen identifies the test, which is the **2015 Spring Reading NGSSS Retake Test**. This screen also reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others. You should also see your name at the top right of the Welcome screen. If the name you see is not yours, please raise your hand.

If any students are not in the correct test, contact your school assessment coordinator.

Say	During testing, scroll down to read each selection, then choose the best answer to each question. Now, I will review how to navigate through the test. Do not select any buttons at this time. You will use the forward arrow to move to the next question or the back arrow to return to the previous question.

Say

Try to answer every question. If you come to a question you want to skip and return to later, flag it for review using the **Flag** button and keep going. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. You will not be allowed to return to Session 1 after you finish testing today, so be sure to use the **Review** button to verify that you have answered questions 1–25 for Session 1. At any time during the test, you may use the answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet.

This test has four sections. Today, you will complete Section 1, which contains the Testing Rules Acknowledgment and test group code, and Section 2, which contains Session 1 questions 1–25. You will complete Session 2 questions 1–28 on Day 2.

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

If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your authorization ticket (*and CBT Worksheet*) before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.

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 Session 1, review your answers and select the forward arrow on the last question. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** and **Continue**. Select **Continue**, then **Yes**. From the drop-down menu next to your name at the top of the screen, choose **Logout of TestNav,** and then select **Save and Return Later**. Raise your hand and I will collect your authorization ticket (*and CBT Worksheet*). When you have completed Session 1, you may leave quietly.

Please raise your hand if you have any questions.

OR

Option B

Say	When you have finished Session 1, review your answers and select the forward arrow on the last question. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** and **Continue**. Select **Continue**, then **Yes**. From the drop-down menu next to your name at the top of the screen, choose **Logout of TestNav,** and then select **Save and Return Later**. Raise your hand and I will collect your authorization ticket (*and CBT Worksheet*). When you have completed Session 1, sit quietly until everyone is finished. Do not use your computer or device once you have completed Session 1. Please raise your hand if you have questions.

OR

Option C

Say	When you have finished Session 1, review your answers and select the forward arrow on the last question. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** and **Continue**. Select **Continue**, then **Yes**. From the drop-down menu next to your name at the top of the screen, choose **Logout of TestNav,** and then select **Save and Return Later**. Raise your hand and I will collect your authorization ticket (*and CBT Worksheet*). When you have completed Session 1, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device. Please raise your hand if you have questions.

Answer all questions.

Say	Now, select the forward arrow at the top of the Welcome screen. (*Pause.*) This screen contains the Testing Rules Acknowledgment. Please listen as I read the testing rules. During the test, you must not ■ talk to other students or make any disturbance ■ look at another student's computer screen or device (*or worksheet*) ■ allow another student to look at your computer screen or device (*or worksheet*) ■ ask for help answering any test questions ■ give help to another student in answering test questions ■ have notes or scratch paper (*other than your worksheet*) ■ 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

Say	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. Are there any questions?

Answer all questions.

Say	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.** Now, select the button next to the acknowledgment to indicate that you understand the testing rules.

Pause while students read and select the button. If a student does not select the button, contact your school assessment coordinator.

Say	Now, select the forward arrow at the top of the screen. Do not enter the test group code until instructed to do so.

If you have students with Reading Passage Booklets,

distribute Reading Passage Booklets to any students with this accommodation. **If no students require this accommodation, skip the following SAY box.**

Say	Write your name in the space on the front cover of your booklet. Your Reading Passage Booklet has two seals. Find the first paper seal on the right side of your booklet. Carefully slide your pen or pencil under the seal to break it. Then, open your booklet and check each page through Session 1 to see that all page numbers are in order and that there aren't any missing or upside-down pages. You may write in your passage booklet, but be careful not to tear the pages or obscure any parts of a passage. Do not read any of the passages before the test begins, and do not break the second seal. If you see problems, raise your hand. If not, close the booklet and sit quietly.

If a defective booklet is found, contact your school assessment coordinator.

Now, display the test group code for students.

Say	You have until ____ (STOPPING TIME) to complete Session 1. I'll let you know when you have 10 minutes left. Enter the test group code _____ in the box and select the forward arrow. Select **Continue.** A Section Exit warning window will appear, notifying you that you're about to leave the section. Select **Yes**, and then select **Start Section**. Now, begin working.

Display the starting and stopping times for students.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later. Ensure that students do not submit their test before an extended break.** Remind students that they may not leave the school's campus. Collect the Student Authorization Tickets and, if applicable, the Reading Passage Booklets and CBT Worksheets before the students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess, and provide the Student Authorization Tickets and, if applicable, the Reading Passage Booklets and CBT Worksheets so that the students can resume testing.
- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect the Student Authorization Ticket and, if applicable, Reading Passage Booklet and CBT Worksheet from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student properly exits the test by checking his or her computer screen or device to ensure the student selects **Logout of TestNav** on the Section 3 seal code screen and selects **Save and Return Later**. Collect all Student Authorization Tickets and, if applicable, Reading Passage Booklets and CBT Worksheets.

At 10 minutes prior to the stopping time, if there are students still working,

Say	You have 10 minutes to finish Session 1.

After 10 more minutes,

Say	STOP. Go to Question 25 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Continue**. Select **Continue**, then **Yes**. From the drop-down menu next to your name at the top of the screen, choose **Logout of TestNav**, and then select **Save and Return Later**. You should see a screen that says **Logout complete. Thank you for using TestNav**. I will collect your authorization ticket (*and CBT Worksheet*) now.

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Return authorization tickets and all other test materials to your school assessment coordinator until the beginning of Session 2.
3. Report any missing authorization tickets, Session Rosters, CBT Worksheets, or Reading Passage Booklets to your school assessment coordinator immediately.
4. **Do NOT mark a student's test complete and do not stop the test session in PearsonAccess after Session 1.** Students will remain in the same test session in PearsonAccess and use the same authorization ticket to sign in to Session 2, unless a student is moved to a make-up test session. Students must be resumed in PearsonAccess to take Session 2.

Script for Administering Computer-Based Reading Retake

SESSION 2

The following script should only be used for students participating in Session 2 of the computer-based Reading Retake. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the Reading Retake, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents 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, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit **seal code** provided by your school assessment coordinator. **The seal code is secure information and is NOT the same as the test group code. Do not display the seal code until you are instructed to do so in the script.** If you have questions about the seal code, contact your school assessment coordinator.
3. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**
4. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks, resuming testing, and the length of time students should be permitted to test for this

session. Display the stopping time for this session where it is visible to all students. Contact your school assessment coordinator if you have not already received a specific stopping time for Session 2.

5. Ensure that the Session 2 and Electronic Devices signs are posted where they are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
6. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
7. If you have students who require Reading Passage Booklets, make sure that each student receives the same Reading Passage Booklet that he or she used during Session 1. Do not distribute the booklets until instructed to do so in the script.
8. If your school is providing copies of the CBT Worksheet, each student must receive a new worksheet for Session 2. Distribute worksheets **before** testing begins. References to CBT Worksheets and pens and pencils are in parentheses and italics in this script and should be read to students only if applicable.
9. If you have been assigned a Test Administrator account in PearsonAccess, log in to PearsonAccess and resume all students who will be taking Session 2 of the test. Otherwise, confirm that the school assessment coordinator has resumed these students. Students will not be able to sign in to their tests unless their tests have been resumed.
10. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
11. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

    When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say	Today, you will take Session 2 of the Reading Retake. Before taking Session 2 of the Reading Retake, you must take Session 1 of the test. If you have not taken Session 1 of this test, please raise your hand.

If any students did not take Session 1 of the Reading Retake, contact your school assessment coordinator.

Say	Remove all materials from your desk (*except your pen or pencil and CBT Worksheet*). (*Write your first and last name and today's date on your CBT Worksheet. You may use your worksheet to take notes. You cannot use any other paper. If you need another worksheet during testing, raise your hand.*) Please do not type any information until I tell you to do so.

Say	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 not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered Session 2 of the Reading Retake at this time and you should contact your school assessment coordinator.

Say	Now, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have proceeded to the Section 3 screen. Retype the Username and Password for a student, if necessary.

Say	You should now see Section 3 on the screen. Please raise your hand if you do not see Section 3 after you sign in.

If any students are not on the Section 3 screen, verify that they have taken Session 1. If they have taken Session 1 but did not exit properly, help students navigate to the Section 3 screen by using the forward arrow on the last item, selecting **Continue**, then **Yes**. If any students have not completed Session 1, contact your school assessment coordinator.

Say	Now, you will enter the four-digit seal code in the box.

Now, display the seal code for students.

Say	Enter the seal code ____ in the box and select **Start Section**. Remember to scroll down to read each selection, then choose the best answer to each question. Try to answer every question. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. At any time during the test, you may use the answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet. Today, you will complete Section 3, which contains the seal code and test group code, and Section 4, which contains test questions 1–28. When you have finished answering all the questions, select the forward arrow on the last question and a window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. To review a question, select **Review Answers** and then select the **View** button to the right of that question. If you are ready to submit your test, confirm by selecting **Submit Final Answers**. I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or device or need help submitting your test. If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your authorization ticket (*and CBT Worksheet*) before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. Before taking Session 1 of this test, you selected a button beside the Testing Rules Acknowledgment 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 the test you must not ■ talk to other students or make any disturbance ■ look at another student's computer screen or device (*or worksheet*) ■ allow another student to look at your computer screen or device (*or worksheet*) ■ ask for help answering any test questions ■ give help to another student in answering test questions ■ have notes or scratch paper (*other than your worksheet*) ■ have any electronic or recording devices in your possession at any time, including breaks, even if you don't use them ■ fail to follow any other instructions given 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. 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 the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. Do not use your computer or device once you finish the comment form. Please raise your hand if you have any questions.

OR

Option C

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device. Please raise your hand if you have any questions.

Answer all questions.

If you have students with Reading Passage Booklets,

distribute Reading Passage Booklets to any students with this accommodation, and ensure each student receives the passage booklet with his or her name on it. **If no students require this accommodation, skip the following SAY box.**

Say	Make sure you have the passage booklet with your name on it. Find the remaining paper seal on the right side of your booklet. Carefully slide your pen or pencil under the seal to break it. Then, open your booklet and check each page through the end 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 passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.

If a defective booklet is found, contact your school assessment coordinator.

Now, remove the posted seal code and display the test group code for students.

Say	You have until ____ (STOPPING TIME) to complete Session 2. I'll let you know when you have 10 minutes left. Enter the test group code _____ in the box and select the forward arrow. Select **Continue**, then select **Yes**. On the next screen, select **Start Section**. Now, begin working.

Display the starting and stopping times for students.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Ensure that students do not submit their test before an extended break.** Remind students that they may not leave the school's campus. Collect the Student Authorization Tickets and, if applicable, the Reading Passage Booklets and CBT Worksheets before the students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and provide the Student Authorization Tickets and, if applicable, the Reading Passage Booklets and CBT Worksheets so that the students can resume testing.
- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect his or her Student Authorization Ticket and, if applicable, the Reading Passage Booklet and CBT Worksheet from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student has submitted his or her test by checking each computer screen or device before the student leaves the room. Assist any students who need help submitting the test. Collect all Student Authorization Tickets and, if applicable, Reading Passage Booklets and CBT Worksheets. **Ensure students have completed the comment form located at www.FLAssessments.com/Spring2015StudentCommentForm.**

At 10 minutes prior to the stopping time, if there are students still working,

Say	You have 10 minutes to finish Session 2.

After 10 more minutes,

Say	STOP. Go to Question 28 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. Select **Submit Final Answers** and confirm that you have finished the test. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Report any missing authorization tickets, Session Rosters, CBT Worksheets, or Reading Passage Booklets to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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

4. See *Test Administrator Responsibilities After Testing* on page 104 for additional instructions.

Script for Administering Computer-Based FCAT Mathematics Retake

The following script should be used only for students participating in the computer-based FCAT Mathematics Retake. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the Mathematics Retake, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a Mathematics Retake practice test (ePAT). If any students have not completed a practice test, contact your school assessment coordinator.
- If a student starts the test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test. **No exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**
3. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks and resuming testing.
4. Ensure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
6. Make sure you have enough work folders for the Mathematics Retake. Distribute work folders **before** testing begins.

7. If your school is providing copies of the *FCAT Mathematics Retake Reference Sheet*, make sure you have sufficient copies for all students taking the assessment. Distribute reference sheets **before** testing begins. References to hardcopy reference sheets are in parentheses and italics in this script and should be read to students only if applicable.
8. A supply of handheld four-function calculators should be available for all students who request them. Distribute calculators **before** testing begins.
9. Make sure that all students have a pen or pencil to sign their authorization tickets and work the problems. You should have a supply of extra pencils.
10. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
11. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

    When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say	Today, you will take the FCAT Mathematics Retake. You may use an approved handheld four-function calculator during this test. Calculators have already been distributed to students who requested them; however, if you have not yet received one and would like to use a handheld calculator, please raise your hand.

Distribute calculators as needed.

Say	Remove all materials from your desk except your Florida Computer-Based Testing Work Folder, calculator, (*FCAT Mathematics Retake Reference Sheet),* and your pen or pencil. Write your first and last name and today's date on your work folder. (*Pause.*) You may use your work folder to work the problems. You cannot use any other paper. If you need another work folder during testing, raise your hand. Please do not type any information until I tell you to do so. You may not have any electronic or recording devices, except an approved four-function calculator, at your desk, in your pockets, or anywhere you can reach them at any time during testing, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered the FCAT Mathematics Retake at this time.

If the **First Name**, **Last Name**, or **ID number** for the student is incorrect, the student CANNOT use the ticket and you should contact your school assessment coordinator. If the **Date of Birth** is the only incorrect field on the ticket, the student MAY test with that ticket and updates to the Date of Birth can be made after testing.

Say	Now, sign your name on your authorization ticket. (*Pause.*) Then, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Start Test Now screen. Retype the Username and Password for a student, if necessary.

Say	Select **Start Test Now**, then select **Start Section**. You should now see a Welcome screen. This screen identifies the test, which is the **Mathematics SSS Retake Test**. This screen also reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others. You should also see your name at the top right of the Welcome screen. If the name you see is not yours, please raise your hand.

If any students are not in the correct test, contact your school assessment coordinator.

Say	Now, I will review how to navigate through the test. Do not select any buttons at this time. You will use the forward arrow to move to the next question or the back arrow to return to the previous question.

Say

Try to answer every question. If you come to a question you want to skip and return to later, flag it for review using the **Flag** button and keep going. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. At any time during the test, you may use the calculator, answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet.

Now, we will review the important resources in the **Exhibits** window. Select the **Exhibits** icon on the right side of the screen.

Once you open the Exhibits window, you will see two tabs. The first tab is **Formulas**. Select the **Formulas** tab to view the *FCAT Mathematics Retake Reference Sheet*.

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

Now, read silently as I read aloud the **Directions for Completing Fill-in Response Items**.

1. **Work the problem and find an answer.**
2. **Enter your answer in the answer box.**
   - **Be sure to enter a decimal point or fraction bar in the answer box if it is part of the answer.**

You may refer to the Exhibits window at any time while taking the Mathematics Retake test. For fill-in response questions, be sure to check your response in the box before you go on to the next question.

Now, select the X at the top right corner to close the Exhibits window.

If your school provided paper copies of the *FCAT Mathematics Retake Reference Sheet* for students to use,

Say

Now, look at the top of your paper reference sheet. It should say *FCAT Mathematics Retake Reference Sheet*. Examine both sides of the sheet carefully to ensure content near the edge of the reference sheet has not been cut off. Please raise your hand if there are any problems with your reference sheet.

Pause, then collect any defective reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.

Say

Write your first and last name and today's date in the upper right corner of the reference sheet now. (*Pause.*)

This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Exhibits window in TestNav.

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 the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket, (*reference sheet*), calculator, and work folder and provide you with instructions for accessing the student comment form. When you have completed the comment form, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket, (*reference sheet*), calculator, and work folder and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. Do not use your computer or device once you finish the comment form. Please raise your hand if you have any questions.

OR

Option C

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket, (*reference sheet*), calculator, and work folder and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device. Please raise your hand if you have any questions.

Answer all questions.

Say	When you have finished answering all the questions, select the forward arrow on the last question and a window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. To review a question, select **Review Answers** and then select the **View** button to the right of that question. If you are ready to submit your test, confirm by selecting **Submit Final Answers**.

Say

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

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

If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (*reference sheet*), calculator, and authorization ticket before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.

Now, select the forward arrow at the top of the Welcome screen. (*Pause*) This screen contains the Testing Rules Acknowledgment. Please listen as I read the testing rules. During the test, you must not

- talk to other students or make any disturbance
- look at another student's computer screen, device, or work folder
- allow another student to look at your computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper, other than your work folder
- have any electronic or recording devices other than your calculator 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 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.

Are there any questions?

Answer all questions.

Say

Now, read silently as I read the Testing Rules Acknowledgment out loud.

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

Now, select the button next to the acknowledgment to indicate that you understand the testing rules.

Pause while students read and select the button. If a student does not select the button, contact your school assessment coordinator.

Say

Now, select the forward arrow at the top of the screen. Do not enter the test group code until instructed to do so.

Now, display the test group code for students.

Say	Enter the test group code _____ in the box and select the forward arrow. Select **Continue**. A Section Exit Warning window will appear, notifying you that you're about to leave the section. Select **Yes**, and then select **Start Section**. Now, begin working.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Ensure that students do not submit their tests before an extended break.** Remind students that they may not leave the school's campus. Collect all Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators, before students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated**. When the students return, make sure they are resumed in PearsonAccess and provide the Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators so that the students can resume testing.
- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect the Student Authorization Ticket, work folder, and, if applicable, reference sheet and calculator from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student has submitted his or her test by checking each computer screen or device before the student leaves the room. Assist any students who need help submitting the test. Collect all Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators. **Ensure students have completed the comment form located at www.FLAssessments.com/Spring2015StudentCommentForm.**

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

Say	STOP. Go to Question 58 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. Select **Submit Final Answers** and confirm that you have finished the test. I will collect your work folder, (*reference sheet*), calculator, and authorization ticket and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring15StudentCommentForm.**

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Report any missing authorization tickets, Session Rosters, work folders, or reference sheets to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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

4. See *Test Administrator Responsibilities After Testing* on page 104 for additional instructions.

Script for Administering Computer-Based Algebra 1 Retake EOC Assessment

ALGEBRA 1 RETAKE
160 minutes

The following script should be used only for students taking the computer-based Algebra 1 Retake EOC Assessment. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the Algebra 1 Retake EOC Assessment, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.
- 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 test. **No exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact 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 the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**

3. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks and resuming testing.
4. Ensure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
6. Make sure you have enough work folders for the Algebra 1 Retake EOC Assessment. Distribute work folders **before** testing begins.
7. If your school is providing copies of the *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet*, make sure you have sufficient copies for all students taking the Algebra 1 Retake EOC Assessment. Distribute reference sheets **before** testing begins. References to hardcopy reference sheets are in parentheses and italics in this script and should be read to students only if applicable.
8. A supply of handheld four-function calculators should be available for all students who request them. Distribute handheld calculators **before** testing begins.
9. Make sure all students have a pen or pencil to sign their authorization tickets and work the problems. You should have a supply of extra pencils.
10. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
11. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

    When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say	Today you will take the Algebra 1 Retake End-of-Course Assessment. You may use an approved handheld calculator during this test. Calculators have already been distributed to students who had requested them; however, if you have not yet received one and would like to use a handheld calculator, please raise your hand.

Distribute calculators as needed.

Say	Remove all materials from your desk except your Florida Computer-Based Testing Work Folder, calculator, (*Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet*,) and your pen or pencil. Write your first and last name and today's date on your work folder. (*Pause.*) You may use your work folder to work the problems. You cannot use any other paper. If you need another work folder during testing, raise your hand.

Say	Please do not type any information until I tell you to do so. You may not have any electronic or recording devices except a four-function calculator at your desk, in your pockets, or anywhere you can reach them at any time during testing, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered the Algebra 1 Retake EOC Assessment at this time.

If the **First Name**, **Last Name**, or **ID number** for the student is incorrect, the student CANNOT use the ticket and you should contact your school assessment coordinator. If the **Date of Birth** is the only incorrect field on the ticket, the student MAY test with that ticket and updates to the Date of Birth can be made after testing.

Say	Now, sign your name on your authorization ticket. (*Pause.*) Then, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Start Test Now screen. Retype the Username and Password for a student, if necessary.

Say

Select **Start Test Now**, then select **Start Section**. You should now see a Welcome screen. This screen identifies the test, which is the **2015 Spring Algebra 1 Retake EOC Assessment**. This screen also reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others. You should also see your name at the top right of the Welcome screen. If the name you see is not yours, please raise your hand.

If any students are not in the correct test, contact your school assessment coordinator.

Say

Now, I will review how to navigate through the test. Do not select any buttons at this time. You will use the forward arrow to move to the next question or the back arrow to return to the previous question.

Try to answer every question. If you come to a question you want to skip and return to later, flag it for review using the **Flag** button and keep going. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. At any time during the test, you may use the calculator, answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet.

Now, we will review the important resources in the **Exhibits** window. Select the **Exhibits** icon on the right side of the screen.

Once you open the Exhibits window, you will see two tabs. The first tab is **Formulas**. Select the Formulas tab to view the *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet*.

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

Now, read silently as I read aloud the **Directions for Completing Fill-in Response Items**.

1. **Work the problem and find an answer.**
2. **Place your answer in the answer box.**
   - **Use your keyboard or number pad to type digits or symbols in the box.**
   - **If a decimal point, fraction bar, or negative sign is part of an answer, the symbol must be placed in the answer box. Use the proper key on the keyboard to enter the decimal point, fraction bar, or negative sign.**
     - **To enter a decimal point, use the period symbol on the keyboard. On a desktop keyboard, the period is also located on the number pad.**
     - **To enter a fraction bar, use the forward slash symbol on the keyboard. On a desktop keyboard, the forward slash is also located on the number pad.**
     - **To enter a negative sign, use the dash symbol located on the keyboard. On a desktop keyboard, the negative sign is also located on the number pad.**

Say

- **When a test item requires an answer with a dollar value, fill in the numerical value only. The $ symbol CANNOT be included.**
- **When a percent is required, do NOT convert the percent to its decimal equivalent. Enter the numeric value only. The % symbol CANNOT be included.**
- **Do NOT use a comma in numbers containing more than three digits. The answer box will not allow commas.**
- **Many answers may be entered as either a decimal or a fraction, unless the test item requires that the answer be given in a specific form. Students must NOT place a mixed number such as $13\frac{1}{4}$ in the answer box. If the answer is a mixed number, it must be converted to an improper fraction, such as $\frac{53}{4}$, or to a decimal number, such as 13.25. If $13\frac{1}{4}$ were entered as is, it would be scored as $\frac{131}{4}$ and would be counted as incorrect.**

3. **To delete your entry, click the box and use the delete key on your keyboard.**
4. **To change your entry, click the box and use the delete key or type a new digit or symbol in the box.**

You may refer to the Exhibits window at any time while taking the Algebra 1 Retake EOC Assessment. Remember, for fill-in response questions, be sure to check your response in the box before you go on to the next question.

Now, select the X at the top right corner to close the Exhibits window.

If your school provided paper copies of the *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet* for students to use,

Say

Now, look at the top of your paper reference sheet. It should say *Algebra 1 Retake End-of-Course Assessment NGSSS Reference Sheet*. Turn it over and ensure both sides of the reference sheet have the correct title. Examine both sides carefully to ensure content near the edge of the reference sheet has not been cut off. Please raise your hand if there are any problems with your reference sheet.

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

Say

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

This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Exhibits window in TestNav.

Please raise your hand if you have any questions.

Answer all questions.

Say	When you have finished answering all the questions, select the forward arrow on the last question and a window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. To review a question, select **Review Answers** and then select the **View** button to the right of that question. If you are ready to submit your test, confirm by selecting **Submit Final Answers**. I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or device or need help submitting your test. You will have 160 minutes to take the Algebra 1 Retake EOC Assessment, and you will be permitted to continue working if you need additional time. After 80 minutes, we will take a stretch break. If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (*reference sheet*,) calculator, and authorization ticket before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. 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 the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your work folder, (*reference sheet*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the 10-minute break, you will be dismissed. If you finish the test and the comment form and it is after the 10-minute break, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your work folder, (*reference sheet*), calculator, and authorization ticket and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. Do not use your computer or device once you finish the comment form. Please raise your hand if you have any questions.

OR

Option C

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your work folder, (*reference sheet*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device. Please raise your hand if you have any questions.

Answer all questions.

Say	Now, select the forward arrow at the top of the Welcome screen. (*Pause*) This screen contains the Testing Rules Acknowledgment. Please listen as I read the testing rules. During the test, you must not ■ talk to other students or make any disturbance ■ look at another student's computer screen, device, or work folder ■ allow another student to look at your computer screen, device, or work folder ■ ask for help answering any test questions ■ give help to another student in answering test questions ■ have notes or scratch paper, other than your work folder ■ have any electronic or recording devices, other than your calculator, 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 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. Are there any questions?

Answer all questions.

Say	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.** Now, select the button next to the acknowledgment to indicate that you understand the testing rules.

Pause while students read and select the button. If a student does not select the button, contact your school assessment coordinator.

Say	Now, select the forward arrow at the top of the screen. Do not enter the test group code until instructed to do so.

Now, display the test group code for students.

Say	Remember, you have 160 minutes to take the Algebra 1 Retake EOC Assessment, and you will be permitted to continue working if you need additional time. We will take a short stretch break after 80 minutes of testing. I'll let you know when there are 10 minutes left in the 160-minute test session. Enter the test group code _____ in the box and select the forward arrow. Select **Continue**, then select **Yes**. On the next screen, select **Start Section**. Now, begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below and on the next page for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Ensure that students do not submit their test before an extended break.** Remind students that they may not leave the school's campus. Collect the Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators before the students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure

they are resumed in PearsonAccess and provide the Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators so that the students can resume testing.

- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect the Student Authorization Ticket, work folder, and, if applicable, reference sheet and calculator from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student has submitted his or her test by checking each computer screen or device before the student leaves the room. Assist any students who need help submitting the test. Collect all work folders, Student Authorization Tickets, and, if applicable, reference sheets and calculators. **Ensure students have completed the comment form located at www.FLAssessments.com/Spring2015StudentCommentForm.**

After 80 minutes from the STARTING time,

Say	STOP. You may stand and stretch, but do not talk or look at another student's computer screen, work folder, or device.

If your school selected Option A,

Say	Please raise your hand if you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. (*Pause.*)

Confirm that you have collected all test materials before dismissing students from the testing room.

After 10 minutes,

Say	Now, be seated. There are 80 minutes left in this test session. I will let you know when there are 10 minutes left. Make sure you are on the screen where you left off. Continue working.

After 70 minutes from the TIME TESTING RESUMES,

Say	There are 10 minutes left in this test session. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

Say	STOP. If you have not finished testing, stop working and sit quietly while other students who have finished the test are dismissed.

Say	If you HAVE FINISHED the test and you haven't selected **Submit Final Answers**, do so now; then raise your hand. I will collect your work folder, (*reference sheet*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/EOCStudentCommentForm**.

Collect authorization tickets, work folders, and, if applicable, reference sheets and calculators.

Dismiss all students who have completed testing, and then follow instructions from your school assessment coordinator for students who need additional time.

- If students will stay in the same room, they can continue testing once you have read the instructions in the next SAY box.
- If students will be moved to a different location, instruct them to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Remind students that they should not submit the test at this time.** Collect all test materials, and provide them to students once they are in the new location. These students will need to be resumed in PearsonAccess before they can continue testing. **A new seating chart must be created for this location.**

Once students are ready to continue working,

Say	Now, we will continue testing. Remember, if at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. Please raise your hand after you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. Collect the Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators before the students leave the room. Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times.

Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and provide the Student Authorization Tickets, work folders, and, if applicable, reference sheets and calculators so that the students can resume testing.

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

Say	STOP. Go to Question 62 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. Select **Submit Final Answers** and confirm that you have finished the test. I will collect your work folder, (*reference sheet*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Collect authorization tickets, work folders, and, if applicable, reference sheets and calculators.

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Report any missing authorization tickets, Session Rosters, work folders, or reference sheets to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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

4. See *Test Administrator Responsibilities After Testing* on page 104 for additional instructions.

Script for Administering Computer-Based Biology 1 EOC Assessment

BIOLOGY 1
160 minutes

The following script should be used only for students taking the computer-based Biology 1 EOC Assessment. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the Biology 1 EOC Assessment, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.
- 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 test. **No exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact 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 the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**

3. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks and resuming testing.
4. Ensure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
6. Make sure you have enough work folders for the Biology 1 EOC Assessment. Distribute work folders **before** testing begins.
7. If your school is providing copies of the *Periodic Table of the Elements*, make sure you have sufficient copies for all students taking the Biology 1 EOC Assessment. Distribute periodic tables **before** testing begins. References to hardcopy periodic tables are in parentheses and italics in this script and should be read to students only if applicable.
8. A supply of handheld four-function calculators should be available for all students who request them. Distribute handheld calculators **before** testing begins.
9. Make sure all students have a pen or pencil to sign their authorization tickets and work the problems. You should have a supply of extra pencils.
10. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
11. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

    When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say	Today you will take the Biology 1 End-of-Course Assessment. You may use an approved handheld calculator during this test. Calculators have already been distributed to students who had requested them; however, if you have not yet received one and would like to use a handheld calculator, please raise your hand.

Distribute calculators as needed.

Say	Remove all materials from your desk except your Florida Computer-Based Testing Work Folder, calculator, (*Periodic Table of the Elements*,) and your pen or pencil. Write your first and last name and today's date on your work folder. (*Pause.*) You may use your work folder to work the problems. You cannot use any other paper. If you need another work folder during testing, raise your hand. Please do not type any information until I tell you to do so.

Say	You may not have any electronic or recording devices except a four-function calculator at your desk, in your pockets, or anywhere you can reach them at any time during testing, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered the Biology 1 EOC Assessment at this time.

If the **First Name**, **Last Name**, or **ID number** for the student is incorrect, the student CANNOT use the ticket and you should contact your school assessment coordinator. If the **Date of Birth** is the only incorrect field on the ticket, the student MAY test with that ticket and updates to the Date of Birth can be made after testing.

Say	Now, sign your name on your authorization ticket. (*Pause.*) Then, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Start Test Now screen. Retype the Username and Password for a student, if necessary.

Say	Select **Start Test Now**, then select **Start Section.** You should now see a Welcome screen. This screen identifies the test, which is the **2015 Spring Biology 1 EOC Assessment**. This screen also reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others. You should also see your name at the top right of the Welcome screen. If the name you see is not yours, please raise your hand.

If any students are not in the correct test, contact your school assessment coordinator.

Say	Now, I will review how to navigate through the test. Do not select any buttons at this time. You will use the forward arrow to move to the next question or the back arrow to return to the previous question. Try to answer every question. If you come to a question you want to skip and return to later, flag it for review using the **Flag** button and keep going. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. At any time during the test, you may use the calculator, answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet. Now, we will review the important resources in the **Exhibits** window. Select the **Exhibits** icon on the right side of the screen. Once you open the Exhibits window, you will see two tabs. The first tab is **Table**. Select the Table tab to view the *Periodic Table of the Elements*. The second tab in the Exhibits window is **Instructions**. Select the Instructions tab to view a diagram of a four-function calculator and **Helpful Hints for Using a Four-Function Calculator**. You may refer to the Exhibits window at any time while taking the Biology 1 EOC Assessment. Now, select the X at the top right corner to close the Exhibits window.

If your school provided students with paper copies of the *Periodic Table of the Elements*,

Say	Now, look at the top of your copy of the periodic table. It should say *Periodic Table of the Elements*. Examine it carefully to ensure content near the edge of the table has not been cut off. Please raise your hand if there are any problems with your periodic table.

Pause. Collect any defective periodic tables and return them to the school assessment coordinator. Distribute new periodic tables to these students.

Say	Write your first and last name in the upper right corner on the front of the periodic table now. (*Pause.*) This is considered a secure document and must be returned with your work folder. You may also access the periodic table in the Exhibits window in TestNav. Please raise your hand if you have any questions.

Answer all questions.

Say	When you have finished answering all the questions, select the forward arrow on the last question and a window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. To review a question, select **Review Answers** and then select the **View** button to the right of that question. If you are ready to submit your test, confirm by selecting **Submit Final Answers**. I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or device or need help submitting your test. You will have 160 minutes to take the Biology 1 EOC Assessment, and you will be permitted to continue working if you need additional time. After 80 minutes, we will take a stretch break. If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, calculator, (*periodic table,*) and authorization ticket before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. 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 the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your work folder, (*periodic table,*) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the 10-minute break, you will be dismissed. If you finish the test and the comment form and it is after the 10-minute break, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

Say

When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your work folder, (*periodic table*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. Do not use your computer or device once you finish the comment form.

Please raise your hand if you have any questions.

OR

Option C

Say

When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your work folder, (*periodic table*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device.

Please raise your hand if you have any questions.

Answer all questions.

Say

Now, select the forward arrow at the top of the Welcome screen. (*Pause*) This screen contains the Testing Rules Acknowledgment. Please listen as I read the testing rules. During the test, you must not

- talk to other students or make any disturbance
- look at another student's computer screen, device, or work folder
- allow another student to look at your computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper, other than your work folder
- have any electronic or recording devices, other than your calculator, 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 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.

Are there any questions?

Answer all questions.

Say	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.** Now, select the button next to the acknowledgment to indicate that you understand the testing rules.

Pause while students read and select the button. If a student does not select the button, contact your school assessment coordinator.

Say	Now, select the forward arrow at the top of the screen. Do not enter the test group code until instructed to do so.

Now, display the test group code for students.

Say	Remember, you have 160 minutes to take the Biology 1 EOC Assessment, and you will be permitted to continue working if you need additional time. We will take a short stretch break after 80 minutes of testing. I'll let you know when there are 10 minutes left in the 160-minute test session. Enter the test group code _____ in the box and select the forward arrow. Select **Continue**, then select **Yes**. On the next screen, select **Start Section**. Now, begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below and on the next page for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Ensure that students do not submit their test before an extended break.** Remind students that they may not leave the school's campus. Collect the Student Authorization Tickets, work folders, and, if applicable, periodic tables and calculators before the students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure

they are resumed in PearsonAccess and provide the Student Authorization Tickets, work folders, and, if applicable, periodic tables and calculators so that the students can resume testing.

- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect the Student Authorization Ticket, work folder, and, if applicable, periodic table and calculator from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student has submitted his or her test by checking each computer screen or device before the student leaves the room. Assist any students who need help submitting the test. Collect all work folders, Student Authorization Tickets, and, if applicable, periodic tables and calculators. **Ensure students have completed the comment form located at www.FLAssessments.com/Spring2015StudentCommentForm.**

After 80 minutes from the STARTING time,

Say	STOP. You may stand and stretch, but do not talk or look at another student's computer screen, work folder, or device.

If your school selected Option A,

Say	Please raise your hand if you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. (*Pause.*)

Confirm that you have collected all test materials before dismissing students from the testing room.

After 10 minutes,

Say	Now, be seated. There are 80 minutes left in this test session. I will let you know when there are 10 minutes left. Make sure you are on the screen where you left off. Continue working.

After 70 minutes from the TIME TESTING RESUMES,

Say	There are 10 minutes left in this test session. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

Say	STOP. If you have not finished testing, stop working and sit quietly while other students who have finished the test are dismissed.

Say	If you HAVE FINISHED the test and you haven't selected **Submit Final Answers**, do so now; then raise your hand. I will collect your work folder, (*periodic table*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Collect authorization tickets, work folders, and, if applicable, periodic tables and calculators.

Dismiss all students who have completed testing, and then follow instructions from your school assessment coordinator for students who need additional time.

- If students will stay in the same room, they can continue testing once you have read the instructions in the next SAY box.
- If students will be moved to a different location, instruct them to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Remind students that they should not submit the test at this time.** Collect all test materials, and provide them to students once they are in the new location. These students will need to be resumed in PearsonAccess before they can continue testing. **A new seating chart must be created for this location.**

Once students are ready to continue working,

Say	Now, we will continue testing. Remember, if at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. Please raise your hand after you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. Collect the Student Authorization Tickets, work folders, and, if applicable, periodic tables and calculators before the students leave the room. Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times.

Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and provide the Student Authorization Tickets, work folders, and, if applicable, periodic tables and calculators so that the students can resume testing.

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

Say	STOP. Go to Question 66 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. Select **Submit Final Answers** and confirm that you have finished the test. I will collect your work folder, (*periodic table*,) calculator, and authorization ticket and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Collect authorization tickets, work folders, and, if applicable, periodic tables and calculators.

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Report any missing authorization tickets, Session Rosters, work folders, or periodic tables to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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

4. See *Test Administrator Responsibilities After Testing* on page 104 for additional instructions.

Script for Administering Computer-Based Civics EOC Assessment

CIVICS
160 minutes

The following script should be used only for students taking the computer-based Civics EOC Assessment. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the Civics EOC Assessment, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.
- 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 test. **No exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact 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 the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**

3. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks and resuming testing.
4. Ensure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
6. If your school is providing copies of the CBT Worksheet, make sure you have sufficient copies for all students taking the test. Distribute worksheets **before** testing begins. References to CBT Worksheets are in parentheses and italics in this script and should be read to students only if applicable.
7. Make sure all students have a pen or pencil to sign their authorization tickets and to make notes on the worksheet, if applicable. You should have a supply of extra pencils.
8. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
9. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

   When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say

Today you will take the Civics End-of-Course Assessment.

Remove all materials from your desk except your pen or pencil (*and CBT Worksheet*). (*Write your first and last name and today's date on your CBT Worksheet. You may use your worksheet to take notes. You cannot use any other paper. If you need another worksheet during testing, raise your hand.*)

Please do not type any information until I tell you to do so.

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 testing, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered the Civics EOC Assessment at this time.

If the **First Name**, **Last Name**, or **ID number** for the student is incorrect, the student CANNOT use the ticket and you should contact your school assessment coordinator. If the **Date of Birth** is the only incorrect field on the ticket, the student MAY test with that ticket and updates to the Date of Birth can be made after testing.

Say	Now, sign your name on your authorization ticket. (*Pause.*) Then, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Start Test Now screen. Retype the Username and Password for a student, if necessary.

Say	Select **Start Test Now**, then select **Start Section**. You should now see a Welcome screen. This screen identifies the test, which is the **2015 Spring Civics EOC Assessment**. This screen also reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others. You should also see your name at the top right of the Welcome screen. If the name you see is not yours, please raise your hand.

If any students are not in the correct test, contact your school assessment coordinator.

Say	Now, I will review how to navigate through the test. Do not select any buttons at this time. You will use the forward arrow to move to the next question or the back arrow to return to the previous question.

Say	Try to answer every question. If you come to a question you want to skip and return to later, flag it for review using the **Flag** button and keep going. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. At any time during the test, you may use the answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet. Please raise your hand if you have any questions.

Answer all questions.

Say	When you have finished answering all the questions, select the forward arrow on the last question and a window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. To review a question, select **Review Answers** and then select the **View** button to the right of that question. If you are ready to submit your test, confirm by selecting **Submit Final Answers**. I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or device or need help submitting your test. You will have 160 minutes to take the Civics EOC Assessment, and you will be permitted to continue working if you need additional time. After 80 minutes, we will take a stretch break. If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your authorization ticket (*and CBT Worksheet*) before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. 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 the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the 10-minute break, you will be dismissed. If you finish the test and the comment form and it is after the 10-minute break, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. Do not use your computer or device once you finish the comment form. Please raise your hand if you have any questions.

OR

Option C

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device. Please raise your hand if you have any questions.

Answer all questions.

Say	Now, select the forward arrow at the top of the Welcome screen. (*Pause*) This screen contains the Testing Rules Acknowledgment. Please listen as I read the testing rules. During the test, you must not ■ talk to other students or make any disturbance ■ look at another student's computer screen or device (*or worksheet*) ■ allow another student to look at your computer screen or device (*or worksheet*) ■ ask for help answering any test questions ■ give help to another student in answering test questions ■ have notes or scratch paper (*other than your worksheet*) ■ 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 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. Are there any questions?

Answer all questions.

Say	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.** Now, select the button next to the acknowledgment to indicate that you understand the testing rules.

Pause while students read and select the button. If a student does not select the button, contact your school assessment coordinator.

Say	Now, select the forward arrow at the top of the screen. Do not enter the test group code until instructed to do so.

Now, display the test group code for students.

Say	Remember, you have 160 minutes to complete the Civics EOC Assessment, and you will be permitted to continue working if you need additional time. We will take a short stretch break after 80 minutes of testing. I'll let you know there are 10 minutes left in the 160-minute test session. Enter the test group code _____ in the box and select the forward arrow. Select **Continue**, then select **Yes**. On the next screen, select **Start Section**. Now, begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below and on the next page for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Ensure that students do not submit their test before an extended break.** Remind students that they may not leave the school's campus. Collect the Student Authorization Tickets and, if applicable, worksheets before the students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and

provide the Student Authorization Tickets and, if applicable, worksheets so that the students can resume testing.

- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect the Student Authorization Ticket and, if applicable, worksheet from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student has submitted his or her test by checking each computer screen or device before the student leaves the room. Assist any students who need help submitting the test. Collect all Student Authorization Tickets and, if applicable, worksheets. **Ensure students have completed the comment form located at www.FLAssessments.com/Spring2015StudentCommentForm.**

After 80 minutes from the STARTING time,

Say	STOP. You may stand and stretch, but do not talk or look at another student's computer screen or device (*or worksheet*).

If your school selected Option A,

Say	Please raise your hand if you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. (*Pause.*)

Confirm that you have collected all test materials before dismissing students from the testing room.

After 10 minutes,

Say	Now, be seated. There are 80 minutes left in this test session. I will let you know when there are 10 minutes left. Make sure you are on the screen where you left off. Continue working.

After 70 minutes from the TIME TESTING RESUMES,

Say	There are 10 minutes left in this test session. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

Say	STOP. If you have not finished testing, stop working and sit quietly while other students who have finished the test are dismissed. If you HAVE FINISHED the test and you haven't selected **Submit Final Answers**, do so now; then raise your hand. I will collect your authorization ticket (*and worksheet*) and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Collect authorization tickets and, if applicable, worksheets.

Dismiss all students who have completed testing, and then follow instructions from your school assessment coordinator for students who need additional time.

- If students will stay in the same room, they can continue testing once you have read the instructions in the next SAY box.
- If students will be moved to a different location, instruct them to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Remind students that they should not submit the test at this time.** Collect all test materials, and provide them to students once they are in the new location. These students will need to be resumed in PearsonAccess before they can continue testing. **A new seating chart must be created for this location.**

Once students are ready to continue working,

Say	Now, we will continue testing. Remember, if at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. Please raise your hand after you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. Collect the Student Authorization Tickets and, if applicable, worksheets before the students leave the room. Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times.

Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and provide the Student Authorization Tickets and, if applicable, worksheets so that the students can resume testing.

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

Say	STOP. Go to Question 56 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. Select **Submit Final Answers** and confirm that you have finished the test. I will collect your authorization ticket (*and worksheet*) and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Collect authorization tickets and, if applicable, worksheets.

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Report any missing authorization tickets, Session Rosters, or worksheets to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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

4. See *Test Administrator Responsibilities After Testing* on page 104 for additional instructions.

Script for Administering Computer-Based U.S. History EOC Assessment

U.S. HISTORY
160 minutes

The following script should be used only for students taking the computer-based U.S. History EOC Assessment. If you are administering a paper-based test or an accommodated CBT form (e.g., text-to-speech, masking) of the U.S. History EOC Assessment, refer to the appropriate script available at **www.FLAssessments.com/Spring2015**.

When testing students who are allowed certain administration accommodations (e.g., extended time), 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.

During this test session, remember the following:

- Ensure that you have a Security Log, a seating chart, and a form to collect required administration information (e.g., Session Roster) for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.
- 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 test. **No exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact 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 the test or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of having students exit and resume the test session. If a student exits the test session, the student's test must be resumed in PearsonAccess before the student can continue testing.
- **If a student has difficulty signing in or gets kicked out of his or her test more than once, do not have the student continue to attempt to sign in until the issue is diagnosed and resolved.**

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Before Testing

1. Ensure that the testing room is prepared as described on pages 28–29.
2. Ensure that you have the four-digit test group code assigned by your school assessment coordinator. **Do not display the test group code until you are instructed to do so in the script.**

3. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks and resuming testing.
4. Ensure that the Electronic Devices sign is posted where it is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room.
5. Make sure you have the correct Student Authorization Tickets for students in your testing room. **Do not distribute Student Authorization Tickets until instructed to do so in the script.**
6. If your school is providing copies of the CBT Worksheet, make sure you have sufficient copies for all students taking the test. Distribute worksheets **before** testing begins. References to CBT Worksheets are in parentheses and italics in this script and should be read to students only if applicable.
7. Make sure all students have a pen or pencil to sign their authorization tickets and to make notes on the worksheet, if applicable. You should have a supply of extra pencils.
8. Ensure that all software applications, including Internet browsers, are closed on all student workstations and devices before testing begins.
9. Start TestNav on all workstations and/or devices that will be used for testing. For computers, enter the URL as it appears on the Student Authorization Ticket. **Note:** The URL is case-sensitive. For tablets or other mobile devices (e.g., Chromebooks, iPads), launch the TestNav app and follow the prompts to reach the student Sign In screen.

   When the connection is established, the student Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Say

Today you will take the U.S. History End-of-Course Assessment.

Remove all materials from your desk except your pen or pencil (*and CBT Worksheet*). (*Write your first and last name and today's date on your CBT Worksheet. You may use your worksheet to take notes. You cannot use any other paper. If you need another worksheet during testing, raise your hand.*)

Please do not type any information until I tell you to do so.

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 testing, even if they are turned off or you do not use them.

Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time, 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.

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

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

If a computer or device is not opened to the Sign In screen, access the URL on the Student Authorization Ticket or launch the TestNav app, or move the student to another workstation or device.

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

Distribute the Student Authorization Tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you don't have the correct ticket, the student may NOT be administered the U.S. History EOC Assessment at this time.

If the **First Name**, **Last Name**, or **ID number** for the student is incorrect, the student CANNOT use the ticket and you should contact your school assessment coordinator. If the **Date of Birth** is the only incorrect field on the ticket, the student MAY test with that ticket and updates to the Date of Birth can be made after testing.

Say	Now, sign your name on your authorization ticket. (*Pause.*) Then, on the Sign In screen, type your Username exactly as shown on your authorization ticket. (*Pause.*) Next, type the Password exactly as shown on your authorization ticket. (*Pause.*) Now, select the **Sign In** button, but do NOT proceed past the next screen.

Pause to make sure that all students have signed their authorization tickets and have proceeded to the Start Test Now screen. Retype the Username and Password for a student, if necessary.

Say	Select **Start Test Now**, then select **Start Section**. You should now see a Welcome screen. This screen identifies the test, which is the **2015 Spring U.S. History EOC Assessment**. This screen also reminds you that this is a secure test and that it is unlawful to reveal any information in the test to others. You should also see your name at the top right of the Welcome screen. If the name you see is not yours, please raise your hand.

If any students are not in the correct test, contact your school assessment coordinator.

Say	Now, I will review how to navigate through the test. Do not select any buttons at this time. You will use the forward arrow to move to the next question or the back arrow to return to the previous question.

Say	Try to answer every question. If you come to a question you want to skip and return to later, flag it for review using the **Flag** button and keep going. The **Review** button will show you all answered and unanswered questions and any questions that were flagged for review. At any time during the test, you may use the answer eliminator, highlighter, color contrast, increase text size, decrease text size, magnifier, or line reader, but you are not required to use these tools. You can also zoom in and out using your mouse or keyboard on the computer or by using the pinch and zoom gestures on a tablet. Please raise your hand if you have any questions.

Answer all questions.

Say	When you have finished answering all the questions, select the forward arrow on the last question and a window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. To review a question, select **Review Answers** and then select the **View** button to the right of that question. If you are ready to submit your test, confirm by selecting **Submit Final Answers**. I cannot help you with answering test questions, but raise your hand if you have any difficulties with your computer or device or need help submitting your test. You will have 160 minutes to take the U.S. History EOC Assessment, and you will be permitted to continue working if you need additional time. After 80 minutes, we will take a stretch break. If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your authorization ticket (*and CBT Worksheet*) before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. 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 the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the 10-minute break, you will be dismissed. If you finish the test and the comment form and it is after the 10-minute break, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. Do not use your computer or device once you finish the comment form. Please raise your hand if you have any questions.

OR

Option C

Say	When you have finished the test, review your answers and submit your test. Once you have selected **Submit Final Answers**, raise your hand. I will collect your authorization ticket (*and CBT Worksheet*) and provide you with instructions for accessing the student comment form. When you have completed the comment form, sit quietly until everyone is finished. You may read, but you may not write or use your computer or device. Please raise your hand if you have any questions.

Answer all questions.

Say	Now, select the forward arrow at the top of the Welcome screen. (*Pause*) This screen contains the Testing Rules Acknowledgment. Please listen as I read the testing rules. During the test, you must not ■ talk to other students or make any disturbance ■ look at another student's computer screen or device (*or worksheet*) ■ allow another student to look at your computer screen or device (*or worksheet*) ■ ask for help answering any test questions ■ give help to another student in answering test questions ■ have notes or scratch paper (*other than your worksheet*) ■ 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 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. Are there any questions?

Answer all questions.

Say	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.** Now, select the button next to the acknowledgment to indicate that you understand the testing rules.

Pause while students read and select the button. If a student does not select the button, contact your school assessment coordinator.

Say	Now, select the forward arrow at the top of the screen. Do not enter the test group code until instructed to do so.

Now, display the test group code for students.

Say	Remember, you have 160 minutes to complete the U.S. History EOC Assessment, and you will be permitted to continue working if you need additional time. We will take a short stretch break after 80 minutes of testing. I'll let you know there are 10 minutes left in the 160-minute test session. Enter the test group code _____ in the box and select the forward arrow. Select **Continue**, then select **Yes**. On the next screen, select **Start Section**. Now, begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers/devices (except to contact your school assessment coordinator). 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, you are prohibited from reading test content at any time.

Follow the instructions below and on the next page for the circumstances indicated:

- **Extended break or lunch**—Direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Ensure that students do not submit their test before an extended break.** Remind students that they may not leave the school's campus. Collect the Student Authorization Tickets and, if applicable, worksheets before the students leave the room. Place all materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and

provide the Student Authorization Tickets and, if applicable, worksheets so that the students can resume testing.

- **Students have technical issues**—Contact your school assessment coordinator or your technology coordinator for assistance. Certain circumstances, such as loss of an Internet connection, trigger the "Early Warning System" (EWS) in TestNav. If a student receives an alert, follow the prompts for the "Test Proctor" on the screen. For more information, refer to the *Florida TestNav 8 Technical Resources* page located at **www.FLAssessments.com/TestNav8/error_codes.html**. The student's test may need to be resumed in PearsonAccess. Your attention should not be diverted from other students. If a student cannot complete the test on his or her computer or device, collect the Student Authorization Ticket and, if applicable, worksheet from the student, and notify your school assessment coordinator.
- **Before dismissing students**—Before any students are dismissed, verify that each student has submitted his or her test by checking each computer screen or device before the student leaves the room. Assist any students who need help submitting the test. Collect all Student Authorization Tickets and, if applicable, worksheets. **Ensure students have completed the comment form located at www.FLAssessments.com/Spring2015StudentCommentForm.**

After 80 minutes from the STARTING time,

Say	STOP. You may stand and stretch, but do not talk or look at another student's computer screen or device (*or worksheet*).

If your school selected Option A,

Say	Please raise your hand if you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. (*Pause.*)

Confirm that you have collected all test materials before dismissing students from the testing room.

After 10 minutes,

Say	Now, be seated. There are 80 minutes left in this test session. I will let you know when there are 10 minutes left. Make sure you are on the screen where you left off. Continue working.

After 70 minutes from the TIME TESTING RESUMES,

Say	There are 10 minutes left in this test session. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

Say	STOP. If you have not finished testing, stop working and sit quietly while other students who have finished the test are dismissed. If you HAVE FINISHED the test and you haven't selected **Submit Final Answers**, do so now; then raise your hand. I will collect your authorization ticket (*and worksheet*) and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/EOCStudentCommentForm**.

Collect authorization tickets and, if applicable, worksheets.

Dismiss all students who have completed testing, and then follow instructions from your school assessment coordinator for students who need additional time.

- If students will stay in the same room, they can continue testing once you have read the instructions in the next SAY box.
- If students will be moved to a different location, instruct them to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. **Remind students that they should not submit the test at this time.** Collect all test materials, and provide them to students once they are in the new location. These students will need to be resumed in PearsonAccess before they can continue testing. **A new seating chart must be created for this location.**

Once students are ready to continue working,

Say	Now, we will continue testing. Remember, if at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone. Please raise your hand after you have submitted the test and completed your student comment form. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to select the drop-down menu next to their name at the top of the screen, select **Logout of TestNav**, and then select **Save and Return Later**. Collect the Student Authorization Tickets and, if applicable, worksheets before the students leave the room. Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times.

Make sure that students are not discussing the test in the testing room, hallways, restrooms, lunchroom, etc. **Students may not have access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** When the students return, make sure they are resumed in PearsonAccess and provide the Student Authorization Tickets and, if applicable, worksheets so that the students can resume testing.

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

Say	STOP. Go to Question 60 and select the forward arrow. A window will appear on your screen that displays the number of unanswered questions. This window provides two options: **Review Answers** or **Submit Final Answers**. Select **Submit Final Answers** and confirm that you have finished the test. I will collect your authorization ticket (*and worksheet*) and provide you with instructions for accessing the student comment form. Please complete the comment form and submit it as instructed.

Assist students with accessing the comment form at **www.FLAssessments.com/Spring2015StudentCommentForm**.

Collect authorization tickets and, if applicable, worksheets.

Complete the following steps:

1. See pages 26–27 if you think that a test should be invalidated, and discuss the situation with your school assessment coordinator.
2. Report any missing authorization tickets, Session Rosters, or worksheets to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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

4. See *Test Administrator Responsibilities After Testing* on page 104 for additional instructions.

Test Administrator Responsibilities After Testing

Return Materials to the School Assessment Coordinator

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 29–30). Make a copy for your files.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. Provide this record to the school assessment coordinator so the accommodations can be added to the student profiles in PearsonAccess.
3. Notify the school assessment coordinator immediately if any Student Authorization Tickets, Session Rosters, Reading Passage Booklets, or any used CBT Worksheets, work folders, reference sheets, or periodic tables are missing.
4. Verify that your seating chart and Security Log have been completed correctly. Make copies for your files.
5. Complete the following for paper-based accommodations:
   - Remove stray reference sheets and periodic tables from the test and answer books.
   - If a test is TO BE SCORED, verify that the DNS bubble has NOT been gridded. If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
   - If a test is NOT TO BE SCORED, verify that the DNS bubble is gridded.
   - Organize your materials according to the list below:
     - **TO BE SCORED** Cover Sheet—TO BE SCORED documents
     - **NOT TO BE SCORED** Cover Sheet—NOT TO BE SCORED documents (includes unused non-preidentified and preidentified documents and defective documents with the DNS bubble gridded)
6. Return the following materials, as applicable, to the school assessment coordinator:
   - Test administration manual
   - Security Log
   - Seating chart
   - Required administration information
   - Student Authorization Tickets
   - Session Roster
   - Printed seal codes
   - Reading Passage Booklets
   - Used and unused work folders
   - Used and unused CBT Worksheets
   - Calculators
   - Used and unused reference sheets and periodic tables
   - TO BE SCORED and NOT TO BE SCORED materials
7. See Appendix A for special document (large print, braille, and one-item-per-page) return instructions.

Comment Form

Go to **www.FLAssessments.com/Spring2015**, and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to school/district procedures, please contact your school or district assessment coordinator.

School Assessment Coordinator Responsibilities Before Testing

Please use the *School Assessment Coordinator Checklist* in Appendix D before, during, and after testing. This checklist is also available at **www.FLAssessments.com/Spring2015**.

Receive Test Materials

Work folders arrived with your test administration manuals. If you receive paper-based test materials (regular print, large print, braille, one-item-per-page) to test students eligible to receive these accommodations at your school, verify that you have all necessary materials, and report any missing materials to your district assessment coordinator immediately. Remember to maintain your *Test Materials Chain of Custody Form* at all times. Contact your district assessment coordinator to request additional materials if necessary.

Regular print test materials may be packaged in individual kits or, for larger quantities, may be packaged in bulk and will include the following items:

- Paper Bands
- **Brown** Labels (EOC TO BE SCORED Materials—Biology, Civics, U.S. History)
- **Red** Labels (Retake TO BE SCORED Materials—FCAT 2.0 Reading, FCAT Mathematics, and Algebra 1 Retake EOC)
- **Yellow** Labels (NOT TO BE SCORED Materials)
- Document Count Forms
- Reference Sheets/Periodic Tables
- Reading Passage Booklets
- Test and Answer Books

Special Document Kits will include the following items:

- **White** Labels (TO BE SCORED Large Print/One-Item-Per-Page Materials) or **Pink** Labels (TO BE SCORED Braille Materials)
- **Yellow** Labels (NOT TO BE SCORED Materials)
- Document Count Forms
- Special Document Return Envelopes
- Special Document Test Materials

Remember to save the original boxes for returning TO BE SCORED special document materials.

Assign Test Group Codes

Test group codes are used as a security measure to identify groups of students tested together. Your district assessment coordinator will provide instructions regarding four-digit test group codes that you will give to test

administrators. **Each test administrator must be given one unique four-digit test group code to use in his or her testing room for each test administered. Each testing room must utilize a different test group code.** For administrations of the FCAT 2.0 Reading Retake, test administrators must use the same test group code for Session 1 and Session 2. If any students are absent during an assessment, a different unique test group code must be provided for each make-up session.

Students will be prompted to enter the four-digit test group code after the Welcome screen and Testing Rules Acknowledgment before they can access the test items.

Determine FCAT 2.0 Reading Retake Session Length

Each session of the FCAT 2.0 Reading Retake may take up to half of a typical school day. You are responsible for determining the precise time frames for half-day sessions at your school. Before testing, provide test administrators with specific starting and stopping times for FCAT 2.0 Reading Retake sessions, and instruct test administrators to display stopping times clearly for students.

Required Administration Information

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

- Students assigned to each test administrator's room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Test group code
- Unique security number of secure documents assigned to each student (paper-based accommodations only)
- Accommodations provided to students (see pages 29–30)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Dates and times when secure materials (e.g., Student Authorization Tickets, Session Rosters, Reading Passage Booklets, test and answer books) are received and returned

Provide a Session Roster, Student Authorization Tickets, and test group codes. Also provide seal codes for Session 2 of the FCAT 2.0 Reading Retake. The Session Roster can be used to record or verify required administration information. Please note that the roster will include blank fields for recording accommodations and attendance information. Other required information (e.g., test group code) may be recorded anywhere on the roster.

Keep a separate, complete record of required administration information (including security numbers) for paper-based tests administered. A pre-populated Administration Record/Security Checklist for your school is available in PearsonAccess, and a blank version of the form is located in Appendix D and at **www.FLAssessments.com/Spring2015**.

File all required administration information for future reference.

Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing. Ensure that test administrators record all information indicated on page 30 and that they create a

new seating chart if the seating configuration changes during testing. After testing, you must make copies of all seating charts, file the copies, and return the original charts in the District Assessment Coordinator ONLY box.

Test Materials Chain of Custody Form

You are required to maintain a *Test Materials Chain of Custody Form*, located in PearsonAccess and Appendix D. The purpose of this form is to track test materials at all times, including their location, the dates and times they are handled, and the names of the people performing various activities involving the materials. Schools must retain electronic or hard copies of completed forms for their files after materials are packaged for pickup and return the originals to the district assessment coordinator according to his or her instructions (e.g., via email or in the District Assessment Coordinator ONLY box).

Meet with Technology Coordinator

It is important that technology coordinators understand their responsibilities before, during, and after the computer-based test administration. Review the instructions and information available at **www.FLAssessments.com/TestNav8**, as well as all test administration and security policies and procedures included in this manual, with your technology coordinator and create a plan for handling issues during testing. Technology coordinators are required to sign the *Test Administration and Security Agreement*. The technology coordinator should also be involved in all planning meetings to provide input on logistics and resolve any network issues.

Prepare Test Settings, Computers, and Devices

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

Sufficient workspace should be provided for students to use work folders, CBT worksheets, reference sheets, Reading Passage Booklets, or periodic tables. Students must not be able to easily view other students' computer screens, devices, or test materials. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens). Also, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks.

For more information, see the testing room requirements on pages 28–29 and the system specifications found at **www.FLAssessments.com/TestNav8**.

Ensure that the technology coordinator has verified that all computers/devices meet the requirements needed to administer the computer-based tests, as indicated in the documentation available at **www.FLAssessments.com/TestNav8**.

Before each test session, the test administrator should open each computer or device to the Sign In screen.

Preparation and Training

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

sufficiently trained administrators, postpone testing until trained personnel are available. Training materials are provided at **www.FLAssessments.com/Spring2015**.

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

- Test Administrators
  - ALL test administrators must be certified educators. Non-certified school personnel must NOT be allowed to serve as test administrators.
  - Test administrators who will be administering a test to students using large print, braille or one-item-per-page must be trained in the use of those test materials.
  - Test administrators must be familiar with all appropriate sections of this manual, as well as accommodated scripts and instructions located at **www.FLAssessments.com/Spring2015**, if applicable.
  - Test administrators should refer to the *Test Administrator Checklist*, provided in Appendix D and at **www.FLAssessments.com/Spring2015**, before, during, and after testing.
- Proctors
  - Non-certified school personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 20.
  - While proctors are not required in rooms where 25 or fewer students are being tested, FDOE strongly encourages the use of proctors in all test administrations to help reduce testing irregularities and aid in investigations, if necessary.
  - To ensure test security, FDOE discourages testing students in large groups (e.g., in a cafeteria or auditorium); however, in the event that students are tested in a large group, the appropriate number of proctors MUST be present during the test session (see page 20).
- Electronic Devices and Breaks
  - Determine your school's policy for the storage of electronic devices during testing. According to the administration script, before testing begins, test administrators ask students to raise their hands if they have any electronic devices with them. Direct test administrators on what to do if students have electronic devices in their possession before testing begins.
  - Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
  - Ensure test administrators are aware of how to secure a student's computer or device during a break. If a student leaves the room and will resume testing, either the student must exit the test by selecting the drop-down menu next to their name at the top of the screen, selecting **Logout of TestNav**, and then selecting **Save and Return Later**, or some type of visual block (e.g., a file folder) must be applied to obscure the computer screen or device. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student's computer screen or device. For longer breaks, it is recommended that the student exit the test. If a student exits the test, he or she will not be able to continue testing until he or she is authorized to resume testing in PearsonAccess.
- CBT Policies and Procedures
  - If your district will create Test Administrator accounts in PearsonAccess, train test administrators on how to monitor sessions and resume students in PearsonAccess. If you will be responsible for resuming students, instruct test administrators on how to contact you during testing to request that students be resumed.
  - Test administrators may be able to assist students with errors when logging in but should not try to resolve issues during testing. Determine how test administrators can get assistance during testing, if necessary.
  - Train test administrators on how to administer practice tests at your school. Test administrators should use the ePAT to become familiar with the available tools prior to administering an ePAT and prior to the operational test.

- In the test administration scripts, test administrators are instructed to contact you in the circumstances listed below. Provide instructions for how to handle these circumstances:
  - ☐ A student has not participated in a practice test session.
  - ☐ A student has trouble logging in the first time or gets kicked out of his or her test more than once.
  - ☐ A test administrator does not have a Student Authorization Ticket for a student.
  - ☐ A Student Name or Student ID Number is not correct (e.g., misspelled) on the Student Authorization Ticket.
  - ☐ A student is in the wrong test or the wrong accommodated form.
  - ☐ A student refuses to acknowledge the testing rules.
  - ☐ A test administrator is concerned that a student is unable (e.g., too ill) to finish the test.
  - ☐ A student **Exits** the test to finish later and needs to be resumed.
  - ☐ A student has not completed the test at the end of the allotted time and will need additional time to continue working.

■ Student Comment Forms

- Instruct school technology coordinators to bookmark or create shortcut icons for the student comment forms, and instruct test administrators on how to locate the bookmark or shortcut. The student comment form is located at **www.FLAssessments.com/Spring2015StudentCommentForm**.

■ Test Security

- Per Rule 6A-10.042, FAC, "Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test." This Rule encompasses any sharing or discussing of items, either in person or via electronic communication, such as texting, emailing, or posting to blogs or social media websites (Facebook, Twitter, Instagram, etc.).
- Ensure that test administrators, proctors, and any other personnel involved in test administration sign a *Test Administration and Security Agreement* after training is complete. Also ensure that test administrators read and sign a *Test Administrator Prohibited Activities Agreement*. Collect and file the signed agreements.

Assign Proctors

Assign proctors according to the guidelines on page 20, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly encourages the use of proctors in ALL testing rooms, even those with 25 or fewer students.

Arrange to Test Special Program Students

Your district assessment coordinator may contact you to make arrangements for students in special programs (district virtual instruction programs, Home Education Program, etc.) to test at your school. Adhere to the information and instructions from your district assessment coordinator, and contact your district office if you have questions about testing special program students.

Ensure Implementation of Accommodations

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

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

- Administration Accommodations (e.g., flexible presentation, flexible responding, flexible scheduling, flexible setting)

  See Appendix A for information about administration accommodations for students with disabilities.

- Accommodated CBT Forms (text-to-speech, masking)

  Scripts and instructions for administering accommodated forms are located at **www.FLAssessments.com/Spring2015**. Prior to testing, ensure that students using accommodated forms have been assigned the correct form in PearsonAccess.

- Paper-Based Accommodations (Reading Passage Booklets, regular print, large print, braille, one-item-per-page)

  Scripts and instructions for administering tests to students who require paper-based accommodations are provided at **www.FLAssessments.com/Spring2015**. Braille notes and a separate braille script are provided with the braille test materials. Although Reading Passage Booklets are included in the category of paper-based accommodations, eligible students who require them will test on the computer.

The following category of accommodations may be provided to students identified as ELLs.

- Administration Accommodations (e.g., flexible scheduling, flexible setting, assistance in heritage language, approved dictionary)

  See Appendix A for information about administration accommodations for ELLs.

More than one category may be recorded; however, the category should be recorded only if a student actually uses an allowable accommodation in that category on the test. Documentation should be maintained at the school for accommodations that are provided but not used. The Session Roster and the blank Administration Record/Security Checklist include fields for recording both accommodations provided and those actually used by students.

Arrange Practice Test Sessions

Schedule and arrange practice tests as described in this manual. Before a student can participate in this computer-based administration, the student must complete the appropriate ePAT(s) to learn how to use the computer-based system. **However, students who previously participated in a TestNav 8 ePAT for the subject test they are scheduled to take are NOT required to participate in an ePAT session for this administration.** Instruct school personnel to make students aware that they can access ePATs on their own any time prior to testing. The ePATs and scripts for administering the practice tests are available at **www.FLAssessments.com/ePATs**.

Students who require accommodated CBT forms (e.g., text-to-speech, masking) must also complete the appropriate accommodated practice test(s). Accommodated practice forms and scripts are available at **www.FLAssessments.com/ePATs**.

Manage Student Information in PearsonAccess

Student information may be added to PearsonAccess in two ways. Districts added student information to PearsonAccess via the PreID upload during the designated PreID window, or district or school users may add students using the New Student wizard in PearsonAccess **after** the designated PreID window. You must verify the accuracy of Student Names and Student ID Numbers prior to testing.

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

Test sessions must be created in PearsonAccess and students must be assigned to the test sessions before you can access the Session Roster for each session. Test sessions can be modified at any time prior to testing.

PreID Upload and Test Sessions

Your district may have created test sessions automatically via PreID upload. If your district created test sessions through the PreID upload, you will see these sessions when you log in to PearsonAccess. If your district did not create sessions using this method, you will need to create new sessions and add students to the sessions in order to view and verify student information.

Contact your district assessment coordinator if you are unsure about whether sessions were created during the PreID upload. **The information in this section applies only to schools whose districts created test sessions and classes using the PreID upload. If your district did not create test sessions during the PreID upload, proceed to "Create Test Sessions" below.**

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

- **FCAT 2.0 Reading Retake**—sessions will have the prefix **RR2-**
- **FCAT Mathematics Retake**—sessions will have the prefix **MRT-**
- **Algebra 1**—sessions will have the prefix **ALG-**
- **Biology 1**—sessions will have the prefix **BIO-**
- **Civics**—sessions will have the prefix **CIV-**
- **U.S. History**—sessions will have the prefix **HIS-**

If your district created sessions via PreID upload but **did not** provide session names, then the default naming convention "**FL SESSION**" will be appended to the session prefix. For example, if no session name is provided for Algebra 1 Retake, the session name will be "**ALG-FL SESSION**."

If your district **did** provide a session name, the provided name will be appended to the session prefix. For example, if the district provides the session name **SMITH01** for Algebra 1 Retake, the session name will be "**ALG-SMITH01**." If sessions have already been created for your school in PearsonAccess, then follow the instructions on pages 114–115 to verify student information.

Refer to the "Manage Class Information" section on pages 122–124 of this manual for information about classes.

Create Test Sessions

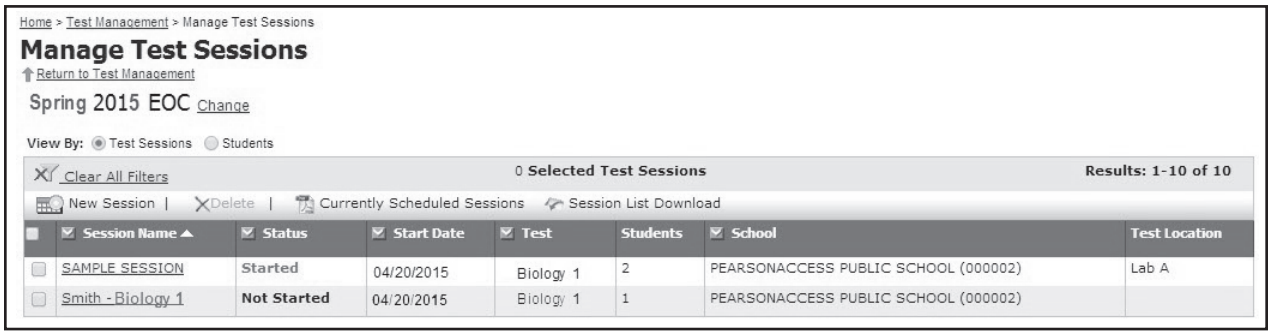
If your district did not create test sessions during the PreID upload (see "PreID Upload and Test Sessions" above), then you will need to create test sessions before you can access Session Rosters to verify student information. These can be temporary sessions for the purpose of verifying student information,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

The following descriptions provide guidelines for setting up test sessions, with advantages and disadvantages of each method. Districts or schools may choose to set up test sessions in the way that best suits their needs.

- **By Test Group**: Sessions can be set up to only include students in a particular group (e.g., class, testing room) who will be testing together. They can also be used to distinguish between students taking the regular computer-based form (Main) and the accommodated forms. An advantage of this setup is that PearsonAccess can be used to manage the testing groups. Session Rosters will include only one group of students testing together. This method increases security because a test session can be started prior to testing and stopped immediately afterward. Another advantage is that the Session Rosters can be easily used to track required administration information. A disadvantage is that it will require setup and management of more sessions.
- **By Test Day**: Sessions can be set up to include all students in a school to be tested in a subject on a particular day. An advantage of this setup is greater security because a session can be started and stopped on the same day. A disadvantage is that it requires coordination of testing groups.
- **By Test Administration**: Sessions can be set up to include all students scheduled to be tested in a subject during the entire test administration. Advantages of this setup are that it limits setup and management to one session per subject and additional make-up sessions do not need to be created. A disadvantage is that test sessions are open and active during the entire testing window, which may present a security concern. It also requires greater coordination of testing groups. Depending on the number of students in a session, it may be cumbersome to locate and manage specific students. **Pearson and FDOE do not recommend this method if it creates large sessions (more than 100 students) because large sessions may slow down processes in PearsonAccess and TestNav.**

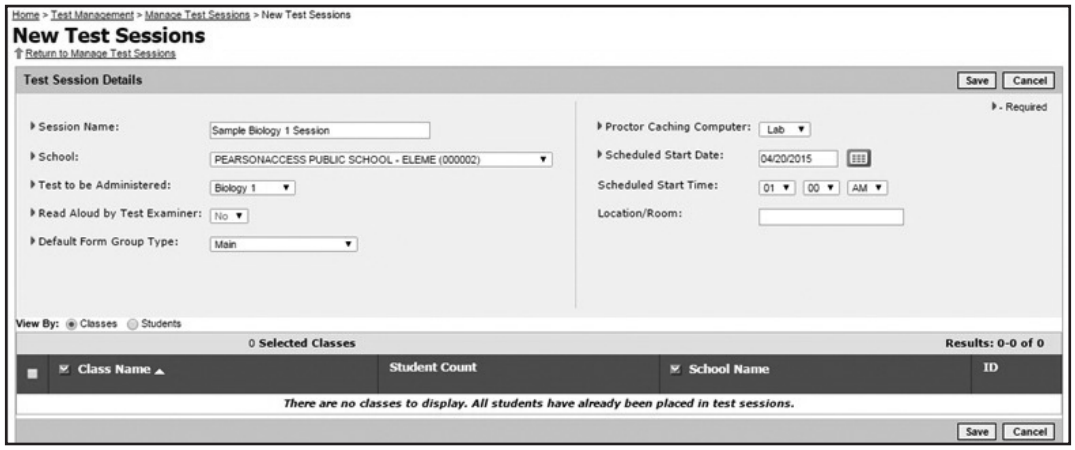
To create a new test session

1. Log in to PearsonAccess.
2. Go to **Test Management > Manage Test Sessions**.
3. Click **New Session** to go to the New Test Sessions screen.



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

4. Enter the session details. You must enter a Session Name (50-character limit) and select a School and the Test to be Administered before the remaining session details can be selected.



Please note that a separate session does NOT need to be created for Session 2 of the FCAT 2.0 Reading Retake. Also, scheduling a date and time for a new test session is intended primarily for planning purposes. **A test session will not start until you click Start on the Session Details screen, regardless of the scheduled start date and time.** You can update the date, time, and location before a session is started.

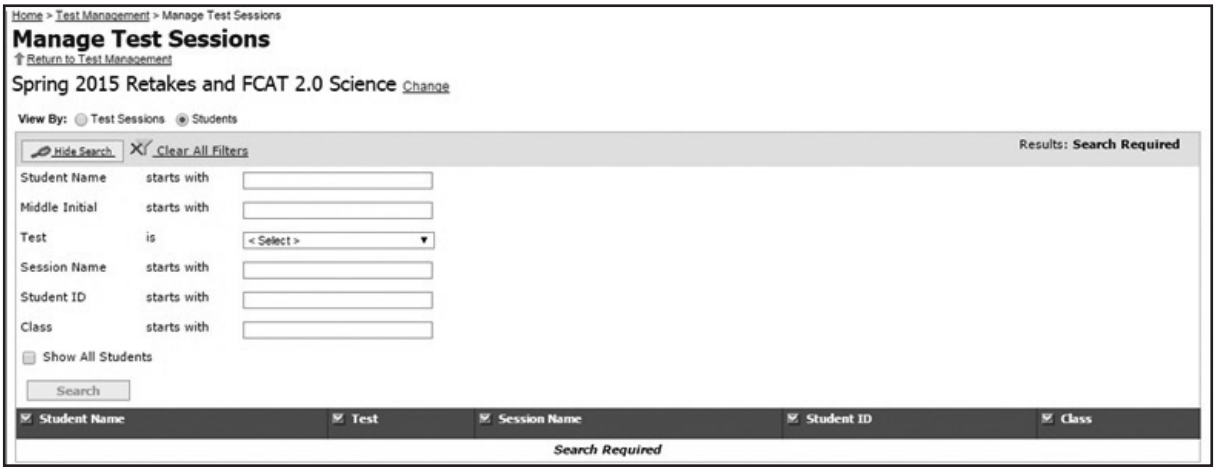
5. Select the Default Form Group Type, which is required to assign a test form to a student or to a class. The Form Group Type should be set to **Main** unless you are setting up a session for students using accommodated CBT forms. Please see pages 126–127 for more information about setting up sessions for students using accommodated CBT forms.
6. Add students to the test session either by class or by individual student. Select **View By: Classes** to see available classes, or select **View By: Students** to see available students (i.e., registered students who have not already been assigned to a session).
7. Select the checkbox for each class or student to be added to this session.
8. Click **Save**.
9. Return to the newly created test session or to the **Manage Test Sessions** screen.
10. Maintain a list of all test sessions. Ensure that the technology coordinator has cached test content for all sessions and that Proctor Caching is running for these sessions prior to the first day of testing.

View and Verify Student Data

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

To confirm all students are in test sessions

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



3. Select the **Show All Students** box and click **Search**.
4. Review the **Session Name** column for any empty fields. If necessary, click twice on the Session Name column heading to sort by name in descending order. Any students who have not been placed in a session will have a blank in this column.
5. Follow instructions to "Add Students to Test Sessions" on page 121.

You can also locate any remaining students not already scheduled into a session by creating a new test session for each Test to be Administered. Only students who are not already scheduled into test sessions will be available. If no students are available after entering all of the Session Details, all students have been scheduled into test sessions.

To view and verify student data

1. Go to **Test Management > Manage Test Sessions**.
2. Click a session name.
3. Click the **Session Roster** button to open a PDF version of the roster that can be printed or viewed electronically. Click the **Advanced Session Roster Download** button to open an Excel version of the roster. The roster will display all students (including Student Names and Student ID Numbers) who have been assigned to a session.

4. Verify Student Name and Student ID Number for all students in the session. Note any incorrect information.
5. Repeat these steps for all remaining sessions until all student information is verified.

In the event that incorrect information is discovered or other changes to student information need to be made, refer to the appropriate sections of this manual, as indicated below.

Issue	Solution
Student Name or Student ID Number is incorrect	If the student was entered via PreID upload, see "Delete a Student" (pages 115–116) then "Add a Student" (pages 116–119). If the student was entered via the New Student wizard, see "Manage Other Student Information" (pages 124–126).
Student grade level is incorrect	If the student's grade level has changed since he or she was added to PearsonAccess, see "To edit registered grade" (pages 125–126).
Other student information besides Student Name, Student ID Number, or grade level is incorrect	See "Manage Other Student Information" (pages 124–126) and "Update Student Information" (pages 136–138).
Error in Student Name after the first 11 characters of the first name or after the first 12 characters of the last name	Use the incorrect profile for testing, then update the information after testing with the school or district student information database manager.
Student not included in PreID upload	See "Add a Student" (pages 116–119).
Student is new to school	See "Add a Student" (pages 116–119).
Student transfers from another school or district	See "Add a Student" (pages 116–119). Do not change student's enrollment in PearsonAccess.
New test needs to be added or changed for an existing student	See "To change the tests assigned to a student" (pages 124–125).
Incorrect test format (e.g., changing paper-based to computer-based)	See "To change the test assignment details for a student" (page 125). Note: changing a test assignment to "Paper" in PearsonAccess will not automatically order materials or print a PreID label.
Student not participating in the administration (e.g., withdrawn from school, absent for entire testing window)	Remove from any test sessions (see page 122). No further action is required.

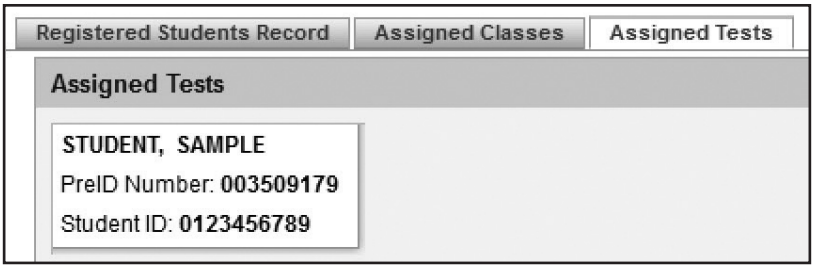
Delete a Student

For students added to PearsonAccess through the PreID upload, you cannot correct (edit) certain data in the student profiles in PearsonAccess. Instead, if the **Student Name** or the **Student ID Number** is incorrect, you need to remove the student's test assignment (i.e., delete the student) and then create a new record for the student

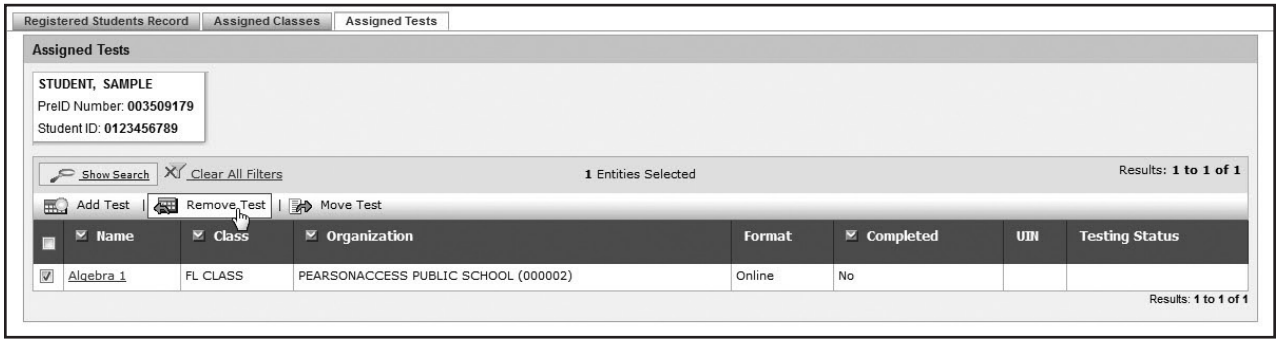
using the correct information. Technically, this does not completely delete the original student record from PearsonAccess, but it will prevent the incorrect student profile from being used for testing.

To remove a student's test assignment (i.e., delete a student)

1. Go to **Test Management > Student Registration**.
2. Select **View By: Registered Students** on the Student Registration screen.
   - To view all students, select the **Show All Students** checkbox and click **Search**.
   - To search for an individual student, enter the search criteria and then click **Search**. **Note**: You must enter or select **at least one** search field. The more specific the criteria, the more focused the search will be.
3. Click the name of the student and then click the **Assigned Tests** tab.



4. Select all online tests assigned to that student and then click **Remove Test**. **Note**: Do not remove any paper-based tests assigned to the student.



5. Click **Yes – Continue with Removal** to confirm.

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

Add a Student

For students not identified in the PreID process or who have an incorrect Student Name or Student ID Number, remove the test assignment (see "Delete a Student") and then create a new profile in the system using the New Student wizard. **During the PreID window, do not use the New Student wizard to create new students. Any students added using the New Student wizard during this window will be deleted if a new PreID file is uploaded.**

Note: If an error in a student's name occurs after the first 11 characters of the first name or after the first 12 characters of the last name, PearsonAccess will not allow you to create a new student profile for that student. Use the incorrect profile for this test administration and update those fields after testing is complete with the school or district student information database manager.

To successfully create a new student, you must complete the five-part registration process described below. If all five parts are not completed, the student will not be available to add to a session in PearsonAccess.

Part 1: Add a New Student (steps 1–3)
Part 2: Edit Student Details (steps 4–6)
Part 3: Edit Test Registration Details (steps 7–12)
Part 4: Edit Class Registration (step 13)
Part 5: Edit Assigned Tests and Enable the Student to Test on Computer (steps 14–17)

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

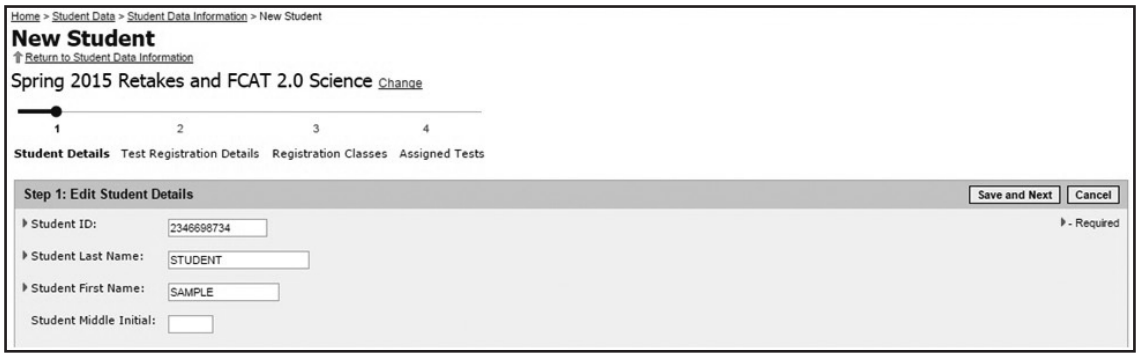
- Save your data entry and continue to the next step.
- Click **Cancel** to delete all information entered at any point during the five-part process.

Part 1: Add a New Student

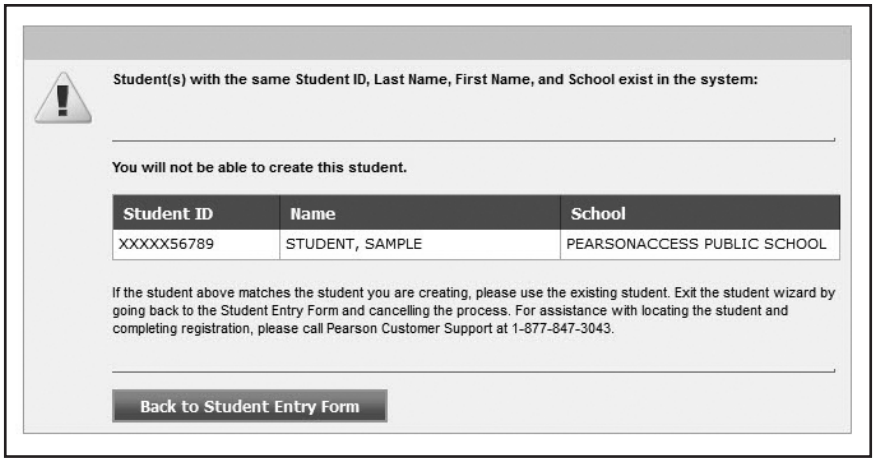
1. Log in to PearsonAccess.
2. Click the **Student Data** tab, then click **Student Data Information**.
3. Click **New Student**.

Part 2: Edit Student Details

4. Enter the **Student ID**, **Student Last Name**, and **Student First Name**.
   - The Student Name must be entered in **all caps** (17-character limit for last name; 12-character limit for first name).
   - The Student ID Number can be a 9-digit Social Security Number followed by an *X* (e.g., 123456789X) or a 10-digit Florida Student Number (e.g., 1234567891).
5. Scroll down and select the **Enrolled School**.
6. Click **Save and Next** to save your entered data.

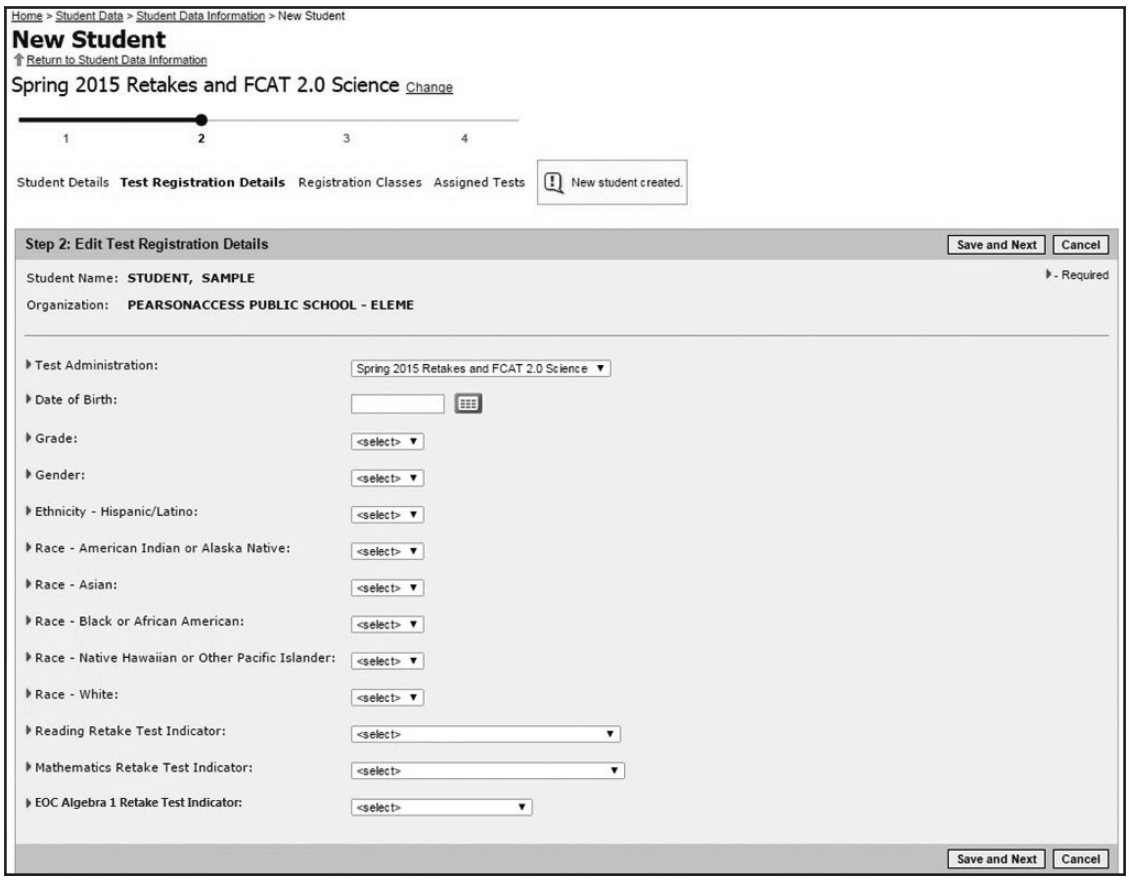


Note: **PearsonAccess will not permit you to create a duplicate student record.** If a student is created for this administration with the same Student ID Number (Social Security Number followed by an *X* or Florida Student Number), the same first 11 characters of the first name, and the same first 12 characters of the last name as an existing student profile at this school, the duplicate student error message will appear (see top of next page). Click **Back to Student Entry Form** and cancel the process. The existing student profile must be used. After testing, updates should be made with the school or district student information database manager so this information is corrected for future administrations.



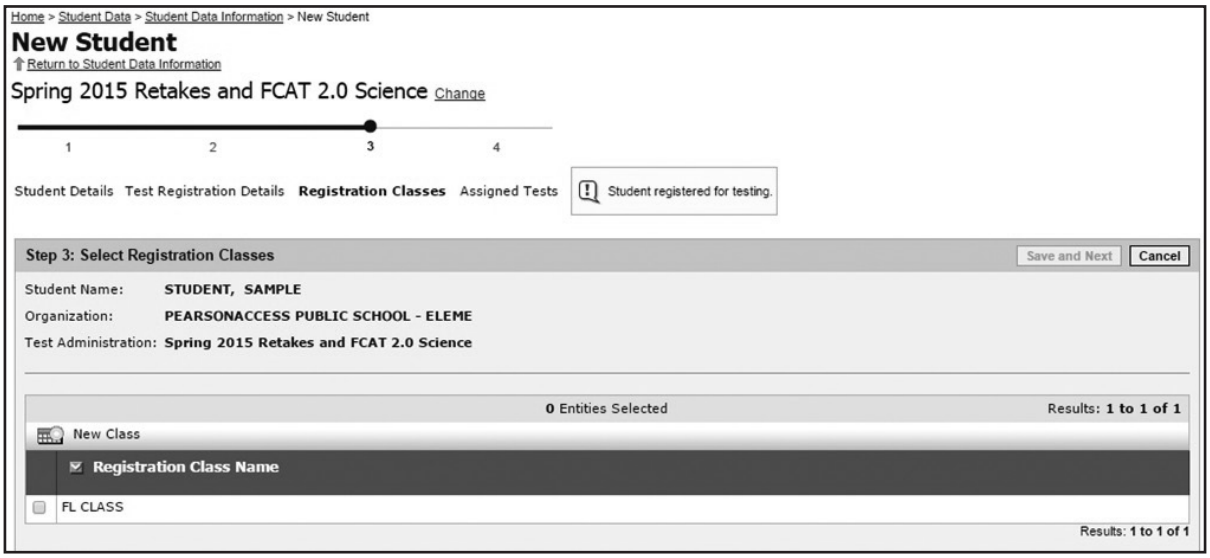
Part 3: Edit Test Registration Details

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



Part 4: Edit Class Registration

13. To assign the student to an existing class, select the box next to the class name and click **Save and Next**. To assign the student to a new class, click **New Class** and follow the steps to create a new class. **The class name has a limit of 12 characters and must be in all caps (e.g., THOMAS).** When the class has been created and added to the list, select the box next to the class name and click **Save and Next**. For more information about classes, see pages 122–124.



Part 5: Edit Assigned Tests and Enable the Student to Test on Computer

14. The student must be assigned to a test. Select the box(es) next to the appropriate test(s).
15. Set the **Test Details** for each test.
    - ☐ **Online Indicator** indicates that the student will participate in a computer-based test. **Yes** must be selected for a student to be available to be scheduled into a computer-based test session.
    - ☐ **Tested Grade** indicates the school grade of the student taking the test. Select the appropriate grade from the drop-down box.
    - ☐ **Alternate Passing Score** indicates whether a student qualifies for the FCAT 2.0 Reading Retake Alternate Passing Score (APS). This field is optional and only applies to the FCAT 2.0 Reading Retake. Select **Yes** if the student entered Grade 9 in the 2009–10 school year or before and qualifies for the APS. If the student does not qualify for the APS, skip this field.
    - ☐ Specify the student's **EOC Enrollment Status**. There are three options to select in this field:
        - ☐ Student is currently enrolled in Algebra 1, Biology 1, U.S. History, Civics, or an equivalent course
        - ☐ Student was previously enrolled in Algebra 1, Biology 1, U.S. History, Civics, or an equivalent course
        - ☐ Student has never been enrolled in Algebra 1, Biology 1, U.S. History, Civics, or an equivalent course
16. Click **Save and Next** to complete the registration process for this student.
17. **The student must now be added to a test session. See "Add Students to Test Sessions" on page 121.**

Manage Test Sessions

One of a school assessment coordinator's primary responsibilities is to manage computer-based test sessions in PearsonAccess. The following table describes the main test session management tasks that must be completed prior to the first day of testing. (See "Create Test Sessions" for some of the common methods of setting up test sessions.)

Task	Description	Pages
View an Existing Test Session	Check the session details and verify that students are assigned to the correct session.	120
Add, Move, or Remove Students	Manage student session assignments.	121–122
Manage Class Information (optional)	Classes can be used to manage students in PearsonAccess.	122–124
Manage Other Student Information	Some student data may be changed in PearsonAccess.	124–126
Proctor Cache Test Items (**Technology Coordinator**)	Proctor Caching is required for efficient test delivery. Provide **technology coordinators** with a list of all test sessions for the school.	See **www.FLAssessments.com/TestNav8**.
Print Student Authorization Tickets, Seal Codes, and Session Rosters	Each student needs a Student Authorization Ticket in order to sign in to the test session, and each test administrator needs a Session Roster. Seal codes should be provided to test administrators prior to Session 2 of the FCAT 2.0 Reading Retake.	127–129
Distribute Student Authorization Tickets, Seal Codes, and Session Rosters to Test Administrators	Student Authorization Tickets, seal codes (Day 2), and Session Rosters are secure and should be distributed only on the day the assessment will be administered.	129

View an Existing Test Session

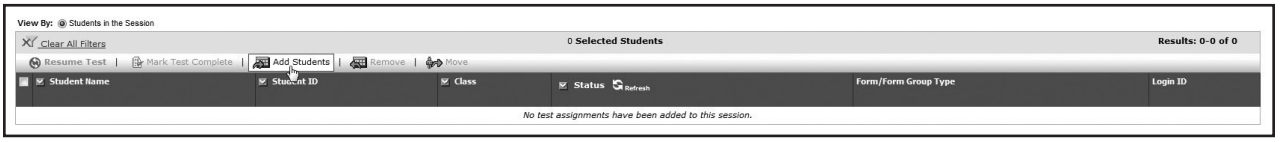
To view an existing test session (e.g., to verify all students to be tested are included)

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Select **View By: Test Sessions**.
3. Under Session Name, click the name of the session you want to verify.
4. Review the Session Details (date, location, time, form assignments) to confirm they are accurate. Click **Edit** to make any necessary adjustments. Click **Save**.
5. Review and verify the students to be tested in this session. The **Session Roster** can also be used to verify the list of students.
   - If students are missing, see "Add Students to Test Sessions" (page 121).
   - If students are in the incorrect session, see "Move Students to Another Session" (pages 121–122).
   - If students will not be testing or if they were absent during the entire testing window, see "Remove Students from Test Sessions" (page 122).
   - If students need an accommodated CBT form, see "Assigning an Accommodated Form" (pages 126–127).

Add Students to Test Sessions

To add students to an existing test session

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Select **View By: Test Sessions**.
3. Click the session name on the Manage Test Sessions screen to go to the Session Details screen.
4. Click **Add Students**.



5. Select **View By: Classes** or **View By: Students**.
6. Select the checkbox for the class or the student you want to add, and then click **Add to Session**.

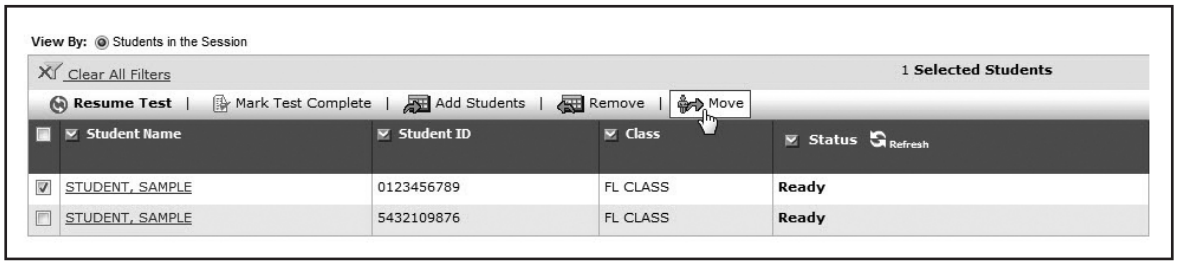
   After you add the students, you can adjust the Form/Form Group Type for newly added students by clicking **Edit** on the Session Details screen and using the Form/Form Group Type drop-down menu for an individual student. The Form Group Type will always be set to **Main** unless the session is for students using accommodated CBT forms. See pages 126–127 for more information about setting up sessions for accommodated CBT forms.

   If the student you are trying to add to a test session is not listed, check to be sure he or she has been added to PearsonAccess under Student Registration. If the student is in PearsonAccess, verify that he or she has a test and class assignment. If the student has assignments, search for him or her under Manage Test Sessions to see if he or she has already been assigned to a test session.

Move Students to Another Session

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

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Select **View By: Test Sessions**.
3. Click the session name to go to the Session Details screen.
4. Select the checkbox for each student to be moved.
   - Only students with a **Ready**, **Exited**, **Resumed**, or **Resumed-Upload** status may be moved.
   - Students with a **Completed** or **Marked Complete** status may NOT be moved to another session.
5. Click **Move** to go to the Move Students screen.



6. Select an existing test session or create a new test session to which the students will be moved. If you create a new session, the School and Test to be Administered values are carried over from the previous session.
7. Click the **Move Students** button.

8. Click **Yes – Move Students** to confirm.

Note: When students are moved to another session, their form assignments may change. Verify students have the correct form assignment **before** testing begins. See "Assigning an Accommodated Form" on pages 126–127.

Remove Students from Test Sessions

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

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Select **View By: Test Sessions**.
3. Under Session Name, click the session from which you want to remove a student.
4. On the Session Details screen, select the checkbox for each student you want to remove.
5. Click the **Remove** button.
6. Click **Yes – Remove Students** to confirm this action.

Manage Class Information

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

Class assignment may be used to manage students in PearsonAccess (e.g., to indicate groups of students tested together); however, school assessment coordinators may choose to disregard class assignment in order to avoid the additional tasks associated with managing and changing student class assignments in PearsonAccess. In this case, students would have generic class assignments, and school assessment coordinators would manage groups of students tested together through test session assignments or some other means.

To use class assignments to group students who will be tested together, the school assessment coordinator can create a new class and add students to the class. For students added through the PreID upload, the district had the option of providing class names. If a class name was not provided, the default class name (**FL CLASS**) was used for these students. For students added using the New Student wizard, the class name will be that which was provided by the person entering the student data.

Add a New Class

To add a class

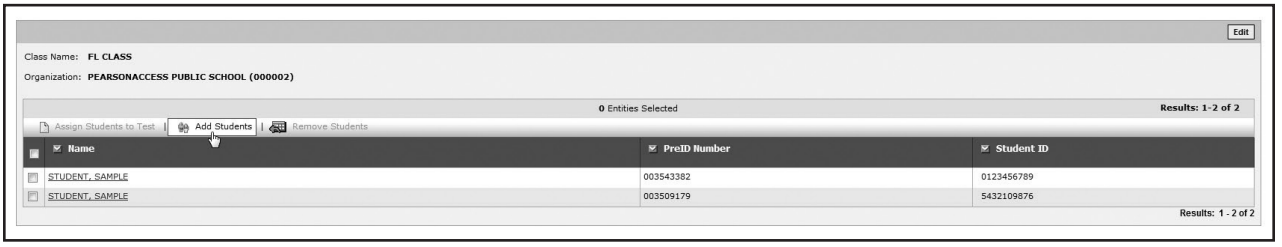
1. From the Home page, go to **Test Management > Student Registration**.
2. You must be in **View By: Classes** mode. Click **Add Class** on the Student Registration screen.
3. Enter the class name. **The class name has a limit of 12 characters and must be in all caps (e.g., THOMAS).**
4. Select your school name from the drop-down menu (required field).
5. Click **Save** to add the class.

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

Add Students to a Class

To add students to a class

1. From the Home page, go to **Test Management > Student Registration**.
2. Select **View By: Classes**.
3. Click the name of the class to view the Class Details screen.
4. Click **Add Students**.



5. Check the box next to each student to be added to the class. Click **Save** and then click **Yes – Continue with Add** to confirm.

Assign Students in a Class to a Test

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

1. From the Home page, go to **Test Management > Student Registration**.
2. Select **View By: Classes**.
3. Use the search or filter features (as needed) and click the class name to see all students assigned to that class.
4. Select the box next to the student name(s) to be assigned to a test and select **Assign Students to Test**.
5. From the Test drop-down box, select the name of the type of test the student will take and click **Next**.
6. Select the **Test Details**.
   - **Online Indicator** indicates that the student will participate in a computer-based test. **Yes** must be selected for a student to be available to be scheduled into a computer-based test session.
   - **Tested Grade** indicates the grade of the student taking the test. Select the appropriate grade from the drop-down box.
   - **Alternate Passing Score** indicates whether a student qualifies for the FCAT 2.0 Reading Retake Alternate Passing Score (APS). This field is optional and only applies to the FCAT 2.0 Reading Retake. Select **Yes** if the student entered Grade 9 in the 2009–10 school year or before and qualifies for the APS. If the student does not qualify for the APS, skip this field.
   - **EOC Enrollment Status** indicates the student's enrollment status. There are three options to select in this field:
     - Student is currently enrolled in Algebra 1, Biology 1, U.S. History, Civics or an equivalent course
     - Student was previously enrolled in Algebra 1, Biology 1, U.S. History, Civics or an equivalent course
     - Student has never been enrolled in Algebra 1, Biology 1, U.S. History, Civics or an equivalent course
7. Click **Save**. (If the student was already assigned to the test, you will receive an error message.)

Change a Student's Assigned Class

To change a student's assigned class

1. From the Home page, go to **Test Management > Student Registration**.

2. Select **View By: Registered Students** on the Student Registration screen.
   - To view **all** students, check the "Show All Students" box and then click **Search**.
   - To search for an **individual** student, enter search criteria and then click **Search**. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)
3. Click the name of the student to go to the Registered Students screen.
4. Click the **Assigned Classes** tab.
   - To add a class assignment, click **Add Class Assignment**, select the class, and then click **Add**.
   - To remove a class assignment, select the class and then click **Remove Class Assignment**. Click **Yes – Continue with Removal** to confirm.
   - If a student has already been assigned to a class and a test, you must first remove the test assignment and then remove the class assignment (see "To remove a student's test assignment" on page 116).

Manage Other Student Information

If a Student Name or Student ID Number is incorrect for a student who was entered **via the New Student wizard**, it can be corrected either before OR after testing. The district assessment coordinator must make the request by contacting Pearson Customer Support at 877-847-3043. All change requests must be submitted **by noon (Eastern time) on the final day of testing for each subject**.

If a Student Name or Student ID Number is incorrect for a student who was entered **via PreID upload**, follow the instructions to "Delete a Student" and to "Add a Student" on pages 115–119. **This must be done before testing.**

Some assignments and demographic data that may be changed in PearsonAccess are covered in this section. For descriptions of the demographic fields listed below and on the next page, refer to pages 12–14.

- **To change the tests assigned to a student** (e.g., a student is assigned to the wrong test)
  1. From the Home page, go to **Test Management > Student Registration**.
  2. Select **View By: Registered Students**.
  3. Use the search or filter features (as needed) and click the name of the student to go to the Registered Students screen.
  4. Click the **Assigned Tests** tab.
     - To add a test assignment, click **Add Test** and click the name of the test. Select the **Test Details**.
       - **Online Indicator** indicates that the student will participate in a computer-based test. **Yes** will be automatically selected.
       - **Tested Grade** indicates the grade of the student taking the test. Select the appropriate grade from the drop-down box.
       - **Alternate Passing Score** indicates whether a student qualifies for the FCAT 2.0 Reading Retake Alternate Passing Score (APS). This field is optional and only applies to the FCAT 2.0 Reading Retake. Select **Yes** if the student entered Grade 9 in the 2009–10 school year or before and qualifies for the APS. If the student does not qualify for the APS, skip this field.
       - **EOC Enrollment Status** indicates the student's enrollment status. There are three options to select in this field:
         - **Student is currently enrolled in Algebra 1, Biology 1, U.S. History, Civics, or an equivalent course**
         - **Student was previously enrolled in Algebra 1, Biology 1, U.S. History, Civics, or an equivalent course**
         - **Student has never been enrolled in Algebra 1, Biology 1, U.S. History, Civics, or an equivalent course**
       - Click **Save**.

- To remove a test assignment, select the box next to the test and then click **Remove Test**. Click **Yes – Continue with Removal** to confirm.

■ **To change the test assignment details for a student**

The following fields will be available for editing **before** online testing.

- **Online Indicator**
- **Primary Exceptionality**
- **Section 504**
- **English Language Learner (ELL) Years Enrolled in a U.S. School**
- **Regular Print – Paper Accommodation**
- **Large Print – Paper Accommodation**
- **Braille – Paper Accommodation**
- **One-Item-Per-Page – Paper Accommodation**
- **EOC Enrollment Status**
- **Alternate Passing Score**

There are two ways to change the test assignment details for a student.

■ **Through the Student Registration area**

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

■ **Through the Session Details screen**

1. Go to **Test Management > Manage Test Sessions**.
2. Click the name of the session to go to the Session Details screen.
3. Click the name of the student.
4. Click **Edit**.
5. Make adjustments to the allowable fields.
6. Click **Save**.
7. Click **Go back to Session Detail** to update information for additional students in the selected session.

These fields may be edited after testing is complete, along with some additional fields. See "Update Student Information" on pages 136–138.

■ **To edit registered grade** (e.g., a student was promoted mid-year)

1. From the Home page, go to **Test Management > Student Registration**.
2. Select **View By: Registered Students**.
3. Use the search or filter features (as needed) and click the name of the student to go to the Registered Students screen.
4. On the "Registered Students Record" tab, click **Edit**.

5. Adjust the "Grade" field to the correct grade.
6. **Click Save**.

Assigning Accommodated Forms

If your school will set up test sessions **by test group**, all students requiring accommodated forms will need to be in a separate session from students who are using non-accommodated forms. Separate sessions are required because the script for students using accommodated forms is different from the script for non-accommodated administrations. See the instructions below for "Creating an Accommodated Test Session."

If your school will set up test sessions **by test day** or **by test administration**, it is not necessary to create a separate session for students who require accommodated forms. Follow the instructions below and on the next page for "Assigning an Accommodated Form."

Creating an Accommodated Test Session

If you are creating a separate test session for each group of students to be tested together, follow the steps below to create an accommodated test session:

1. Log in to PearsonAccess.
2. Click the **Test Management** tab.
3. Click **Manage Test Sessions**.
4. Click **New Session**.
5. Enter the required information under **Test Session Details**.
6. Select the **Default Form Group Type** from the drop-down menu, which is required to assign an accommodated test form to a student or to a class. Each accommodated form type or combination form type will be available in the drop-down menu. If students will use several different forms, it may be helpful to select the **Main** form. If the majority of the students will use a specific form (e.g., text-to-speech), select the most frequently occurring form. You will be able to override the form type for students who require a different form. (See "Assigning an Accommodated Form" below and on the next page.)
7. Add students to the test session either by class or by individual student. Select **View By: Classes** to see available classes, or select **View By: Students** to see available students (i.e., registered students who have not already been assigned to a session).
8. Select the checkbox for the class or student(s) to be added to this session.
9. Click **Save**.
10. Maintain a list of test sessions as you create them. When all test sessions have been created and students have been assigned the correct forms, provide this list to the technology coordinator to ensure that Proctor Caching is running for these sessions.

Assigning an Accommodated Form

To assign an accommodated form to a student who has already been added to a session, follow these steps:

1. Go to **Test Management > Manage Test Sessions**.
2. Click the name of the session.
3. Under the **Form/Form Group Type** column, confirm the appropriate form is assigned to each student in the session. To make adjustments to the Form or Form Group Type, click **Specify** by the student's name. If the session has already been Proctor Cached, click **Override** to make adjustments to the Form or Form Group Type.

4. On the Form Assignment screen, choose the form that indicates the appropriate accommodation under the **Form Group Type** drop-down menu. The options for this menu are shown in the chart below.

Form	Accommodation(s)
TTS	Text-to-Speech
Masking	Answer Masking
TTS + Masking	Text-to-Speech and Answer Masking

NOTE: Allowable assistive devices may be used with any TestNav form.

5. Under the **Form** drop-down menu, select the same form as the Form Group Type.
6. In the **Reason** box, list a reason for making an adjustment to the form (e.g., accommodation specified on student's IEP).
7. Click **Save** to return to the Test Session Details screen.
8. Repeat for all students in the session who require an accommodated form.

Remember that failure to provide an accommodation indicated on a student's IEP or Section 504 plan may be grounds for invalidation. If a student uses an accommodation that is NOT indicated on his or her IEP or Section 504 plan, that student's test must be invalidated.

Use the Session Roster or the Session Details screen to review the accommodated forms assigned to all students. If students are moved to a different session, their form assignments may change. **Check the form assignment very carefully prior to testing.** If a student was assigned the wrong form, it is very difficult to reassign the form once the student has logged in to the test.

Schedule a New Session for Make-Ups

To schedule a new session for make-ups

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Click **New Session**.
3. Fill in the required fields to create a new test session for students testing during a make-up session.
4. Once a session is created, move students to this test session. Refer to the instructions on pages 121–122.
5. Provide the technology coordinator with information about this session so he or she can complete the Proctor Caching process prior to testing.

Note: Since multiple test sessions may be scheduled throughout the testing window, it is also possible to reassign absent students to existing sessions scheduled later in the window rather than creating make-up sessions.

Students who are absent for Session 2 may test at a later date and should remain in Exited status until they are ready to test or until the administration window is closing. These students can remain in the same session or can be moved to a make-up session, as needed.

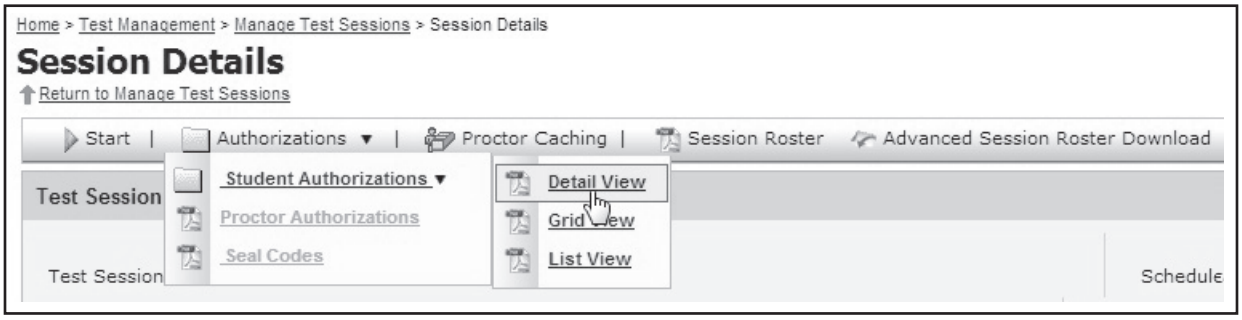
Student Authorization Tickets, Seal Codes, and Session Rosters

Adobe Reader is needed to view and print Student Authorization Tickets, Seal Codes, and Session Rosters. Each student must have a Student Authorization Ticket to sign in to a test. Each authorization ticket contains the TestNav URL, the student's unique Username and a Password. You must also print a Session Roster for a

list of the students tested in the same session. This roster may be used to collect the required administration information. Each testing room will need a copy of the roster for students in that room to collect this information. **The tickets, seal codes, and rosters are secure documents and must be placed in a secure location until the day of the test session.** For a sample Student Authorization Ticket and a sample Session Roster and Seal Code, see pages 7–9.

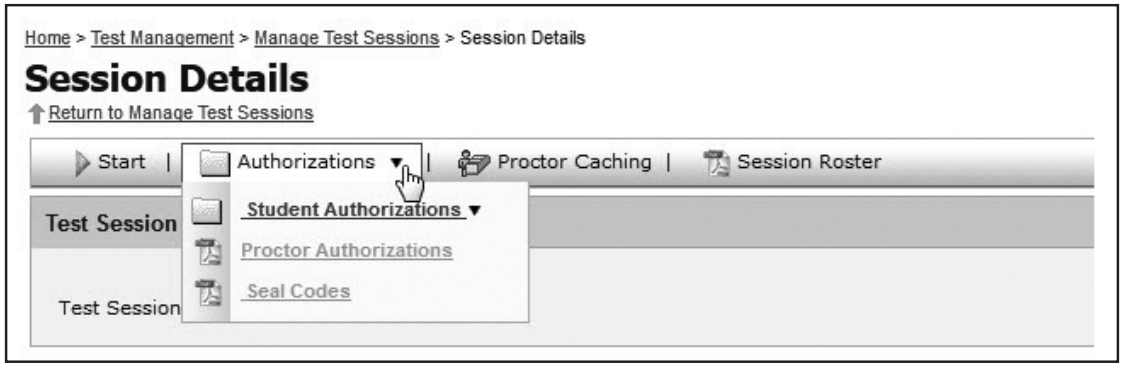
- **To print Student Authorization Tickets**
  1. From the Home page, go to **Test Management > Manage Test Sessions**.
  2. Click the session name for which you wish to print authorization tickets.
  3. From the Authorizations drop-down menu, select **Student Authorizations**. The authorization tickets can be downloaded in three different formats: **Detail View**, **Grid View**, and **List View**.
     - **Detail View** shows only one authorization ticket per page.
     - **Grid View** shows six authorization tickets per page in a three-row/two-column layout.
     - **List View** displays three authorization tickets per page, separated horizontally.

     FDOE recommends that you select one format and use it consistently at your school. Ensure print settings in the Grid View are set to not cut off any URL or login information.



  4. Click **Save**, save the file to your computer, and then click **Open**.
  5. A PDF file containing Student Authorization Tickets for the session will open. Print the tickets.

- **To print seal codes (FCAT 2.0 Reading Retake)**
  1. From the Home page, go to **Test Management > Manage Test Sessions**.
  2. Click the session name for which you wish to print a seal code.
  3. Click the Authorizations drop-down and select **Seal Codes**.



  4. Click **Save,** save the file to your computer, and then click **Open**.
  5. A PDF file containing a seal code for the session will open. Print the seal code.

- **To print a Session Roster**
  1. From the Home page, go to **Test Management > Manage Test Sessions**.
  2. Click the session name for which you wish to print Session Rosters.

3. Click **Session Roster** (PDF version) or **Advanced Session Roster Download** (Excel version).
4. Click **Save**, save the file to your computer, and then click **Open**.
5. The file containing the Session Roster will open. Print the Session Roster. If several testing rooms have students on the same roster, print a copy of the roster for each testing room.

Please note: Student Authorization Tickets, Seal Codes, and Session Rosters are secure materials. Ensure these files are deleted from your computer after you have printed them. Distribute the appropriate materials on each day of testing. Seal codes should only be distributed to test administrators immediately before students begin Session 2 of the FCAT 2.0 Reading Retake.

School Assessment Coordinator Responsibilities During Testing

Distribute Test Materials

On each day of testing, you are responsible for providing each test administrator the following test materials before testing begins, as applicable:

- Student Authorization Tickets
- Session Roster
- Test group code
- Seal code (FCAT 2.0 Reading Retake Session 2 only)
- Work folders
- Reading Passage Booklets
- CBT Worksheets
- Reference Sheets
- Periodic Tables
- Calculators

Supervise Test Administration and Maintain Test Security

Provide test administrators with additional materials during testing, as necessary.

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

If the Internet connection is interrupted during testing, the student should still be able to complete the test. The student responses are automatically saved and, once the Internet connection has been restored, will be sent to Pearson. If the Internet connection is not restored by the time the student has finished the test, the test administrator should contact you or the technology coordinator for assistance. If login problems persist on a particular computer or device and another computer or device has been properly set up for testing, shut down the first computer or device and move the student to resume testing. The student should be able to resume testing where he or she left off if the responses are saved to the network. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact Pearson Customer Support at 877-847-3043 and notify the district assessment office **immediately**.

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

Test administrators are instructed to contact you if a student does not select the button beside or sign below the Testing Rules Acknowledgment. Determine the appropriate course of action for handling a student who does not affirm the Testing Rules Acknowledgment. Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student's refusal should be retained at the school.

During a Test Session

The following table describes the main test session management tasks performed during testing.

Task	Description	Pages
Start Test Sessions	A session must be started in PearsonAccess before students can begin the test.	131–132
Monitor Session Status	Keep track of each student's testing status in PearsonAccess.	132
Resume Students' Tests	Resume tests for students who have exited (intentionally or unintentionally) and will finish later.	132–134

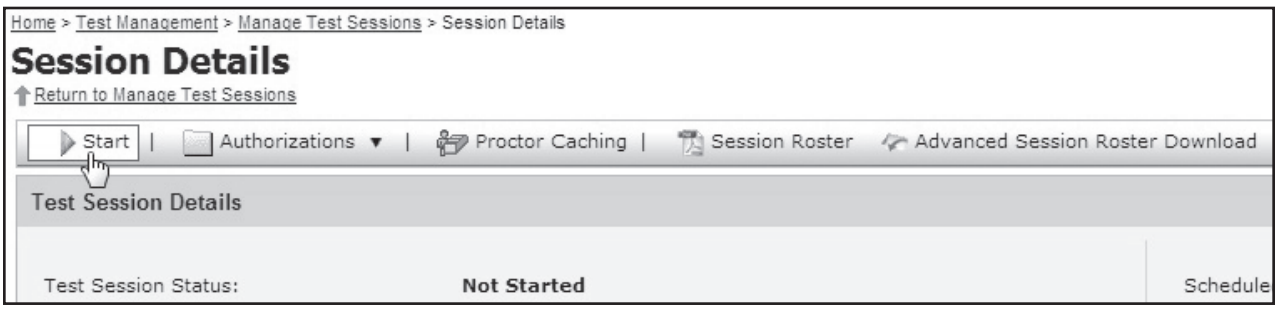
Note: NEVER submit a student's answers or mark a student's test complete because of a technical issue without first receiving directions from FDOE or Pearson. Mark a student's test complete ONLY if the test has been completed and should be submitted for scoring or the student has exited the test and will not complete the test.

Start Test Sessions

A test session must be started in PearsonAccess before students in the session can sign in and begin taking the test. FDOE recommends that a session be started no earlier than the day before the test session is scheduled to begin.

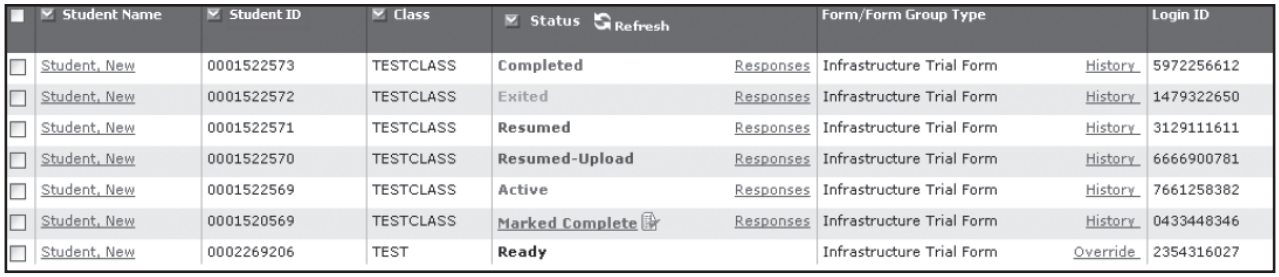
To start a test session

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Click the name of the session to see the Session Details.
3. Click **Start** on the Session Details screen. Click **Yes – Start Session** to confirm.



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

4. After a session is started, students can sign in and begin testing. A session does not stop until you click the **Stop** button. The system will not automatically start or stop a session.
5. After testing begins, you can monitor the status of each student in the session. Refresh your browser window or click the **Refresh** button next to **Status** to update the real-time testing status of students. **Note:** After 14 minutes of inactivity on PearsonAccess, the system will time out and you will need to log back in to view session status details.



Student Name	Student ID	Class	Status Refresh		Form/Form Group Type		Login ID
Student, New	0001522573	TESTCLASS	Completed	Responses	Infrastructure Trial Form	History	5972256612
Student, New	0001522572	TESTCLASS	Exited	Responses	Infrastructure Trial Form	History	1479322650
Student, New	0001522571	TESTCLASS	Resumed	Responses	Infrastructure Trial Form	History	3129111611
Student, New	0001522570	TESTCLASS	Resumed-Upload	Responses	Infrastructure Trial Form	History	6666900781
Student, New	0001522569	TESTCLASS	Active	Responses	Infrastructure Trial Form	History	7661258382
Student, New	0001520569	TESTCLASS	Marked Complete	Responses	Infrastructure Trial Form	History	0433448346
Student, New	0002269206	TEST	Ready		Infrastructure Trial Form	Override	2354316027

Monitor Session Status

After a session begins, you can monitor the real-time status of students. Refer to the following table for a description of each possible status.

Status	Description
Ready	The student has not started the test.
Active	The student has logged in and started the test.
Exited	The student has exited the test but has not submitted his or her answers. (The student cannot resume the test unless authorized by the school assessment coordinator or the test administrator, if appropriate.)
Resumed	The student has been authorized to resume the test.
Resumed-Upload	The student has been authorized to resume the test, and any responses saved locally will be uploaded.
Completed	The student's submitted test data have been processed.
Marked Complete	The student has exited the test and will not resume the test. Click the **Marked Complete** icon to view the reason why the test was marked complete.

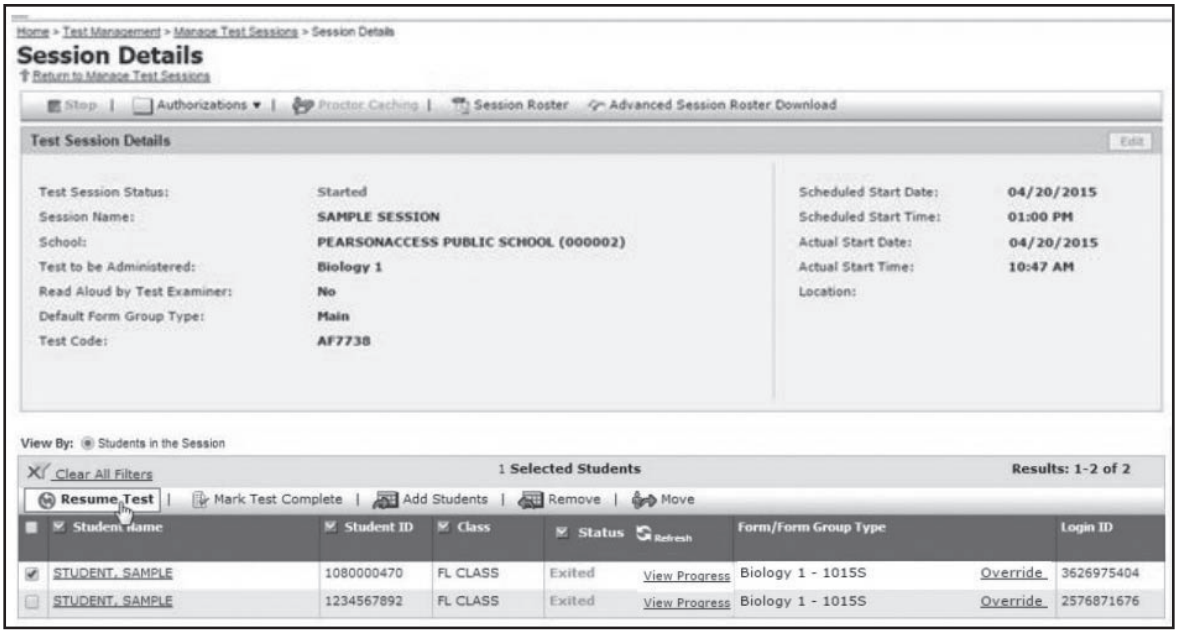
Resume Students' Tests

If a student exits TestNav (either intentionally or unintentionally) before completing a test and the student should be able to continue testing, then the student's test must be resumed in PearsonAccess before he/she can continue. You will also need to resume students' tests after they complete Session 1 of the FCAT 2.0 Reading Retake.

To resume a student's test

1. From the Home page, go to **Test Management > Manage Test Sessions**.
2. Click the name of the session to see the Session Details.
3. From the Session Details screen, click the box next to the name of the student.

   You cannot resume a student who has a **Ready**, **Completed**, or **Marked Complete** status. If a student is appearing as **Active** but he or she has been unable to sign in, you may need to refresh your browser window or click the **Refresh** button next to **Status** to update the real-time testing status of students. Students in **Active** status can be resumed if they continue to have trouble signing in.
4. Click **Resume Test**.



5. After you resume the student's test, the student's status changes to **Resumed** (if the student was in **Exited** status) or **Resumed-Upload** (if the student was in **Active** status) on the Session Details screen.

Student Name	Student ID	Class	Status
Student, Name	0001522573	TESTCLASS	Completed
Student, Name	0001522572	TESTCLASS	Exited
Student, Name	0001522571	TESTCLASS	Resumed
Student, New	0001522570	TESTCLASS	Resumed-Upload
Student, New	0001522569	TESTCLASS	Active
Student, New	0001520569	TESTCLASS	Marked Complete
Student, New	0002269206	TESTCLASS	Ready
Student, New	0001522579	TESTCLASS	Exited
Student, New	0002269201	TESTCLASS	Active

The resumed student can now sign in to TestNav and resume the test. When the student has logged back in, the status returns to **Active**.

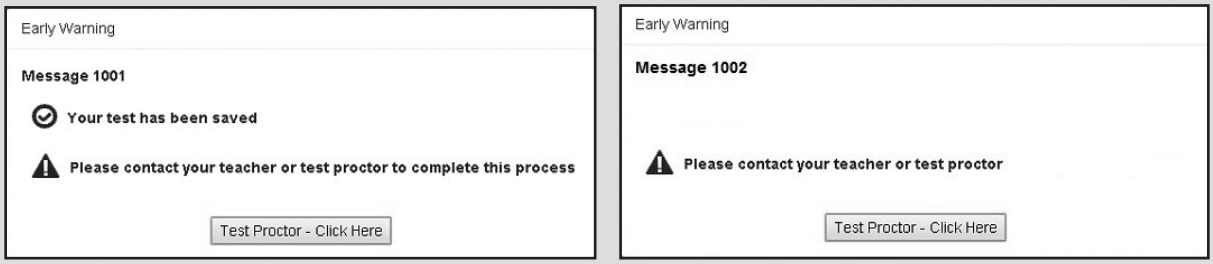
If the student's response file was saved on the local student workstation or device, have the student sign in to TestNav from that workstation or device so that the saved response file can be transmitted to the testing server.

6. Open a web browser and type the URL printed on the authorization ticket in the address bar or launch the TestNav app. The student can sign in using the same Username and Password from the original authorization ticket if the student is in the same test session.

Resume a Test within the Early Warning System (EWS)

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

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



To resume a test in the Early Warning System

1. Click the **Test Proctor – Click Here** button on the EWS warning screen and follow the on-screen directions.
2. Return to the Session Details screen and click **Resume Test**.
   - If a saved response file for this student is found, it will be uploaded to the testing server when the connection is reestablished and the student logs back in to TestNav. If a saved response file is not found, TestNav will prompt the user to navigate to the location where the response file is saved so that it can be uploaded. Contact Pearson Customer Support at 877-847-3043 for assistance with uploading student responses and contact your district assessment coordinator if you continue to have technical issues.
3. The student can now sign in to TestNav and continue the test.
   - The student's status will return to **Active** after successfully re-entering the test.
   - If the student's response file was saved on the local student workstation or device, have the student sign in to TestNav from that workstation or device so that the saved response file can be transmitted to the testing server.

If TestNav appears to freeze when a student attempts to exit or submit a test:

1. Terminate the TestNav process without rebooting the local client workstation or device.
2. Next, verify that connectivity exists between the client and the server. When connectivity is established, resume the student's test by selecting **Resume Test** on the Session Details screen. The student can now sign in to TestNav to continue testing.
3. If the student's response file was saved on the local student workstation or device, have the student sign in to TestNav from that workstation or device so that the saved response file can be transmitted to the testing server.

If a frozen screen persists and cannot be resolved using the suggestions above, contact Pearson Customer Support at 877-847-3043 and notify your district assessment coordinator immediately if the student is unable to resume testing or is unable to submit his or her test.

Monitor Student Progress

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

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

Supervise Make-Up Administrations

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

School Assessment Coordinator Responsibilities After Testing

Prepare Materials for Return

Store any handheld calculators as directed by the district assessment coordinator.

Store Student Authorization Tickets and Session Rosters until results are reported for this administration, and then destroy them as directed by your district assessment coordinator.

Follow your district assessment coordinator's instructions for securely storing, destroying, recycling, or returning UNUSED CBT Worksheets, work folders, reference sheets, periodic tables, and printed seal codes. USED CBT Worksheets, work folders, reference sheets, and periodic tables are secure materials and must be returned to your district assessment coordinator.

File the signed *Test Administration and Security Agreements* and the *Test Administrator Prohibited Activities Agreements*.

Reading Passage Booklets are secure documents and must be packaged with NOT TO BE SCORED materials using the **yellow** return labels.

Ensure that the following materials are packaged in your District Assessment Coordinator ONLY box (along with any other ancillary materials that your district assessment coordinator has asked you to return in this box):

- Test administration manuals
- Unused paper bands, unused Document Count Forms, and unused labels
- Original records of required administration information
- Original Security Logs
- Original seating charts
- Original *Test Materials Chain of Custody Forms*
- Used and unused CBT Worksheets
- Used and unused work folders
- Used and unused reference sheets
- Used and unused periodic tables

Refer to pages 143–144 for further instructions on the packaging and return of test materials for this administration.

Update Student Information

Once testing is complete, the fields on the following page can be updated.

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

If a Student Name or Student ID Number is incorrect for a student who was entered **via the New Student wizard**, it can be corrected either before or after testing. The District Assessment Coordinator must make the request by contacting Pearson Customer Support at 877-847-3043. All change requests must be submitted **by noon (Eastern time) on the final day of testing for each subject**.

If a Student Name or Student ID Number is incorrect for a student who was entered **via PreID upload**, contact your district assessment coordinator.

Once a student completes a test and the student's test status in PearsonAccess displays as "Completed," or "Marked Complete," you are allowed to edit certain demographic fields. **These updates must be recorded by 4:00 p.m. (Eastern time) on the final day of testing for each subject.** This includes invalidating student tests. After that date, your district assessment coordinator should contact FDOE to discuss any crucial updates (e.g., invalidations).

Refer to pages 12–16 for descriptions of the demographic fields listed below. The following fields will be available for editing after testing:

- **Tested Middle Initial**
- **Tested Date of Birth**
- **Grade**
- **Tested Gender**
- **Tested Ethnicity**
- **Tested Race – American Indian/Alaska Native**
- **Tested Race – Asian**
- **Tested Race – Black or African American**
- **Tested Race – Native Hawaiian/Pacific Islander**
- **Tested Race – White**
- **Primary Exceptionality (see Primary Exception Classifications on pages 15–16)**
- **Section 504**
- **English Language Learner (ELL) Years Enrolled in a U.S. School**
- **Regular Print – Paper Accommodation**
- **Large Print – Paper Accommodation**
- **Braille – Paper Accommodation**
- **One-Item-Per-Page – Paper Accommodation**
- **EOC Enrollment Status**
- **Do Not Score**
- **Do Not Score Reason**

Note: Demographic values for name, date of birth, grade level, gender, ethnicity, and race are populated with information provided in the PreID upload or entered in the New Student wizard.

To edit student information after testing (except grade level — see "To edit registered grade" on the next page)

- **Through the Student Registration area**
  1. Go to **Test Management > Student Registration**.
  2. Select **View By: Registered Students**.
     - To view **all** students, check the "Show All Students" box and then click **Search**.
     - To search for an **individual** student, enter search criteria and then click **Search**. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)
  3. Click the name of the student to go to the Registered Students screen.

4. Click the **Assigned Tests** tab.
5. Click the name of an assigned test to go to the Registered Student Test Details screen.
6. Click **Edit** and make the changes to the allowable fields.
7. Click **Save**.

- **Through the Session Details screen**
  1. Go to **Test Management > Manage Test Sessions**.
  2. Click the name of the session to go to the Session Details screen.
  3. Click the name of the student.
  4. Click **Edit**.
  5. Make adjustments to the allowable fields.
  6. Click **Save**.
  7. Click **Go back to Session Detail** to update information for additional students in the selected session.
- **To edit registered grade** (e.g., a student was promoted mid-year)
  1. From the Home page, go to **Test Management > Student Registration**.
  2. Select **View By: Registered Students**.
  3. Use the search or filter features (as needed) and click the name of the student to go to the Registered Students screen.
  4. On the **Registered Students Record** tab, click **Edit**.
  5. Adjust the "Grade" field to the correct grade.
  6. Click **Save**.

After Testing Is Complete

The following table describes the main test session management tasks that are performed after testing and where they can be found in this manual. These tasks must be completed **by 4:00 p.m. (Eastern time) on the final day of testing for each subject**.

Task	Description	Pages
Mark a Student's Test Complete	Mark a student's test complete if a student exits the test and will **not** resume the same test.	138–140
Stop Test Sessions	A test session cannot be stopped until all students are in **Completed** or **Marked Complete** status and all **Ready** students have been removed.	140
Invalidate Tests	Any tests that should not be scored must be invalidated.	141–142

Mark a Student's Test Complete

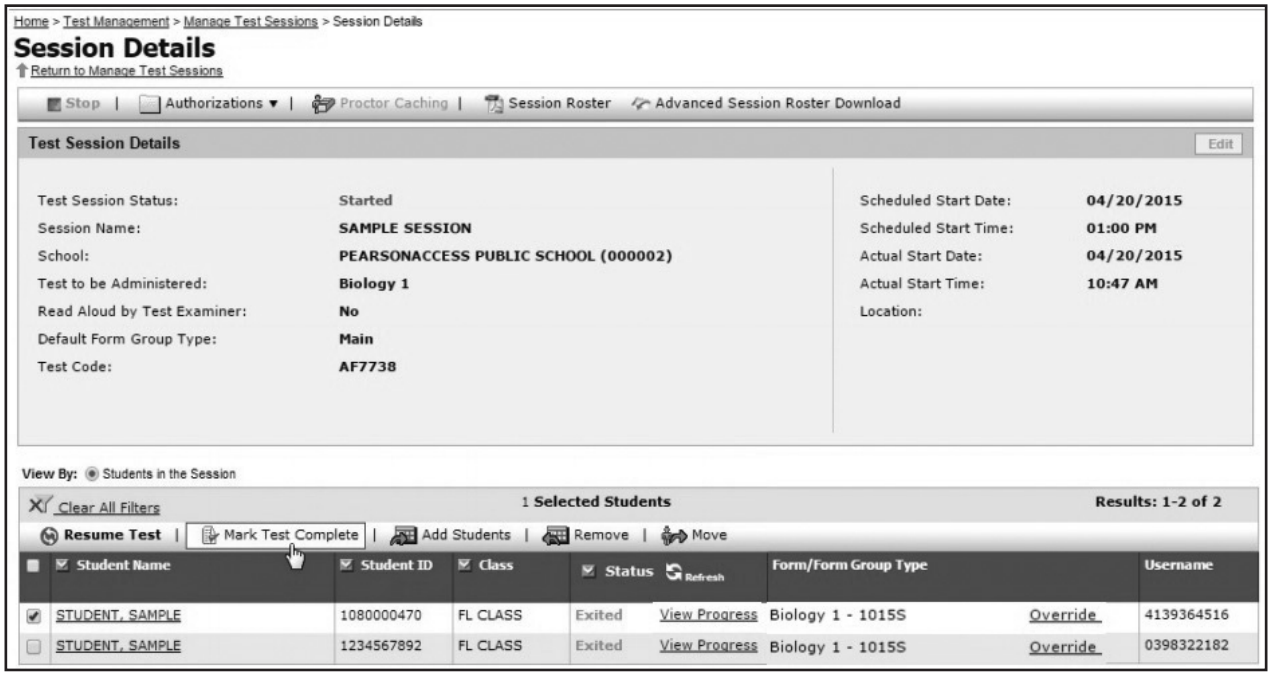
You cannot stop a test session until all students in the session are in **Completed** or **Marked Complete** status and any **Ready** students have been removed. If a student exits and will not resume testing or if a student accidentally exited a test instead of submitting, you must manually mark that student's test complete. Before marking a student's test complete, ensure that you understand the reason the student exited the test without submitting it. This reason must be entered in PearsonAccess. **Do not mark a student's test complete if the student was absent and is still in Ready status.** However, if a student completed Session 1 of the FCAT 2.0 Reading Retake but did

not return to take Session 2, his or her test should be marked complete. Absent students should be removed from the session or moved to a make-up session.

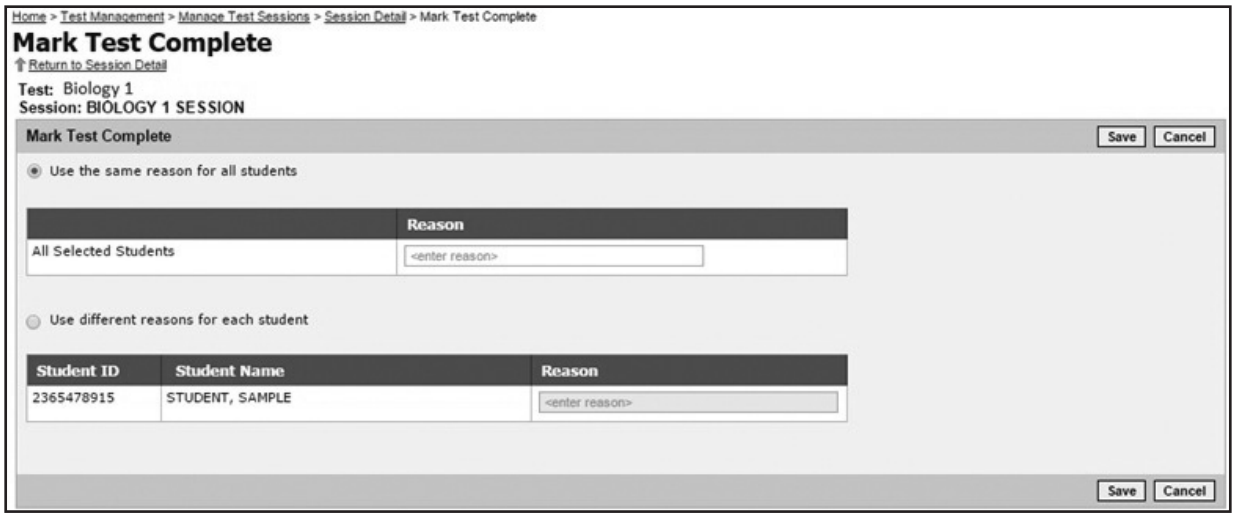
Marking the test complete submits the student's test, but it **does not invalidate the test**. If invalidation is necessary, mark the test complete and then complete the necessary steps to invalidate the test (see pages 138–142). **NEVER submit a student's answers or mark a student's test complete because of a technical issue without first receiving directions from FDOE or Pearson.**

To mark a student's test complete

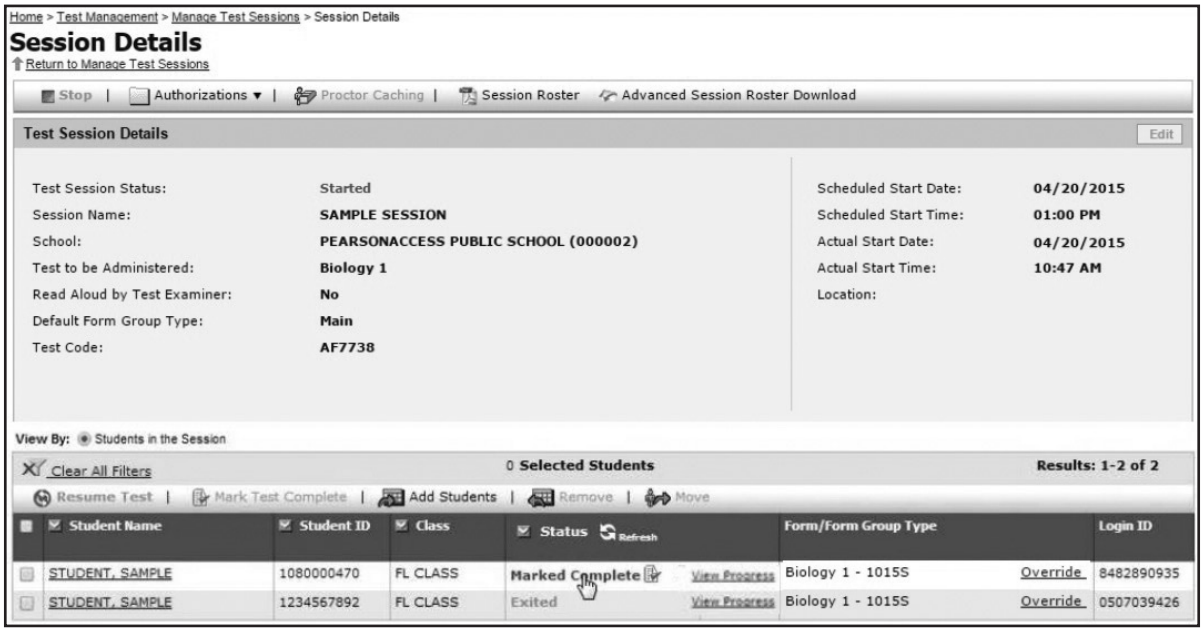
1. Select the checkbox for the student on the Session Details screen, and then click **Mark Test Complete** to go to the Mark Test Complete screen.



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



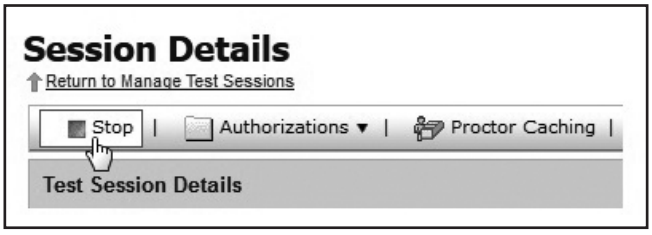
3. Click **Save**.
   - The reason for marking the test complete can be viewed by clicking the **Marked Complete** icon on the Session Details screen.



Stop Test Sessions

After all students have completed the test and submitted their responses, manually stop the test session in PearsonAccess. **Do not stop the test session in PearsonAccess after Session 1 of the FCAT 2.0 Reading Retake.** Any students who were absent and who may test at a later date may remain in **Ready** status and should be removed from this session (and/or moved to a make-up session).

- **To stop a test session**
  1. Verify that all **Ready** students have been removed and that all remaining students in the session are in **Completed** or **Marked Complete** status.
  2. Click **Stop** to stop the session.
  3. Click **Yes – Stop Session** to confirm.



Test sessions may remain in started status for more than one day but should be stopped after all students have completed testing or the administration window is closing. All sessions should be stopped in PearsonAccess **by 4:00 p.m. (Eastern time) on the final day of testing for each subject**.

Invalidate Tests

Review policies regarding test invalidation on pages 26–27. Remember that invalidations must be recorded in PearsonAccess **by 4:00 p.m. (Eastern time) on the final day of testing for each subject**. After that date, your district assessment coordinator should contact FDOE to report any test invalidations.

There are two ways to invalidate a test.

- **Through the Student Registration area**
  1. Log in to PearsonAccess.
  2. From the Home page, click the **Test Management** tab.
  3. Click the **Student Registration** link.
  4. Make sure **View By: Registered Students** is selected on the Student Registration screen.
     - To view **all** students, check the "Show All Students" box and then click **Search**.
     - To search for an individual student, enter search criteria and then click **Search**. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)
  5. Click the name of the student to go to the Registered Students screen.
  6. Click the **Assigned Tests** tab.
  7. Click the link for the appropriate test.
  8. Click the **Edit** button.
  9. Scroll down to the "Do Not Score" field for the student record.
     - Choose **Yes** if you wish to invalidate the test.
     - Select a reason in the "Do Not Score Reason" field.
       - ☐ Accommodation Given By Mistake
       - ☐ Accommodation Not Given
       - ☐ Cheating
       - ☐ Disruptive
       - ☐ Duplicate Test
       - ☐ Electronic Device
       - ☐ Grade Mismatch
       - ☐ Illness
       - ☐ Left Campus
       - ☐ Test Admin Error
       - ☐ Withdrawn from School*
       - ☐ Unsubmitted Test
       - ☐ Other

       *This invalidation code should be used only if the student began a test but withdrew before completing it. If a student withdrew before testing, he or she should still be in **Ready** status and should be removed from the test session.
  10. Click **Save** when you have completed all edits.

- **Through the Session Details screen**
  1. Go to **Test Management > Manage Test Sessions**.
  2. Click the name of the session to go to the Session Details screen.
  3. Click the name of the student.
  4. Click **Edit**.

5. Scroll down to the Do Not Score field for the student record.
   - Choose **Yes** if you wish to invalidate the test.
   - Select a reason in the "Do Not Score Reason" field.
6. Click **Save**.
7. Click **Go back to Session Detail** to invalidate tests for additional students in the selected session.

Prepare Paper-Based Materials for Return

In order to ensure that student scores are reported on schedule, package all materials according to the instructions below. Mispackaged materials will delay reporting of student results.

Follow the steps below as you receive materials from test administrators:

1. Verify that all distributed secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing, and complete the necessary investigation.
2. Check for and remove any stray reference sheets or periodic tables from the test documents.
3. Make copies of the records of required administration information collected by test administrators, as well as Security Logs and seating charts, and file the copies.
4. If a test has been invalidated for any of the reasons listed on pages 26–27, verify that the DNS bubble has been gridded and the document is placed with TO BE SCORED materials.

   Verify that the DNS bubble has been gridded on any defective documents (see page 25), and place the documents with NOT TO BE SCORED materials.

   Verify that no DNS bubbles have been gridded by mistake. If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble, and place the document with TO BE SCORED materials.
5. Use the cover sheets in Appendix D to help separate test materials when preparing for packaging. Make additional copies as necessary. Separate test materials into stacks as follows:
   - TO BE SCORED Documents
   - All NOT TO BE SCORED Materials—unused non-preidentified and preidentified test and answer books, NOT TO BE SCORED special documents, and defective documents with all DNS bubbles gridded
6. Ensure that materials are packaged in your District Assessment Coordinator ONLY box according to the instructions on pages 154–155. Follow your district assessment coordinator's instructions for including any other materials and for securely storing or returning this box.

Document Count Forms

Complete the Document Count Form by following the instructions on the form. It is important to verify the accuracy of the NUMBER OF TO BE SCORED DOCUMENTS (Box 5) on your Document Count Form.

1. Verify that you have included all documents from make-up sessions before you complete the forms.
2. Complete a separate Document Count Form for each Special Program listed in the table on the next page and for TO BE SCORED special document (large print, braille, one-item-per-page) materials. Do **not** copy blank count forms; however, once the count forms are completed, you may copy them for your records. If you need additional count forms, contact your district assessment coordinator.

Program	District Number	School Number
FLVS Full Time Middle School	71	0300
FLVS Full Time High School	71	0400
Florida K–8 Virtual School Continuity Program [Formerly Florida Virtual Academy]	50	7079
District Virtual Instruction Program (VIP)	Your district number	7001 or 7023
District Franchise of FLVS	Your district number	7004
Virtual Charter Schools	Your district number	Charter school number
Home Education	Your district number	9998
McKay Scholarship (Private school)	Your district number	3518
Florida Tax Credit Scholarship (FTC)	97	9999
Private School/Out-of-State Transfer	Your district number	9900

3. Place each completed form on top of the first stack of corresponding TO BE SCORED test and answer books.

The information on the Document Count Form will be used for scoring purposes. Therefore, it is vital that all information on this form be accurate.

Scores for special program students will be reported either to the district or the instruction program site, depending on the program type. Only district virtual program students' scores will be aggregated with district data.

Document Count Form

Spring 2015–Summer 2015

FCAT FCAT 2.0 Florida Comprehensive Assessment Test® Florida EOC Assessments

DOCUMENT COUNT FORM
FOR TO BE SCORED DOCUMENTS

Use one count form for each document type listed in Box 4 and, if applicable, Box 6.

1.

DISTRICT NAME _____

SCHOOL NAME _____

2. DISTRICT NUMBER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

3. SCHOOL NUMBER

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

INSTRUCTIONS

Please use a number 2 pencil to complete this form, and verify the accuracy of all information entered. **Inaccurate information may adversely impact scoring activities.**

1. Write the DISTRICT NAME and the SCHOOL NAME on the lines provided.

2. In the row of boxes under the words DISTRICT NUMBER, write the district number. Grid the corresponding bubbles.

3. In the row of boxes under the words SCHOOL NUMBER, write the school number. Grid the corresponding bubbles.

4. Under the words NAME OF DOCUMENT TYPE UNDER THIS COUNT FORM, grid the appropriate bubble.

5. In the row of boxes under the words NUMBER OF TO BE SCORED DOCUMENTS, write the number of used documents under this count form. If there are fewer than four digits in the count, fill in zeros before the actual count (e.g., if you have 25 used answer documents, fill in 0025). Grid the corresponding bubbles.

6. If applicable, grid the appropriate bubble for large print, braille, or one-item-per-page.

7. Print your name on the line under the words NAME OF PERSON COMPLETING THIS FORM.

4. NAME OF DOCUMENT TYPE UNDER THIS COUNT FORM - Grid only one

- ◯ Grade 5 Science Answer Book
- ◯ Grade 8 Science Answer Book
- ◯ RETAKE Reading Test and Answer Book
- ◯ RETAKE Mathematics Test and Answer Book
- ◯ Algebra 1 Retake EOC Test and Answer Book
- ◯ Biology 1 EOC Test and Answer Book
- ◯ Civics EOC Test and Answer Book
- ◯ U.S. History EOC Test and Answer Book

5. NUMBER OF TO BE SCORED DOCUMENTS

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

6. SPECIAL DOCUMENT TYPE
Grid only one, if applicable

- ◯ LARGE PRINT
- ◯ BRAILLE
- ◯ ONE-ITEM-PER-PAGE

PEARSON USE ONLY ◯

7. NAME OF PERSON COMPLETING THIS FORM

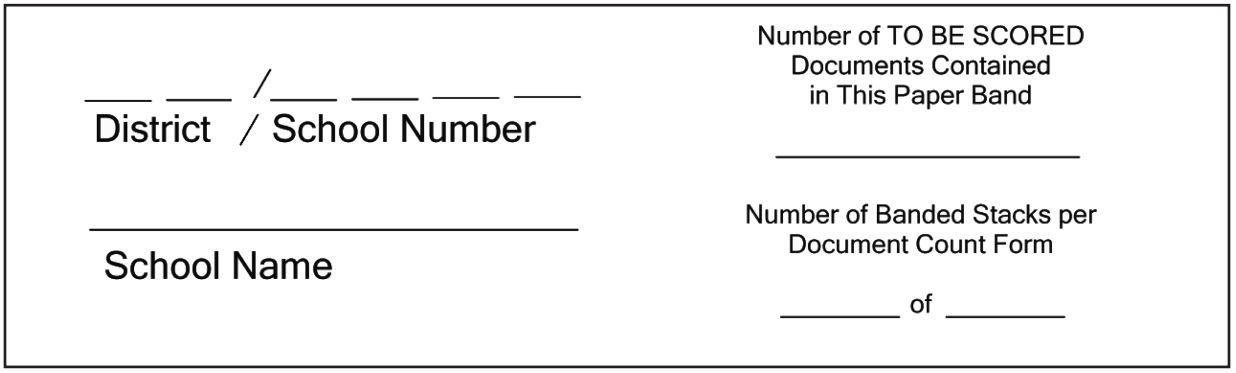
_____
PRINT NAME

194034-001:321 Printed in the USA by Pearson ISD10339

Paper Bands

Documents for each special program must be banded separately. You may use more than one paper band per document type, if necessary. Follow these steps for each paper band you use:

1. Write the district/school number and school name on the paper band.
2. Count the number of TO BE SCORED documents that will be banded in each paper band. Write that number under **Number of TO BE SCORED Documents Contained in This Paper Band**.
3. Under **Number of Banded Stacks per Document Count Form**, number the paper bands 1 of *n*, 2 of *n*, etc., where *n* is the school's total number of banded stacks per Document Count Form.
4. Place a paper band around each stack of TO BE SCORED test and answer books. **The Document Count Form must be under the paper band on top of the stack labeled 1 of *n*.**
5. Seal the paper band and be sure that it securely holds the documents. Do not use staples, paper clips, or tape.



Package Paper-Based Materials for Return

Prepare the following types of boxes for return to your district assessment coordinator (as applicable):

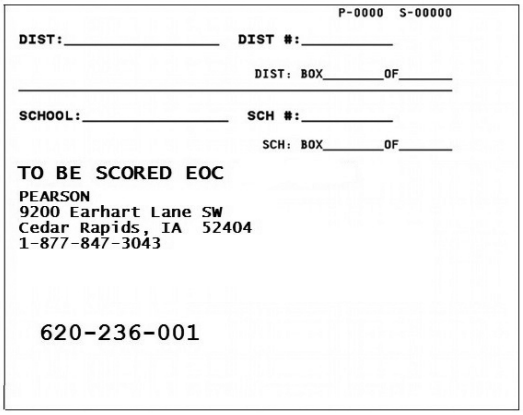
- TO BE SCORED regular print EOC (Biology, Civics, U.S. History) test and answer books—**Brown**-labeled boxes
- TO BE SCORED regular print Retake (FCAT 2.0 Reading, FCAT Mathematics, and Algebra 1 Retake EOC) test and answer books—**Red**-labeled boxes
- All NOT TO BE SCORED materials (including NOT TO BE SCORED special document materials, if applicable)—**Yellow**-labeled boxes
- TO BE SCORED large print and one-item-per-page materials—**White**-labeled boxes
- TO BE SCORED braille materials—**Pink**-labeled boxes
- District Assessment Coordinator ONLY boxes

It is your responsibility to package all materials correctly. **Mispackaged materials or materials not returned on your scheduled pickup date will delay reporting of student results.**

EOC TO BE SCORED Regular Print Materials (Brown Labels)

1. Place your school's EOC TO BE SCORED (Biology, Civics, U.S. History) regular print materials in the boxes according to the diagram on page 152. Materials for each subject should be banded separately and placed under separate Document Count Forms; however, they may be packaged in the same **brown**-labeled box(es).
2. Place a **brown** label in the square on the top of each box that reads "Apply return shipping label here." Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy labels. If you need additional labels, contact your district assessment coordinator.

Brown TO BE SCORED Label


P-0000 S-00000

DIST:_____ DIST #:_____

DIST: BOX_____OF_____

SCHOOL:_____ SCH #:_____

SCH: BOX_____OF_____

TO BE SCORED EOC

PEARSON
9200 Earhart Lane SW
Cedar Rapids, IA 52404
1-877-847-3043

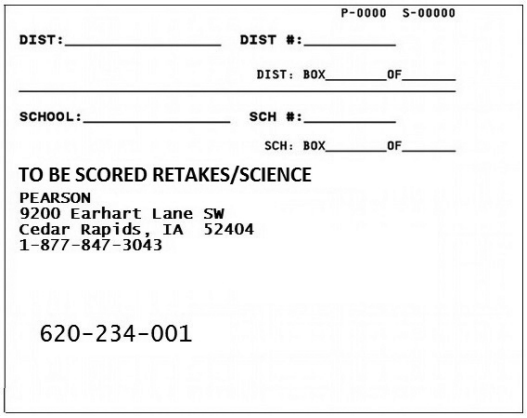
620-236-001

3. Use the space on the labels marked BOX __ OF __ to number the boxes 1 of *n*, 2 of *n*, etc., where *n* is the school's total number of boxes with **brown** labels.
4. Return the **brown**-labeled boxes as directed by your district assessment coordinator.

Retake TO BE SCORED Materials (Red Labels)

1. Place your school's Retake TO BE SCORED (FCAT 2.0 Reading, FCAT Mathematics, and Algebra 1 Retake EOC) regular print materials in the boxes according to the diagram on page 152.
2. Place a red label in the square on the top of each box that reads "Apply return shipping label here." Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy labels. If you need additional labels, contact your district assessment coordinator.

Red TO BE SCORED Label


P-0000 S-00000

DIST:_____ DIST #:_____

DIST: BOX_____OF_____

SCHOOL:_____ SCH #:_____

SCH: BOX_____OF_____

TO BE SCORED RETAKES/SCIENCE

PEARSON
9200 Earhart Lane SW
Cedar Rapids, IA 52404
1-877-847-3043

620-234-001

3. Use the space on the labels marked BOX __ OF __ to number the boxes 1 of *n*, 2 of *n*, etc., where *n* is the school's total number of boxes with **red** labels.
4. Return the **red**-labeled boxes as directed by your district assessment coordinator.

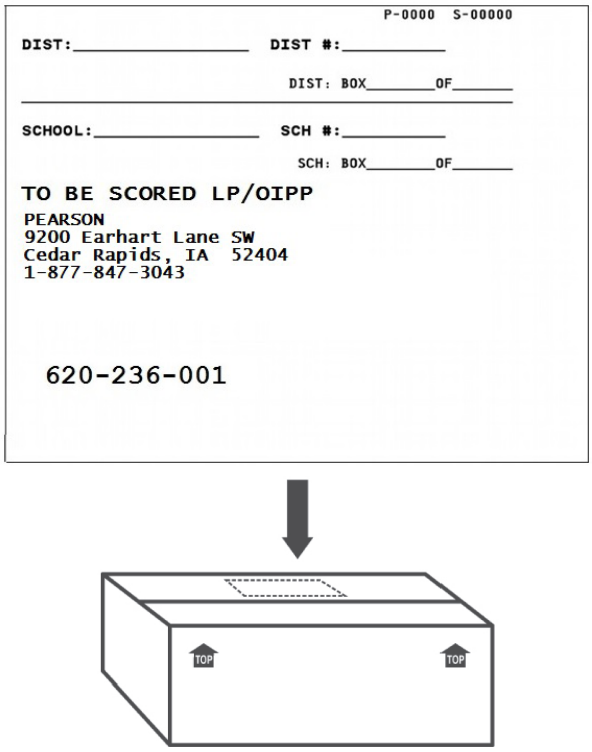
Large Print/One-Item-Per-Page TO BE SCORED Materials (White Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that each student envelope contains the following materials:

Return Large Print Test Materials	Return One-Item-Per-Page Test Materials
■ Large Print Test and Answer Book AND ■ Regular Print Test and Answer Book	■ One-Item-Per-Page Test and Answer Book AND ■ Regular Print Test and Answer Book

2. Ensure that the student's first and last names, school name, and district name are written on the front cover of the large print or one-item-per-page test and answer book.
3. Verify that the grid sheet on the front of each regular print test and answer book has been completed correctly or has a preidentified student label affixed. For each student who tested using large print or one-item-per-page materials, ensure that the bubbles for flexible presentation, flexible responding, and any other category of accommodations used during the test are gridded on the student grid sheet.
4. If the test is TO BE SCORED, verify that the DNS bubble has **not** been gridded. If the DNS bubble has been gridded by mistake, erase the DNS bubble **and** grid the UNDO bubble. If the test is NOT TO BE SCORED, verify that the DNS bubble has been gridded. See "DNS Guidelines for Defective Materials" on page 25 or *Test Invalidation Policies and Procedures* on pages 26–27 for information on test invalidation.
5. Ensure that student responses are entered in the correct document type. Large print student responses should be recorded in the large print test and answer book. One-item-per-page student responses should be transcribed into the regular print test and answer book. **If student responses are not recorded properly, they will not be scored.** Instructions are located at **www.FLAssessments.com/Spring2015**.
6. Complete one Document Count Form for each student and place it with the student's test materials inside the student's first Special Document Return Envelope (1 of *n*). See the sample Document Count Form on page 145.
7. Verify that the Special Document Return Envelope(s) for each student is completed according to the instructions on the envelope. The space on the envelope marked STUDENT ENVELOPE ____ OF ____ should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).
8. Place the large print and one-item-per-page TO BE SCORED materials in the boxes in which they arrived, according to the diagram on page 153. Do not return large print and one-item-per-page TO BE SCORED materials in the same boxes as other TO BE SCORED materials. Mispackaged materials will delay reporting of student results.
9. Place a **white** label on the top of each box, according to the diagram on the next page. Do not copy labels. If you need additional labels, contact your district assessment coordinator.

White TO BE SCORED Large Print/One-Item-Per-Page Label



10. Use the space on the labels marked BOX ___ OF ____ to number the boxes 1 of *n*, 2 of *n*, etc., where *n* is the school's total number of boxes with **white** labels.
11. Return the **white**-labeled boxes containing large print and one-item-per-page TO BE SCORED materials as directed by your district assessment coordinator.
12. **Place large print and one-item-per-page NOT TO BE SCORED materials (unused documents or defective documents with DNS bubble gridded) with all other NOT TO BE SCORED materials in yellow-labeled boxes.**
13. Place nonsecure large print and one-item-per-page materials in the District Assessment Coordinator ONLY boxes, or handle as directed by the district assessment coordinator.

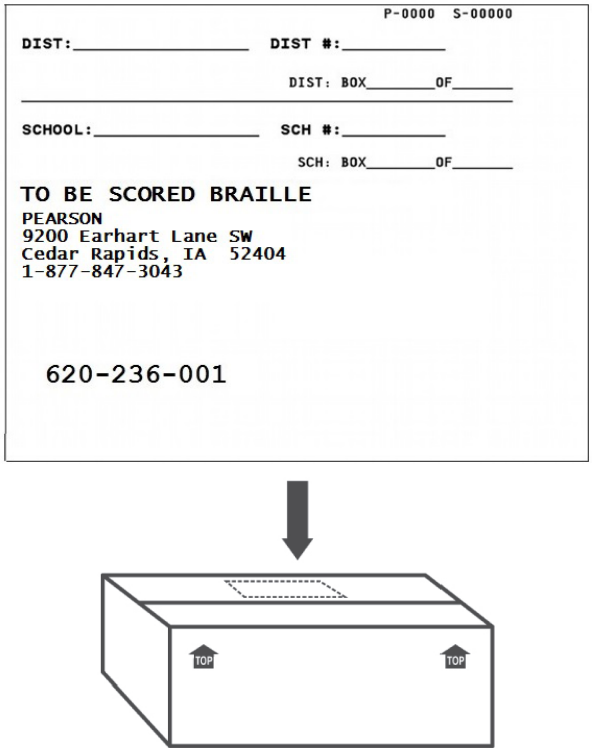
Braille TO BE SCORED Materials (Pink Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that each student envelope contains the following materials:

Return Braille Test Materials
■ Braille Answer Sheets containing student responses ■ Braille Test Books (Volume 1 and Volume 2) ■ Braille Testing Rules Acknowledgment Sheet AND ■ Regular Print Test and Answer Book

2. Ensure that the student's first and last names, district name, school name, grade level, and subject are included on each braille answer sheet and on each Testing Rules Acknowledgment Sheet.
3. Verify that the grid sheet on the front of each regular print test and answer book has been completed correctly or has a preidentified student label affixed. For each student who tested using braille materials, ensure that the bubbles for flexible presentation, flexible responding, and any other category of accommodations used during the test are gridded on the student grid sheet.
4. If the test is TO BE SCORED, verify that the DNS bubble on the grid sheet of the student's regular print test and answer book has **not** been gridded. If the DNS bubble has been gridded by mistake, erase the DNS bubble **and** grid the UNDO bubble. If the test is NOT TO BE SCORED, verify that the DNS bubble has been gridded. See "DNS Guidelines for Defective Materials" on page 25 or *Test Invalidation Policies and Procedures* on pages 26–27 for information on test invalidation.
5. Ensure that student responses are entered in the correct document type (i.e., on braille answer sheets, or if recorded for the student, in a regular print test and answer book). **If student responses are not recorded properly, they will not be scored.**
6. Complete one Document Count Form for each student and place it with the braille test materials inside the student's first Special Document Return Envelope (1 of *n*). See the sample Document Count Form on page 145.
7. Verify that the Special Document Return Envelope(s) for each student is completed according to the instructions on the envelope. The space on the envelope marked STUDENT ENVELOPE ____ OF ____ should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).
8. Place the braille TO BE SCORED materials in the boxes in which they arrived, according to the diagram on page 153. Do not return braille TO BE SCORED materials in the same boxes as other TO BE SCORED materials. Mispackaged materials will delay reporting of student results.
9. Place a **pink** label on the top of each box, according to the diagram on the next page. Do not copy labels. If you need additional labels, contact your district assessment coordinator.

Pink TO BE SCORED Braille Label



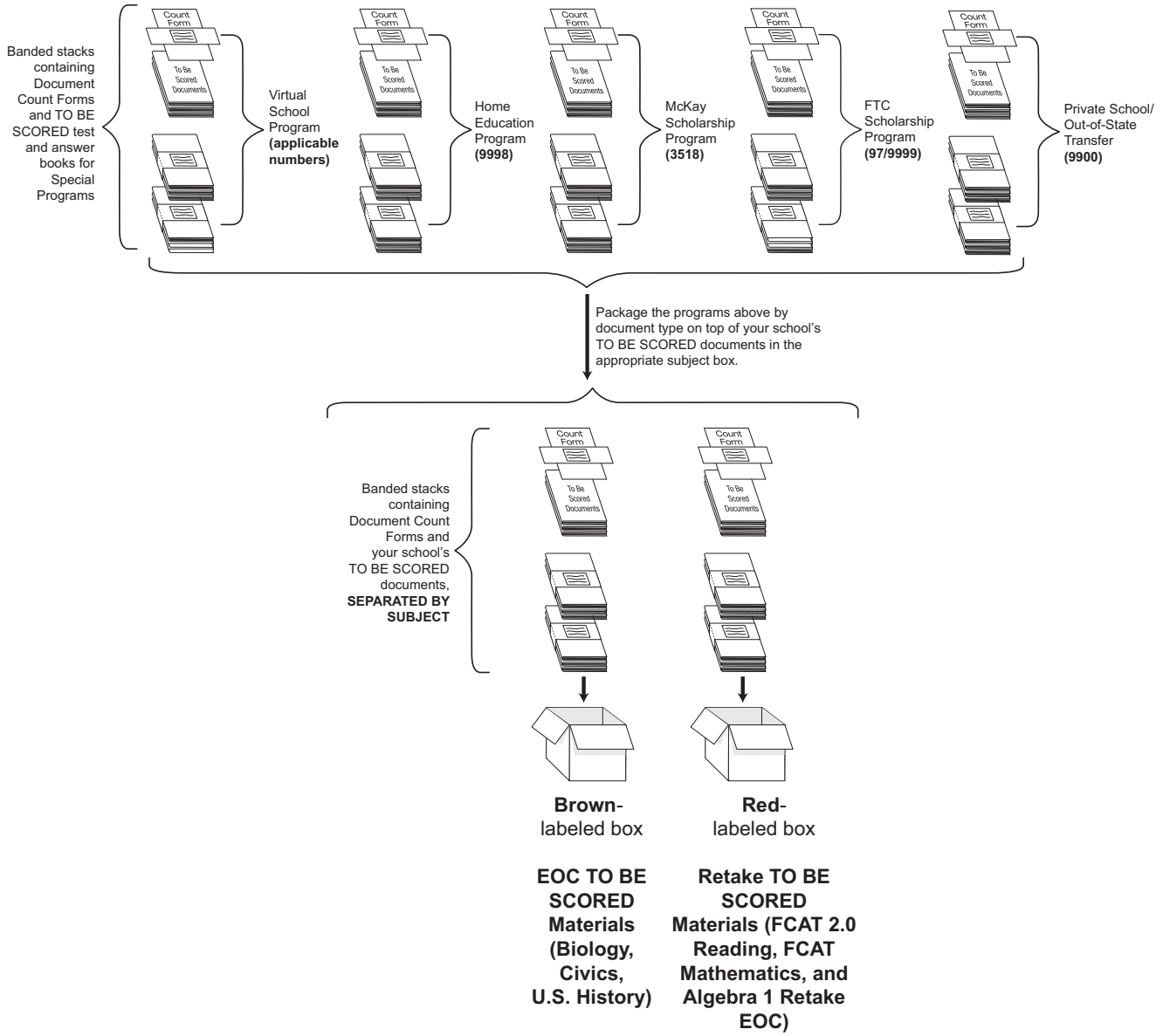
10. Use the space on the labels marked BOX ___ OF ____ to number the boxes 1 of *n*, 2 of *n*, etc., where *n* is the school's total number of boxes with **pink** labels.

11. Return the **pink**-labeled boxes containing braille TO BE SCORED materials as directed by your district assessment coordinator.

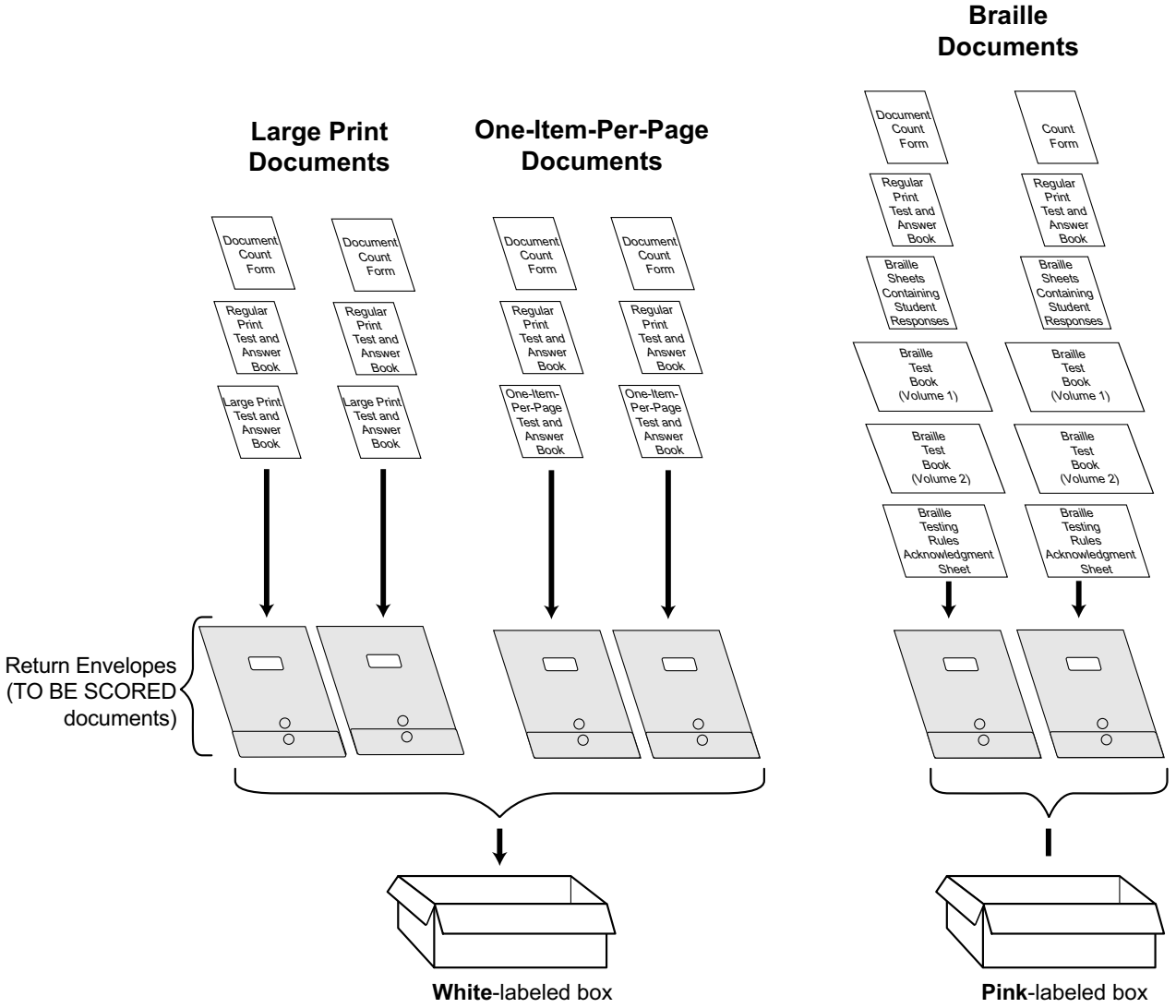
12. **Place braille NOT TO BE SCORED materials (unused documents or defective documents with DNS bubble gridded) with all other NOT TO BE SCORED materials in yellow-labeled boxes.**

13. Place nonsecure braille materials in the District Assessment Coordinator ONLY boxes, or handle as directed by the district assessment coordinator.

Packaging Diagram for TO BE SCORED Regular Print Paper-Based Materials



Packaging Diagram for TO BE SCORED Special Documents

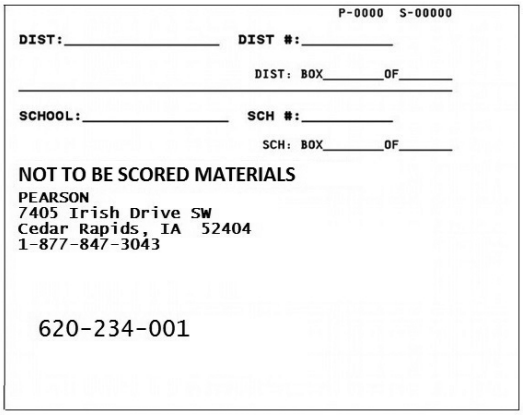


NOT TO BE SCORED Materials (Yellow Labels)

Note: Secure documents should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the "Security of Test and Answer Books" section on pages 21–22.

1. Place all NOT TO BE SCORED materials (unused test and answer books, unused non-preidentified and preidentified documents, and defective documents with all DNS bubbles gridded) in boxes. **Include unused special document (large print, braille, and one-item-per-page) materials.**
2. Place a **yellow** label in the square on the top of each box that reads "Apply return shipping label here." Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy labels. If you need additional labels, contact your district assessment coordinator.

Yellow NOT TO BE SCORED Label



3. Use the space on the labels marked BOX __ OF __ to number the boxes 1 of *n*, 2 of *n*, etc., where *n* is the school's total number of boxes with **yellow** labels.
4. Return the **yellow**-labeled boxes as directed by your district assessment coordinator.

District Assessment Coordinator ONLY Boxes

1. Place the following materials in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials that your district assessment coordinator has asked you to return in this box):
   - Test administration manuals
   - Unused paper bands, unused count forms, and unused labels
   - Original records of required administration information
   - Original seating charts
   - Original Chain of Custody forms
   - Original Security Logs
   - Used and unused CBT Worksheets
   - Used and unused work folders
   - Used and unused reference sheets
   - Used and unused periodic tables
2. Seal the boxes.
3. Write *District Assessment Coordinator ONLY* on the side of each box.
4. If your district assessment coordinator asks you to hold these boxes for return at a later date, store them in a secure location. He or she may ask you to recycle or destroy these materials, except for the records

of required administration information and Security Logs, after scores for this administration have been reported. **If you have any questions about what to include in this box or your district's guidelines for storing this box, contact your district assessment coordinator.**

Other Materials

Store calculators as instructed by your district assessment coordinator. Follow your district assessment coordinator's instructions for securely storing, destroying, recycling, or returning UNUSED CBT Worksheets, work folders, reference sheets, and periodic tables. USED CBT Worksheets, work folders, reference sheets, periodic tables, and printed seal codes are secure materials and must be returned to your district assessment coordinator.

Comment Form

Go to **www.FLAssessments.com/Spring2015**, and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to district procedures, please contact your district assessment coordinator.

District Assessment Coordinator Responsibilities Before Testing

Please use the *District Assessment Coordinator Checklist* from Appendix D before, during, and after testing. This checklist is also available at **www.FLAssessments.com/Spring2015**.

Receive Test Materials

Work folders arrived in your shipment of test administration manuals.

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

Regular print test materials may be packaged in individual kits or, for larger quantities, may be packaged in bulk and will include the following items:

- Paper Bands
- **Brown** Labels (EOC TO BE SCORED Materials)
- **Red** Labels (Retake TO BE SCORED Materials)
- **Yellow** Labels (NOT TO BE SCORED Materials)
- Document Count Forms
- Reference Sheets/Periodic Tables
- Reading Passage Booklets
- Test and Answer Books

Special Document Kits will include the following items:

- **White** Labels (TO BE SCORED Large Print/One-Item-Per-Page Materials) or **Pink** Labels (TO BE SCORED Braille Materials)
- **Yellow** Labels (NOT TO BE SCORED Materials)
- Document Count Forms
- Special Document Return Envelopes
- Special Document Test Materials

Additional materials may be ordered through PearsonAccess. Please note, additional orders will not be processed until all initial test material shipments are completed.

Required Administration Information

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

- Students assigned to the room—provide Student Names and Student ID Numbers
- Attendance information

- Accommodations provided to students (codes provided on pages 29–30)
- Accommodations used by students
- Test group code
- Unique security number of secure documents assigned to each student
- Signatures of test administrator and school assessment coordinator
- Dates and times when secure materials (e.g., Student Authorization Tickets, Session Rosters, Reading Passage Booklets, test and answer books) are received and returned

Advise school assessment coordinators that they are responsible for tracking the security numbers of documents as they are distributed and returned. The security number location is shown on page 23.

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

- Instruct school assessment coordinators to use the pre-populated Administration/Security Checklist available at **www.PearsonAccess.com/fl**. (Go to **Test Setup** and click the **Orders** link. From the **Reports** drop-down, select "Security Checklist Detail.")
- Instruct school assessment coordinators to copy and use the blank Administration Record/Security Checklist located at **www.FLAssessments.com/Spring2015**.
- Determine your own method or allow school assessment coordinators to determine their own methods.

After the returned materials are inventoried, you may receive a list of any missing secure materials and may need to refer to these records.

Test Group Codes

Test group codes are used as a security measure to identify groups of students tested together. You may either create and distribute test group codes to all your school assessment coordinators or instruct them to create their own unique four-digit codes for each testing room. **Instruct school assessment coordinators to provide each test administrator one unique four-digit test group code to use in his or her testing room for each test administered. Each testing room must utilize a different test group code.** For administrations of the FCAT 2.0 Reading Retake, test administrators must use the same test group code for Session 1 and Session 2. If any students are absent during a test session, a different unique test group code must be provided for each make-up session. Please ensure that school assessment coordinators understand this policy.

Seating Charts

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

Create PearsonAccess and Training Center Accounts

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

coordinators will need to train test administrators on logging on to PearsonAccess and the process of monitoring and resuming students.

Train School Assessment Coordinators and Technology Coordinators

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. **Ensure that school assessment coordinators are aware of the policy that ALL test administrators must be certified educators.** Non-certified school personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 20. Non-certified school personnel must NOT be allowed to serve as test administrators. Stress the importance of having staff available to assist test administrators with technical issues, if necessary. Also, stress the importance of school assessment coordinators training both **non-school-based instructors (e.g., itinerant teachers)** and personnel who may serve as alternate administrators in the event of test-day emergencies. Test security requires the use of trained administrators to minimize test irregularities and possible test invalidations. Training materials are available at **www.FLAssessments.com/Spring2015**.

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

Review the following procedures when training school assessment coordinators:

- Completing the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* in Appendix D (These security agreements are filed at the school.)
- Completing the *Test Materials Chain of Custody Form* in Appendix D
- Verifying student information in PearsonAccess
- Adding new student information
- Administering practice test sessions
- Scheduling and creating test sessions
- Assigning students to test sessions
- Assigning students accommodated CBT forms
- Printing and securing Student Authorization Tickets, Seal Codes, and Session Rosters
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Recording the required administration information
- Assigning test group codes for each testing room
- Completing Security Logs and seating charts with the required information (Completed Security Logs and seating charts are copied and filed at the school and district levels.)
- Distributing seal codes
- Distributing Student Authorization Tickets and Session Rosters
- Distributing work folders, worksheets, reference sheets, and periodic tables to test administrators, as applicable
- Distributing calculators
- Distributing paper-based test materials (test and answer books, Reading Passage Booklets) to test administrators, as applicable

- Starting, monitoring, and managing test sessions (If test administrators will have PearsonAccess accounts, they must be trained on how to resume students' tests.)
- Marking students' tests complete (only when the test has been completed and will not be resumed, not for use with absent students) and stopping sessions
- Storing the Student Authorization Tickets and Session Rosters with required administration information until results from this administration are reported, and then destroying these documents
- Completing Document Count Forms
- Packaging and returning paper-based NOT TO BE SCORED and TO BE SCORED materials
- Packaging secure and nonsecure ancillary materials in the District Assessment Coordinator ONLY box (see pages 154–155)
- Storing, returning, or otherwise handling other materials, including used and unused CBT Worksheets, work folders, reference sheets, periodic tables, and printed seal codes according to your instructions

Arrange to Test Special Program Students

Arrangements must be made for any eligible special program student within the district who needs to test at an organization that is not his or her school of enrollment (district virtual instruction, Home Education). Please see the table on page 5 for district/school numbers for each special program.

If a special program student will be testing in your district, you will need to assign the student to a test session at the designated testing location. If a student is not already included in the PreID file, he or she will need to be added to his or her school of enrollment through the New Student wizard. See pages 116–119 for instructions about adding new students.

To assign a student to test at his or her designated testing location, follow these steps:

1. Log in to PearsonAccess.
2. Open the session at the designated testing school by navigating to **Test Management > Manage Test Sessions**. Select the session to which the student will be added.
3. Click **Add Students**.
4. Select the **View By: Students** button, and search for the student under the Student Name field. (You may also select **View By: Classes** and add an entire class to the session if you have set up all the students who will test in one location into the same class.)
5. Check the box beside the student's name, and click **Add to Session**.
6. The student will now appear in the session at the location in which he or she will be testing.

Even though Virtual and Home Education students will be assigned to a session outside of their enrolled district, each student's results will still be reported to his or her school of enrollment.

Once the Virtual or Home Education student has been assigned to the session, the school assessment coordinator at the designated testing school will be able to monitor and manage the student's test but will not be able to access or modify the student's profile or data. The school will also be able to move the student to a different session within the school if necessary. Once testing is complete, you will be responsible for recording any accommodations used or invalidating a test, as necessary.

Ensure Implementation of Accommodations

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the

test administration dates. **To avoid potential test invalidations, ensure that accommodations are provided as indicated on student IEPs, Section 504 plans, and ELL plans.**

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

- Administration Accommodations (e.g., flexible presentation, flexible responding, flexible scheduling, flexible setting)

  See Appendix A for information about administration accommodations for students with disabilities.

- Accommodated CBT Forms (text-to-speech, masking)

  Scripts and instructions for administering accommodated computer-based test forms are available at **www.FLAssessments.com/Spring2015**.

- Paper-Based Accommodations (regular print, large print, braille, one-item-per-page)

  Scripts and instructions for administering paper-based tests are located at **www.FLAssessments.com/Spring2015**. Braille notes and a separate braille script are also provided with the braille test materials.

The following category of accommodations may be provided to students identified as ELLs.

- Administration Accommodations (e.g., flexible scheduling, flexible setting, assistance in heritage language, approved dictionary)

  See Appendix A for information about administration accommodations for ELLs.

More than one category may be recorded. However, the category should be recorded only if a student actually used an allowable accommodation in that category on the test. Documentation should be maintained at the school for accommodations that are provided but not used.

Requesting Student Name and Student ID Number Corrections

If a Student Name or Student ID Number is incorrect for a student who was entered via the New Student wizard, it can be corrected either before or after testing. You must make the request by contacting Pearson Customer Support at 877-847-3043. All change requests must be submitted **by noon (Eastern time) on the final day of testing for each subject.**

If a Student Name or Student ID Number is incorrect for a student who was entered via PreID upload, a new student profile should be created (see “Add a Student” on pages 116–119).

District Assessment Coordinator Responsibilities During Testing

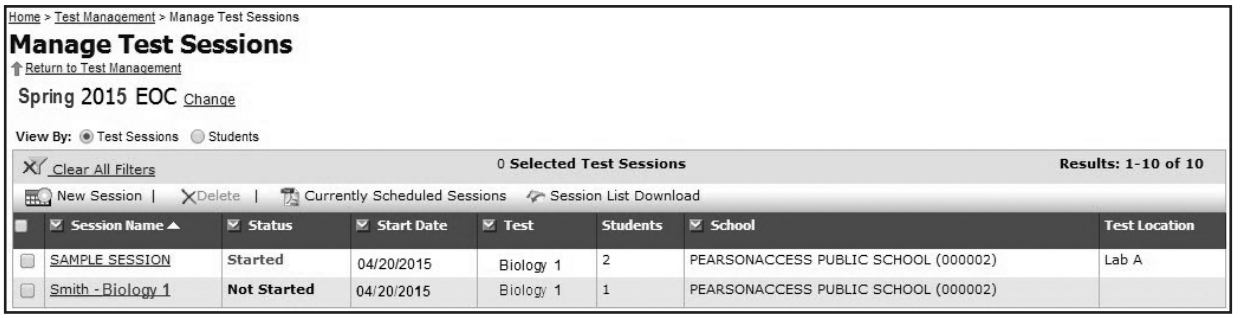
Monitor Test Administration and Maintain Test Security

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

Test Status Monitoring

Follow the instructions below and on the next page to monitor testing in your schools:

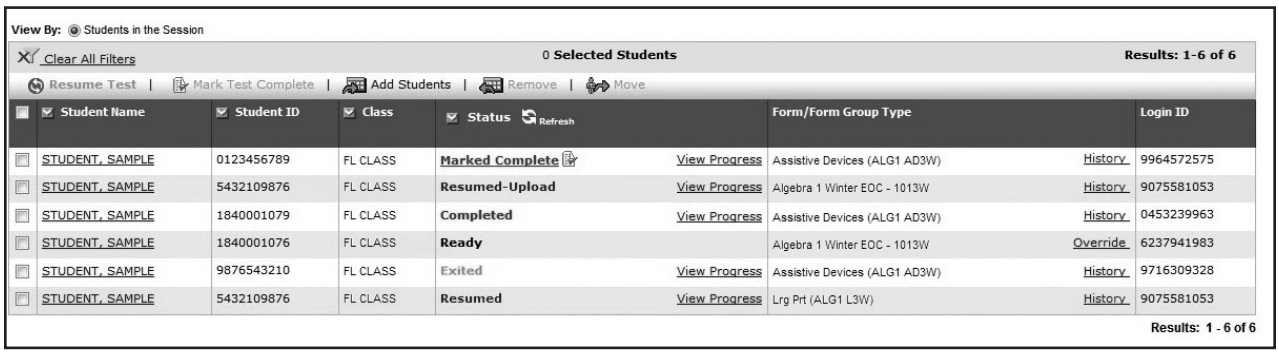
1. Log in to PearsonAccess.
2. On the Home page, click the **Test Management** tab.
3. Click **Manage Test Sessions**, then **View By: Test Sessions**. Click the session you would like to monitor.



4. On the Session Details screen, look in the **Status** column (shown below) to see the current status for any student. The categories are:

Ready	The student has not started the test.
Active	The student has logged in and started the test.
Exited	The student has exited the test but has not submitted his or her answers. (The student cannot resume the test unless authorized by the school assessment coordinator or the test administrator, if applicable.)
Resumed	The student has been authorized to resume the test.
Resumed-Upload	The student has been authorized to resume the test, and any responses saved locally will be uploaded.
Completed	The student's submitted test data have been processed.
Marked Complete	The student has exited the test and will not resume the same test. The test has been submitted for scoring. Click the **Marked Complete** icon to view the reason why the test was marked complete.

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



Communicate with FDOE

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

District Assessment Coordinator Responsibilities After Testing

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

- Filed the signed copies of the *Test Administration and Security Agreement* and *Test Administrator Prohibited Activities Agreement*
- Filed copies of the seating charts, Security Logs, required administration information, and *Test Materials Chain of Custody Forms*, and returned the originals in the District Assessment Coordinator ONLY boxes
- Packaged, stored, and returned all materials, according to your instructions and the instructions in this manual.

Invalidate Tests

Review policies regarding test invalidation on pages 26–27. Remember that invalidations must be recorded in PearsonAccess **by 4:00 p.m. (Eastern time) on the final day of testing for each subject.** After that date, you must contact FDOE to report any test invalidations.

There are two ways to invalidate a test.

- **Through the Student Registration area**
  1. Log in to PearsonAccess.
  2. From the Home page, click the **Test Management** tab.
  3. Click the **Student Registration** link.
  4. Make sure **View By: Registered Students** is selected on the Student Registration screen.
     - To view **all** students, check the "Show All Students" box and then click **Search**.
     - To search for an individual student, enter search criteria and then click **Search**. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)
  5. Click the name of the student to go to the Registered Students screen.
  6. Click the **Assigned Tests** tab.
  7. Click the link for the appropriate test. (The test must be in Completed status before it can be invalidated. If the test is not in Completed status, mark the test complete using the instructions on pages 138–140.)
  8. Click the **Edit** button.
  9. Scroll down to the "Do Not Score" field for the student record.
     - Choose **Yes** if you wish to invalidate the test.
     - Select a reason in the "Do Not Score Reason" field.
       - ☐ Accommodation Given By Mistake
       - ☐ Accommodation Not Given
       - ☐ Cheating
       - ☐ Disruptive

- □ Duplicate Test
- □ Electronic Device
- □ Grade Mismatch
- □ Illness
- □ Left Campus
- □ Test Admin Error
- □ Withdrawn from School*
- □ Unsubmitted Test
- □ Other

*This invalidation code should be used only if the student began a test but withdrew before completing. If a student withdrew before testing, he or she should still be in Ready status and should be removed from the test session.

10. Click **Save** when you have completed all edits.

- **Through the Session Details screen**
  1. Go to **Test Management > Manage Test Sessions**.
  2. Click the name of the session to go to the Session Details screen.
  3. Click the name of the student.
  4. Click **Edit**.
  5. Scroll down to the "Do Not Score" field for the student record.
     - Choose **Yes** if you wish to invalidate the test.
     - Select a reason in the "Do Not Score Reason" field.
  6. Click **Save**.
  7. Click **Go back to Session Detail** to invalidate tests for additional students in the selected session.

Paper-Based Materials

You will receive up to six types of boxes from school assessment coordinators:

- **Brown**-labeled boxes (EOC TO BE SCORED Materials—Biology, Civics, U.S. History)
- **Red**-labeled boxes (Retake TO BE SCORED Materials—FCAT 2.0 Reading, FCAT Mathematics, and Algebra 1 Retake EOC)
- **Yellow**-labeled boxes (all NOT TO BE SCORED Materials)
- **White**-labeled boxes (TO BE SCORED Large Print/One-Item-Per-Page Materials)
- **Pink**-labeled boxes (Braille TO BE SCORED Materials)
- District Assessment Coordinator ONLY boxes (required forms and ancillary materials)

See *School Assessment Coordinator Responsibilities After Testing* for the contents of each box.

Prepare Boxes for Return

Complete the following steps as school assessment coordinators return boxes to you:

1. Verify that school assessment coordinators have numbered the boxes correctly. If any errors are found, you may order additional labels through PearsonAccess. Do not copy labels.

2. In separate boxes, return all unused secure test materials, which include test and answer books that are still in unopened, shrink-wrapped packages, AND any unused materials from open packages. Use the **yellow** preprinted district return labels for these boxes. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy labels.
3. Make sufficient copies of the Materials Return List (sample below) to record information for all schools in your district. Each form will accommodate multiple schools. Complete the Materials Return List according to the directions on the form.
4. Keep all secure materials in locked storage until they are picked up.

District Number/Name: _____ Page ____ of ____

MATERIALS RETURN LIST

SPRING 2015 ASSESSMENTS

Instructions: Complete this form when preparing boxes for return to Pearson. Enter the school number, school name, the number of boxes per label color for each school, and, if applicable, the number of the pallet on which these boxes are placed. You may copy this form to enter information for additional schools. **Email Materials Return Lists to Pearson at Florida@support.pearson.com on the day of pick up.** File the originals for your records. If you have questions or concerns, please call Pearson Customer Support at 877-847-3043.

☐ **FCAT 2.0 Science (red, white, or pink labels)**

☐ **NGSSS Biology 1, Civics, and U.S. History EOC Assessments (brown, white, or pink labels)**

☐ **FCAT Mathematics, FCAT 2.0 Reading, and NGSSS Algebra 1 EOC Retakes (red, white, or pink labels)**

SCHOOL NUMBER	SCHOOL NAME	# of RED-Labeled Boxes	# of BROWN-Labeled Boxes	# of WHITE-Labeled Boxes	# of PINK-Labeled Boxes	# of YELLOW-Labeled Boxes	PALLET NUMBER	COMMENTS

Return Materials to Contractor

All TO BE SCORED and NOT TO BE SCORED materials must be returned by the established district pickup dates. Please contact FDOE if you have concerns about your scheduled dates.

Return TO BE SCORED special document materials (**white**- and **pink**-labeled boxes) **on the same date** as regular print TO BE SCORED test materials (**brown**- or **red**-labeled boxes). Do not box TO BE SCORED special document materials with regular print TO BE SCORED materials.

The shipping courier will contact you prior to your scheduled pickup dates to confirm the pickup location and approximate box count. If you have not been contacted at least one week prior to your scheduled pickup dates, please notify Pearson Customer Support at 877-847-3043.

Delivery drivers will present a bill of lading to the district assessment coordinator upon arrival for pickup of test materials.

Designate a person to be available at the pickup site on the scheduled dates. The shipping company will pick up materials at any time on those dates.

As soon as each shipment is picked up, fax the completed Materials Return Lists to Pearson at 319-358-4270 or email them to Florida@support.pearson.com and then file the forms.

District Assessment Coordinator ONLY Boxes

1. If you instructed schools to return these boxes to you, open the boxes when you receive them, review the records of required administration information, and make sure that you have notified FDOE if any secure materials are missing by using the Missing Materials form found at **www.FLAssessments.com/Spring2015**. Complete the necessary investigation and file the records.
2. Verify that the Security Logs, *Test Materials Chain of Custody Forms*, and seating charts were completed and file them.
3. Do not recycle or destroy any ancillary materials, such as used work folders, used CBT Worksheets, used reference sheets, used periodic tables, seating charts, etc., **until scores for this administration have been reported**.
4. If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

Other Materials

Discuss with school assessment coordinators your procedures for storing calculators. Provide instructions for securely storing, destroying, recycling, or returning used and unused CBT Worksheets, work folders, reference sheets, periodic tables, and printed seal codes.

- USED CBT Worksheets, work folders, reference sheets, and periodic tables must be securely stored at the school or returned to you in the District Assessment Coordinator ONLY box. USED reference sheets and periodic tables should be stored until scores for this administration have been reported.
- UNUSED CBT Worksheets, work folders, reference sheets, and periodic tables may be recycled or destroyed at the school or returned to you in the District Assessment Coordinator ONLY box. UNUSED CBT Worksheets and work folders may be securely stored and used for future test administrations. UNUSED reference sheets and periodic tables may NOT be used for future test administrations.

Comment Form

Go to **www.FLAssessments.com/Spring2015**, and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor.

Appendix A: Accommodations

Overview

This appendix includes information about accommodations to the testing procedures that are allowable when administering the Spring 2015 CBT administrations. Scripts and instructions for administering paper-based accommodations and accommodated computer-based test forms are located at **www.FLAssessments.com/Spring2015**.

The accommodations described in this appendix are organized into sections by category (see table below).

Accommodations for Students with Disabilities	
Test Accommodations for Students with Disabilities (General Information)	Pages 168–169
Computer-Based Accommodations for Students with Disabilities	Page 169
Paper-Based Accommodations for Students with Disabilities	Pages 169–170
Administration Accommodations for Students with Disabilities	Pages 170–173
IEP/Section 504 Accommodations Quick Reference Guide	Page 174
Unique Accommodations	Page 174
Accommodations for English Language Learners	
Administration Accommodations for English Language Learners (ELLs)	Pages 174–175

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 tests 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 plan 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, contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit the following website: **http://www.fldoe.org/ese/**.

Computer-Based Accommodations for Students with Disabilities

Students with disabilities may participate in CBT administrations using accommodated CBT forms as indicated on their IEPs or Section 504 plans. Accommodated CBT forms may be included in the category of **flexible presentation accommodations** for CBT administrations. They may be provided to students along with other allowable test administration accommodations.

A. Text-to-Speech

This feature provides text-to-speech audio presentation of directions, test items, and answer choices.

B. Answer Masking

Answer masking allows the student to choose which answer choices are shown on the screen.

C. Combination Forms

Form	Accommodation(s)
TTS	Text-to-Speech
Masking	Answer Masking
TTS + Masking	Text-to-Speech and Answer Masking

Paper-Based Accommodations for Students with Disabilities

Students with disabilities may participate in CBT administrations using paper-based accommodations as indicated on their IEPs or Section 504 plans. Scripts for administering paper-based accommodations are provided at **www.FLAssessments.com/Spring2015**. Paper-based accommodations may be included in the category of **flexible presentation accommodations** for CBT administrations and may be provided to students along with other allowable test administration accommodations.

In order to receive paper-based test materials for any CBT administration, the requirement for a paper-based test **OR** one or more of the following conditions should be documented on a student's IEP or Section 504 plan:

- The student cannot access a computer or device.
- The student requires an accommodation that cannot be implemented in conjunction with a computer-based administration (e.g., the student requires a specialized setting or uses adaptive furniture that cannot accommodate a computer workstation or device).
- The student requires an accommodated CBT form that is not available.
- The student has a flexible scheduling/extended time accommodation that requires testing one session over more than one day.
- The student is hospital/homebound.

Other conditions, in addition to those listed above, may be considered by the student's IEP or Section 504 plan team.

Listed below are allowable paper-based accommodations for the Spring 2015 CBT administrations.

A. Regular Print

- A regular print paper version of the test may be requested for a student who requires it.

B. Large Print

- A paper-based large print version of the test may be requested for eligible students who have a documented inability to access large print accommodations on computer-based tests.

C. Braille

- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Some test items may be altered in format for braille versions of the test as authorized by FDOE. Test items that have no application for the braille reader will be deleted as authorized by FDOE. Student performance standards that cannot be assessed in the braille format will be deleted according to the requirements of s. 1008.22, F.S.

D. One-Item-Per-Page

- A paper-based one-item-per-page version of the test may be requested for eligible students who have a documented inability to access one-item-per-page accommodations on computer-based tests. One-item-per-page test documents may be used to provide the following accommodations: one test item per page, fewer test items per page, increased space between test items, and true black-and-white print.

E. Reading Passage Booklet

- Eligible students participating in the computer-based FCAT 2.0 Reading Retake may be provided regular print booklets that contain the reading passages but do not contain the test items. Although Reading Passage Booklets are included in the category of paper-based accommodations, students who require them will test on the computer.

Administration Accommodations for Students with Disabilities

Administration accommodations must be provided as indicated on student IEPs or Section 504 plans. Listed below and on the following pages are allowable administration accommodations for the Spring 2015 CBT administrations. Not all allowable accommodations are listed.

A. Flexible Presentation

- Paper-based test materials (regular print, large print, braille, one-item-per-page) and accommodated computer-based test forms (text-to-speech, masking) may be requested for students who require them.
- Oral presentation may be provided for all directions and for items/answer choices other than passages and items/answer choices in Reading tests. The test administrator may read aloud Mathematics Retake, Algebra 1 Retake, Biology 1, Civics, and U.S. History EOC items and answer choices. These test items and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Oral presentation for mathematics and EOC items/answer choices may also be provided via text-to-speech form(s).

- Signed presentation may be provided for all directions and for items/answer choices other than passages and items/answer choices in Reading tests. The test administrator may sign mathematics and EOC 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 the correct response. In such cases, fingerspelling may be used as an alternative.
- For oral or signed presentation, the test administrator may sign or read aloud mathematics and EOC items and answer choices 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 items to a group of students, reading/signing every item to a student individually, reading/signing items 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 test 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 cue a student regarding correct/incorrect 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 the test may be masked to direct attention to uncovered item(s).
- Colored transparencies/overlays may be used.
- Test books may be secured to a work area if no adhesives are used on scannable documents. If necessary, scannable documents may also be secured with adhesives if responses are 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, items, and passages. Use of a highlighter on a TO BE SCORED test and answer book would require that the student's answers be transcribed into a new document.

B. Flexible Responding

- The student may use varied methods to respond to the test, including written, signed, and verbal responses. (Written responses may include the use of devices such as the Graphic Aid for Mathematics or the geoboard for students using braille.) A test administrator or proctor may transcribe student responses to the format required by the test, except where noted in the large print, braille, and one-item-per-page instructions. Recorded responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor.
- A student may dictate responses to a proctor.
- A student may use speech-to-text technology to record answers.
- A student may indicate answers to test items using the mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer switch to indicate answers.
- A student may use a computer/alternative keyboard to indicate answers.
- A student may use a pointing device to indicate answers.

- A student may use other communication devices to indicate answers.
- A student may use mathematics grids/guides to organize mathematical computation. Multiplication charts/tables may **not** be used.
- A student may use special paper such as raised-line, shaded-line, or color-coded (would require that responses are then transcribed by school/district personnel).
- Test administrators may check periodically to be sure that students are entering answer choices correctly on the computer/device or that students are marking in the correct spaces in the test book.

C. Flexible Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the test sessions. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share responses or change responses to items that were already completed.
- A student may use a specific time of day for specific sessions.
- A student may be provided extended time to complete a test. Extended time must be provided in accordance with the student's IEP or Section 504 plan. **Extended time is not unlimited time**; it should align with the accommodation used regularly in the student's classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the testing session prior to the expiration of the extended time.
- Each EOC assessment must be completed within one school day. Students who have a flexible scheduling accommodation that allows them to test over more than one day will be required to participate in testing using paper-based test materials.
- The FCAT 2.0 Reading Retake must be conducted over two days. A student may be provided additional time to complete each session, but each session must be completed within one school day. Students who have a flexible scheduling accommodation that allows them to test over more than one day per session will be required to participate in testing using paper-based test materials.
- The FCAT Mathematics Retake must be completed within one school day. Students who have a flexible scheduling accommodation that allows them to test over more than one day will be required to participate in testing using paper-based test materials.
- For students using paper-based test materials to test over more than one day, 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 answers 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 answer documents and prevent the student from reviewing his or her answers from the previous day. ALL CLIPS MUST BE REMOVED AFTER TESTING. Staples or tape should NOT be used on books containing student answers.

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 also be followed and precautions taken in order to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a size comparable to the normal instruction group size indicated on the student's IEP or Section 504 plan.
- 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 approved music may be used to reduce auditory distractions.

E. Assistive Devices and Tools

- A student who requires software programs to ensure access to a computer or device and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators) may use any TestNav form.
- 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.
- Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- 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 the instructional setting and may **not** contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.
- Manipulative materials, including, but not limited to, counters, base-10 blocks, clock faces, or geometric shapes **are not allowed** to be used by any student during the test administration.
    - FOR BRAILLE MATERIALS ONLY: While the use of manipulatives is not an allowable accommodation, occasionally an item in a **braille** test will require the use of manipulatives to give the student a tactile reference. If/when such items occur, test administrators will be provided with the instructions allowing students to use the manipulatives for those specific test items only. This modification is approved by FDOE and applies to **braille** test materials only.

IEP/Section 504 Accommodations Quick Reference Guide

Accommodation Category	Accommodation
Flexible Presentation	TestNav Accommodated CBT Forms ■ Text-to-Speech ■ Masking
	Regular Print Paper-Based Accommodation
	Large Print Paper-Based Accommodation
	Braille Paper-Based Accommodation
	One-Item-Per-Page Paper-Based Accommodation
	Oral Presentation (by human reader)
Flexible Scheduling	Extended Time ■ Up to one school day per session for the FCAT 2.0 Reading Retake ■ Up to one school day for the FCAT Mathematics Retake and EOC assessments.
Assistive Devices and Tools	Assistive Technology (used with any computer-based or paper-based form)

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations usually involve alterations of existing test materials. In addition, they must be regularly used by the student for classroom instruction and must not alter the underlying content of the test. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use. Written requests for unique accommodations must be submitted by using the *Unique Accommodations Request Form*. Accommodation requests must be reviewed by district-level staff before being sent to FDOE. In addition, the signatures of both the district exceptional student education (ESE) coordinator and the district assessment coordinator are required.

Administration Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. A test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without accommodations, must be completed during the prescribed testing dates.

Test administrators must follow the testing procedures outlined in the rest of this manual and give special assistance only to students who are eligible for assistance as stated in this appendix.

Allowable accommodations for ELLs are listed on the next page.

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 during several brief periods within one school day; however, the FCAT Mathematics Retake, each session of the FCAT 2.0 Reading Retake, and each EOC assessment must be completed within one school day.
- ELLs may be provided additional time; however, the FCAT Mathematics Retake, each session of the FCAT 2.0 Reading Retake, and each EOC assessment 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 all directions and for items/answer choices other than passages and items/answer choices in Reading tests. This should **not** be interpreted as permission to provide oral presentation of test items and answer choices in English or in the student's heritage language.
  - 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.
  - **Reading tests:** The ESOL or heritage language teacher is prohibited from reading words to the student from the passages, test items, and answer choices and from answering student questions about the passages, test items, and answer choices.
  - **Algebra 1 Retake, Biology 1, Civics, and U.S. History EOC and FCAT Mathematics Retake items/answer choices:** The ESOL or heritage language teacher may answer specific questions about a word or phrase in a test 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 solve the problem or answer the item. Questions must not be answered in a way that would lead the student to infer correct/incorrect responses.

D. Approved Dictionary

- ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

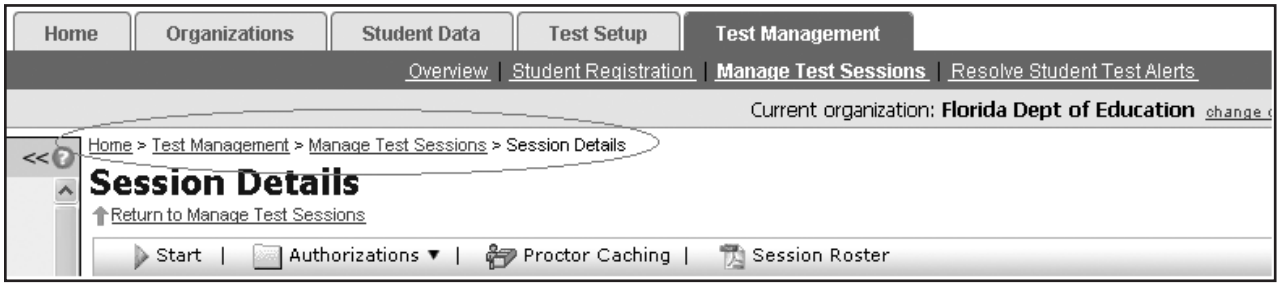
Appendix B: Pearson Customer Support and PearsonAccess

Contacting Pearson Customer Support

If you contact Pearson Customer Support at 877-847-3043 or Florida@support.pearson.com during this computer-based administration, make sure that you know the answers to all relevant questions below so that Pearson can assist you effectively and efficiently. Also, ensure you report any technical issues or test irregularities to your district assessment coordinator.

PearsonAccess

- Are you using a PC or a Mac?
- What is your role (district assessment coordinator, district technology coordinator, school assessment coordinator, school technology coordinator, or test administrator)?
- What screen are you on? Provide the path, if possible. See screenshot below.



- What task were you trying to complete when you encountered an error?
- What was the error message? If there wasn't an error message, what are you unable to do?
- If you were working from the manual, what page were you on?

TestNav

- Is the student using a PC, Mac, or other device?
- Is the student using a desktop computer, laptop, tablet, or Chromebook?
- What task was the student trying to complete in TestNav when he or she encountered an error?
- Did an error code or message appear?
- Can you provide a log file?
- What is the IP address of the Proctor Caching computer?
- Do you use a proxy server and, if so, what is the IP address?
- Have the TestNav URLs been allowed through your firewall/content filter?

Proctor Caching

- Are you using a PC or a Mac?
- Were you setting up Proctor Caching on a workstation or a server?
- Have you installed the Proctor Caching software?
- Did you start the Proctor Caching software prior to attempting to Proctor Cache?
- Did you add an IP address to your Proctor Caching server locations? This needs to be the IP address of the Proctor Caching computer.
- Did you add the appropriate port? This is typically port 4480 but could vary depending on your district/school firewall or content filtering software.
- Did you add the whitelist URLs to your firewall and content filtering software? The whitelist URLs that need to be added can be found in the *TestNav 8 Hardware and Software Requirements* available at **www.FLAssessments.com/TestNav8**.

PearsonAccess

Logging in to PearsonAccess

The district assessment coordinator is responsible for creating two accounts for you: one for the operational PearsonAccess site and one for the PearsonAccess Training Center. You should receive an email with your user ID and instructions for creating your password for each PearsonAccess site. If you have not received these instructions, contact your district assessment coordinator.

The Training Center will be used for the Infrastructure Trial, and it also provides a place to practice PearsonAccess activities in a non-operational environment. To access the Training Center, select **Training Center** at **www.PearsonAccess.com/fl**. Before completing an activity using either account, confirm that you are logged in to the appropriate site. If you experience difficulty logging in to either PearsonAccess site, before contacting the Pearson Help Desk, ensure that you are logging in using the correct account information. The operational PearsonAccess site has blue headers and a blue toolbar, and the Training Center has brown headers and a brown toolbar.

Pearson continually monitors and evaluates the recommended and supported software requirements for PearsonAccess. As vendors release newer versions of their products, Pearson updates the recommended operating systems and browsers accordingly. For more information, see **www.FLAssessments.com/TestNav8**.

- **Log in for the First Time**

  After you receive the email providing your user ID, follow these steps to log in to PearsonAccess.

  - Click the link in the email.
  - Create a password; you will be prompted to enter it twice, and then click **Set Password**.
  - Read the Confidentiality Agreement and click **Accept**.
  - Perform the tasks described in this section.
  - Click **Logout** when finished.

You have only **five** chances to enter the correct user ID and password on the login screen. If the fifth attempt is unsuccessful, your account will be locked. If your account is locked, use the **Unlock User** link on the login page or contact Pearson Customer Support at 877-847-3043.

- **To Reset your Password**
  - On the login screen, click **Reset your password** to go to the Reset Password screen.
  - Enter your user ID and email address, and then click **Reset Password**.

    You must enter your **exact** user ID and email address. If you do not know your user ID, contact your district assessment coordinator. If either your user ID or email does not match the name and email associated with your user account, you will not be able to reset the password.
  - Upon a successful match, an email containing instructions on how to set up a new password will be sent to the email address associated with your account.

- **Log in Again**

  The second time that you log in, use the following login procedure:

  For PearsonAccess

  - Go to **www.PearsonAccess.com/fl**.
  - Click **Log into PearsonAccess** to go to the login screen.
  - Enter your user ID and password, and then click **Login** to go to the Home page.

For the Training Center

- Go to **www.PearsonAccess.com/fl**.
- Click the **Training Center** tab.
- Click **Log into PearsonAccess Training Site** to go to the login screen.
- Enter your user ID and password, and then click **Login** to go to the Home page.

Training Center

Accessed from the PearsonAccess Home page, the Training Center provides an opportunity to practice PearsonAccess tasks. It requires user ID and password setup, and Training Center accounts are created by the district assessment coordinators. If your school decides to walk through a complete simulation of test setup and administration (i.e., Infrastructure Trial), this should be set up in the Training Center.

To set up the Training Center for a simulation of test setup and administration, follow the instructions provided in the *Infrastructure Readiness Guide*. To access this guide, go to **www.FLAssessments.com/AdditionalResources**.

School assessment coordinators and school technology coordinators may also want to use the Training Center to create sample students and practice signing on to a practice test in TestNav using student computers or devices. **Remember that once a Student Authorization Ticket has been used to sign on to TestNav, it cannot be used again until that student has been resumed in the Session Details screen.** Even if the test does not load completely (because all setup steps were not completed), check the Session Details screen before attempting to use the same ticket again.

This appendix also includes the Test Setup Exercise, which can be completed in the Training Center. This exercise will take you through all of the major test setup tasks (e.g., student, class, session), and it will ensure that your school has a computer capable of completing required administrative tasks, including printing Student Authorization Tickets and Session Rosters.

Test Setup Exercise

Familiarize yourself with PearsonAccess procedures by walking through all of the steps described below and on the following pages. The headers and toolbar are brown in the Training Center and blue in the operational PearsonAccess site. Please note that some fields in the Training Center may not resemble the same fields in the operational site, which is customized for specific administrations. **Any data or settings you manipulate in the Training Center will not affect actual data or settings for your school**. The process requires you to register a sample student, John Doe, to take the Sample Session. Following registration, you will use the authorization ticket created for John Doe to open the Sample Session. Once you have completed the steps and successfully opened the Sample Session, you will be prepared to perform all required test setup tasks in the PearsonAccess operational site.

To Complete Test Setup Exercise at a School

1. Go to **www.PearsonAccess.com/fl** and click the **Training Center** tab.
2. Click **Log into PearsonAccess Training Site** to go to the login screen. Enter your user ID and password, and then click **Login** to go to the Home page.
3. Select the **Florida Training Administration** and click **Save**.
4. From the Home page, click the **Student Data** tab, then **Student Data Information**.
5. Click **New Student**.

Edit Student Details

1. Use JOHN DOE for the student name, and enter mock data for all other required fields (indicated by red arrows). The student name must be entered in all caps. The Florida Student ID Number field requires 10 characters, which can be the nine-digit Social Security Number followed by an *X*.
2. Scroll down and select your school.
3. Click **Save and Next**.

Edit Test Registration Details

1. Enter mock data for all required fields (indicated by red arrows). Do NOT change the default test administration.
2. Click **Save and Next**.

Edit Class Registration

1. Click **New Class**.
2. Type *SAMPLE* in Class Name (limit of 12 characters, must be all caps).
3. Click **Save**.
4. Click the box next to **SAMPLE** on the list on the screen.
5. Click **Save and Next**.

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

1. Select **Florida Infrastructure Trial**.
2. Select a grade from the Tested Grade drop-down box.
3. Select **Yes** from the Online Indicator drop-down box.
4. Click **Save and Exit**. A screen will appear letting you know that you have successfully created the student profile.

Create a New Test Session

1. Click **Manage Test Sessions** under the **Test Management** tab, then **View By: Test Session**.
2. Click **New Session** and create a session named *Sample Session*.
3. Select your school, select **Infrastructure Trial** from the Test to be Administered field, and select **TestNav** from the Form Group Type field.
4. Enter today's date for the start date and click the box next to **SAMPLE** in the Class Name column.
5. Click **Save**.

Start Session

1. Select **Go to session Sample Session**.
2. Click **Start** and then click **Yes – Start Session**.
3. Go to **Manage Test Sessions**.
4. Click **Sample Session**.

Print Student Authorization Tickets

1. Click **Authorizations** and select **Student Authorizations** from the drop-down list. Select Detail View, Grid View, or List View to download a PDF of the Student Authorization Tickets.
2. Click **Open** and print the Student Authorization Ticket for John Doe.
3. After you print the ticket, log out of all applications to prepare to sign in to take the test from a workstation or device that has TestNav 8 installed.

Sign in to TestNav

1. Open a web browser and enter the URL from the Student Authorization ticket or launch the TestNav app and proceed to the student Sign In screen.
2. Enter the Username and Password from the Student Authorization Ticket. Click **Sign In**.

Once you have successfully logged in to the Sample Session, you have completed your Test Setup Exercise.

Appendix C: Florida Test Security Statute and Rule

Florida Test Security Statute

1008.24 Test Administration and Security; Public Records Exemption

(1) A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;

(b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;

(c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

(d) Make answer keys available to examinees;

(e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;

(f) Fail to follow test administration directions specified in the test administration manuals; or

(g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

(3) A school district may contract with qualified contractors to administer and proctor statewide standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.

(4) (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

(b) The identity of a school or postsecondary educational institution, personal identifying information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

(5) Exceptional students with disabilities, as defined in s. 1003.01(3), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

History.—s. 370, ch. 2002-387; s. 1, ch. 2009-143; s. 7, ch. 2013-225; s. 1, ch. 2014-13.

Fold and Tear Carefully Along Dotted Line.

Florida State Board of Education Test Security Rule

6A-10.042 Maintenance of Test Security

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55, and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

Fold and Tear Carefully Along Dotted Line.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

(a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

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

Appendix D: Perforated Forms and Signs

FCAT Florida Comprehensive Assessment Test®

FCAT 2.0 Florida Comprehensive Assessment Test®

Florida EOC Assessments

Florida Standards Assessments

Test Administration and Security Agreement

Florida Department of Education
Bureau of K–12 Student Assessment

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

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

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) as described in each test administration manual.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test materials must be maintained before, during, and after the test administration. Please remember that after ANY administration, initial OR make-up, materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials should not remain in classrooms or be taken out of the building overnight.

The use of untrained test administrators increases the risk of test invalidation due to test irregularities or breaches in test security. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

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

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

_____ _____

School Name and Number *Print Name*

_____ _____

Date *Signature*

Fold and Tear Carefully Along Dotted Line.

FCAT Florida Comprehensive Assessment Test®

FCAT 2.0 Florida Comprehensive Assessment Test®

Florida EOC Assessments

Florida Standards Assessments

Test Administrator Prohibited Activities Agreement

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

I understand that before testing I may not:

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

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

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

I understand that after testing I may not:

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

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

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

Signature: _____ Date: _____ Certification Number: _____

Return this agreement to your school assessment coordinator.

Fold and Tear Carefully Along Dotted Line.

FCAT 2.0
Florida Comprehensive Assessment Test®

FCAT
Florida Comprehensive Assessment Test®

Florida EOC Assessments

Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available in PearsonAccess under the *Support* tab), but the content of this form may NOT be altered.

Contact your district assessment coordinator if you have any questions.

Your name (school assessment coordinator): _____

District name: _____

School name: _____

School number: _____

Location of locked storage room: _____

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

1. _____

2. _____

3. _____

Date and time materials arrived at the school: _____

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

Packages opened by: _____

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

Materials prepared by: _____

Date and time materials are packaged for return: _____

Materials packaged by: _____

Date and time materials are returned to the district: _____

Bureau of K–12 Student Assessment
Florida Department of Education, 2014–2015

Fold and Tear Carefully Along Dotted Line.

Fold and Tear Carefully Along Dotted Line.

SECURITY LOG

Spring 2015 Assessments

☐ Grade 5 Science ☐ Grade 8 Science ☐ FCAT 2.0 Reading Retake ☐ FCAT Mathematics Retake

☐ Algebra 1 EOC Retake ☐ Biology 1 EOC ☐ Civics EOC ☐ U.S. History EOC

District: _____ School: _____ Room Number: _____ Test Group Code: _____

Personnel (test administrator, proctors) assigned to monitor this room for ANY length of time must complete this log when entering and exiting the room. Please be sure to indicate your assigned area of the testing room (e.g., first three rows, back of the room).

DATE	SESSION 1	SESSION 2	TIME IN	TIME OUT	ASSIGNED AREA OF ROOM	PRINT NAME	SIGNATURE

Fold and Tear Carefully Along Dotted Line.

ADMINISTRATION RECORD/SECURITY CHECKLIST

SPRING 2015 ASSESSMENTS

☐ Grade 5 Science ☐ Grade 8 Science ☐ FCAT 2.0 Reading Retake ☐ FCAT Mathematics Retake

☐ Algebra 1 EOC Retake ☐ Biology 1 EOC ☐ Civics EOC ☐ U.S. History EOC

SCHOOL NUMBER: _____ **SCHOOL NAME:** _____

Security Number	Student Last Name	Student First Name	Grade Level	Student ID Number	Attendance*	Accommodations Provided**	Accommodations Used**	Test Group Code	Test Administrator Signature	School Assessment Coordinator Signature	Date/Time Received	Date/Time Returned

*__Attendance Codes__: P = Present A = Absent W = Withdrawn P/I = Present but Invalidated

** __Accommodations Codes for ESE/504__: 1-FP=Flexible Presentation; 1-FR=Flexible Responding; 1-FSC=Flexible Scheduling; 1-FSE=Flexible Setting; 1-AD=Assistive Devices

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

Fold and Tear Carefully Along Dotted Line.

Spring 2015 Computer-Based Tests

TEST ADMINISTRATOR CHECKLIST

Before Testing

- ❑ Carefully read the test administration manual, as well as any local directions you have been given. Resolve any questions you might have with your school assessment coordinator.
- ❑ Read the *Test Administration Policies and Procedures* and Appendix C, then sign the *Test Administration and Security Agreement* (located in Appendix D).
- ❑ Read and sign the *Test Administrator Prohibited Activities Agreement* (located in Appendix D).
- ❑ Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room (pages 28–29).
- ❑ Ensure you have a form to collect required administration information during testing (pages 29–30).
- ❑ Prepare a Security Log (located in Appendix D) and a seating chart (page 30) to be used in your testing room.
- ❑ Make copies of the Do Not Disturb sign, the Electronic Devices sign, and the Session signs (if applicable) to post prior to testing (see Appendix D).
- ❑ Receive your test group codes from your school assessment coordinator.
- ❑ Assemble all materials needed for test administration (pages 31–32).
- ❑ Ensure that students and their parents/guardians understand policies regarding electronic devices, leaving campus during testing, the Testing Rules Acknowledgment, and discussing test content after testing (page 34).
- ❑ If you are administering tests to students who require accommodations, become familiar with the accommodations specified in their IEPs, Section 504 plans, or ELL plans. Discuss with your school assessment coordinator how accommodations will be provided (Appendix A).
- ❑ Ensure that you are familiar with how to open TestNav to the Sign In screen for each student computer or device prior to testing.

During Testing

- ❑ Maintain your seating chart and record of required administration information.
- ❑ Ensure that proctors and anyone who enters your room for the purpose of monitoring the test sign the Security Log for your testing room.
- ❑ Administer the test according to the directions in the appropriate administration script and read the SAY boxes verbatim to students.
- ❑ After students have completed the test, assist them with accessing the student comment form, located at **www.FLAssessments.com/Spring2015StudentCommentForm**.

After Testing

- ❑ Verify that you have collected all required administration information, including accommodations actually used by each student. Make a copy for your files. Report any missing materials to your school assessment coordinator (page 24).
- ❑ Verify that your seating chart and Security Log have been completed correctly; make copies for your files.
- ❑ Organize and return materials to your school assessment coordinator (page 104).
- ❑ Complete the appropriate comment form at **www.FLAssessments.com/Spring2015**.

Spring 2015 Computer-Based Tests

SCHOOL ASSESSMENT COORDINATOR CHECKLIST

Before Testing

- ❑ Carefully read this test administration manual, as well as any local directions you have been given. Resolve any questions you might have with your district assessment coordinator.
- ❑ Read the *Test Administration Policies and Procedures* and Appendix C, then sign a *Test Administration and Security Agreement* (located in Appendix D).
- ❑ Train your test administrators and proctors and ensure that they, as well as all school administrators, sign a *Test Administration and Security Agreement*.
- ❑ Ensure that test administrators sign a *Test Administrator Prohibited Activities Agreement* (located in Appendix D).
- ❑ Receive test materials from your district assessment coordinator. Maintain an accurate *Test Materials Chain of Custody Form* at your school (located in Appendix D and at **www.FLAssessments.com/Spring2015**). Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately (page 106).
- ❑ Communicate the process for collecting required administration information to your test administrators (page 107).
- ❑ Distribute test group codes to test administrators (pages 106–107).
- ❑ Make arrangements to test any special program students (e.g., district virtual instruction programs, Home Education Program) who may be testing at your school (page 110).
- ❑ Assign proctors, as needed (page 20).
- ❑ Ensure that appropriate test settings are available for all test sessions (page 108).
- ❑ If any students who require accommodations are testing at your school, discuss with test administrators how accommodations will be provided (Appendix A).
- ❑ Verify student information and create test sessions (pages 112–115).
- ❑ Print and distribute Session Rosters, seal codes (Session 2 only), and Student Authorization Tickets on the day of test administration (pages 127–129).

During Testing

- ❑ Ensure the test sessions have been started in PearsonAccess.
- ❑ Provide test administrators with additional materials, as necessary.
- ❑ Monitor each testing room to ensure that test administration and test security policies and procedures are followed, seating charts and Security Logs are being properly completed, and required administration information is being collected.
- ❑ Be available during testing to answer questions from test administrators.
- ❑ In PearsonAccess, monitor session status and resume students' tests, if necessary.
- ❑ Arrange for and supervise make-up administrations (pages 127 and 135).

After Testing

- ❑ Verify that all distributed secure materials have been returned. Complete your *Test Materials Chain of Custody Form*. Report any missing materials to your district assessment coordinator and conduct the necessary investigation (page 24).
- ❑ Make copies of all collected required administration information, seating charts, and Security Logs and file the copies.
- ❑ In PearsonAccess, stop test sessions and invalidate student tests, if necessary (pages 140–142).
- ❑ Organize materials and return them to your district assessment coordinator (pages 143–155).
- ❑ Complete the appropriate comment form at **www.FLAssessments.com/Spring2015**, and encourage test administrators to complete their forms.

Fold and Tear Carefully Along Dotted Line.

Spring 2015 Computer-Based Tests

TECHNOLOGY COORDINATOR CHECKLIST

Before Testing

- ❑ Carefully read the documentation available at **www.FLAssessments.com/TestNav8**, as well as the relevant portions of this test administration manual and any local directions you have been given. Resolve any questions you might have with your district assessment coordinator.
- ❑ Read the *Test Administration Policies and Procedures* and Appendix C, then sign the *Test Administration and Security Agreement* (located in Appendix D).
- ❑ Ensure all workstations and devices meet the requirements available at **www.FLAssessments.com/TestNav8**.
- ❑ Ensure all student workstations and devices have successfully loaded the Infrastructure Trial.
- ❑ Meet with the school assessment coordinator to discuss the administration of the computer-based test and to walk through the test administration procedures.
- ❑ Discuss and implement plans for handling possible technical interruptions during testing.
- ❑ Run the TestNav SystemCheck to determine the amount of bandwidth needed for testing.
- ❑ Evaluate the testing locations in the school to ensure availability of sufficient electrical outlets and network jacks.
- ❑ Ensure appropriate security protocols are used. There are many different types of security protocols and settings depending on the hardware and usage requirements. The three most common protocols are: Wired Equivalent Privacy (WEP), Wireless Access Protocol (WAP), and Wireless Access Protocol Version 2 (WAP2). WAP2 is recommended because it offers the highest level of security.
- ❑ Ensure you are aware of the applications that must be disabled prior to testing. Any screen savers, automated virus scan software, remote access applications, and the Macintosh control strip should be disabled during the period of computer-based testing.
- ❑ Confirm that the computers used for test administration (i.e., PearsonAccess) have the appropriate required version of a standard Internet browser based on the operating system in use on the computer and that the pop-up blocker is disabled (see Appendix B).
- ❑ Ensure the school has a high-speed connection to the Internet AND the connection is not over-allocated.
- ❑ If a firewall is used, confirm the appropriate destination/port/protocol combinations are allowed through the firewall.
- ❑ Ensure that any proxy servers have been checked to ensure that the appropriate URLs are not blocked.
- ❑ Confirm that Internet content filters are configured to allow the specific URLs required for administering computer-based testing.
- ❑ Ensure Proctor Caching computers have been set up properly.
- ❑ Ensure a printer is available for printing the Student Authorization Tickets, seal codes, and Session Rosters (color is not required).
- ❑ Analyze the network to determine whether network bottlenecks exist.
- ❑ Confirm that student computers and devices and the Proctor Caching computer have not been updated with any additional software and will not be updated before testing begins.
- ❑ Confirm that test content has been cached for all scheduled test sessions. Test content is available one week prior to the test administration window.
- ❑ Verify that the performance of your Internet connection is consistent with expected levels of performance for computer-based testing.
- ❑ Alert your Internet Service Provider to your computer-based testing window, and also confirm that no scheduled maintenance or outages are planned during that entire window.

Fold and Tear Carefully Along Dotted Line.

- ❑ Verify, as needed, that no high-bandwidth network activity other than computer-based testing will be occurring during the computer-based testing window.
- ❑ If utilizing wireless network connections for computer-based testing, ensure that all computers and devices can effectively communicate with their access point from the testing location.
- ❑ If utilizing wireless network connections for computer-based testing, ensure that all security measures have been properly enabled.
- ❑ Ensure that laptops are connected to AC power. If batteries must be used, ensure that they are fully charged and have the capacity to last for the entire test session.
- ❑ Disable instant messaging and email notification.
- ❑ Disable screen savers, power savers, and remote desktop.
- ❑ Disable or delay anti-virus, auto-scan and/or auto-update, system restore utilities, Windows Security Firewall, Web content filtering, or other software that may impact CPU speed or scan/block information transferred between the workstations and devices and the servers.
- ❑ Alert your school to the dates and times for computer-based testing and require students and teachers not testing to refrain from using any streaming media or other high-bandwidth applications while students are testing.
- ❑ Ensure student workstations and devices and the user profiles and logins being used for testing allow full read, write, and modify access to the TestNav\Temp and TestNav\Logs directories.
- ❑ Ensure that the primary and secondary save locations are set for student response files and that students have read and write access to these locations.
- ❑ Ensure that test administrators are familiar with how to access ePATs and the TestNav URL from student workstations and devices and how to access the student comment forms (if shortcuts are provided). The student comment form is available at **www.FLAssessments.com/Spring2015StudentCommentForm**.
- ❑ On each day of testing, confirm that the Proctor Caching computer(s) and Proctor Caching software are turned on and remain running.

During Testing

- ❑ Ensure Proctor Caching software is running on all Proctor Caching computers.
- ❑ Monitor each testing room to ensure that there are no technical issues.
- ❑ Be available to answer questions from test administrators.

After Testing

- ❑ Purge test content from the Proctor Caching computer(s).
- ❑ Complete the appropriate comment form at **www.FLAssessments.com/Spring2015**.

Spring 2015 Computer-Based Tests

DISTRICT ASSESSMENT COORDINATOR CHECKLIST

Before Testing

- ❑ Carefully read the test administration manual, as well as any local assessment policies and procedures. Resolve any questions you might have with the Bureau of K–12 Student Assessment at FDOE.
- ❑ Ensure that PearsonAccess accounts and Training Center accounts (if necessary) have been created for all district and school users, per the directions provided by FDOE.
- ❑ Train school assessment coordinators and technology coordinators (pages 158–159). Ensure that school assessment coordinators are aware of the policy that only certified educators may serve as test administrators.
- ❑ Receive test materials and make sure each school receives the range of boxes assigned (page 156). Ensure that each school maintains an accurate *Test Materials Chain of Custody Form*.
- ❑ Communicate the process for collecting required administration information to your school assessment coordinators (pages 156–157).
- ❑ Distribute test group codes to school assessment coordinators (page 157). If school assessment coordinators create their own test group codes, ensure they understand your district's policy for doing so.
- ❑ As applicable, make arrangements to test students enrolled in special programs (e.g., district virtual instruction programs, Home Education Program) (page 159).
- ❑ Ensure correct implementation of accommodations (pages 159–160) and provide assistance to school assessment coordinators to address any special needs they may have regarding test accommodations (Appendix A).
- ❑ Ensure that all school assessment coordinators, school administrators, technology coordinators, test administrators, and proctors sign a *Test Administration and Security Agreement* and that test administrators sign a *Test Administrator Prohibited Activities Agreement*.

During Testing

- ❑ Provide schools with additional materials, as necessary.
- ❑ Monitor schools to ensure that test administration and test security policies and procedures are followed.
- ❑ Be available during testing to answer questions from school personnel and technology coordinators.
- ❑ Communicate with the Bureau of K–12 Student Assessment, as needed, in the case of test irregularities and security breaches, or if you need guidance when test invalidation is being considered.

After Testing

- ❑ Return TO BE SCORED and NOT TO BE SCORED paper-based materials (pages 164–165).
- ❑ Review the records of required administration information from your District Assessment Coordinator ONLY boxes, report any missing materials to FDOE, and conduct any necessary investigations (page 24).
- ❑ Verify that seating charts and Security Logs were completed and file them.
- ❑ Store other materials (seating charts, used CBT Worksheets, etc.) until after scores for this administration have been reported.
- ❑ Complete the appropriate comment form at **www.FLAssessments.com/Spring2015**, and encourage school assessment coordinators and technology coordinators to complete their forms.

Fold and Tear Carefully Along Dotted Line.

Florida EOC Assessments

FCAT Florida Comprehensive Assessment Test®

FCAT 2.0 Florida Comprehensive Assessment Test®

TESTING

Please Do Not Disturb

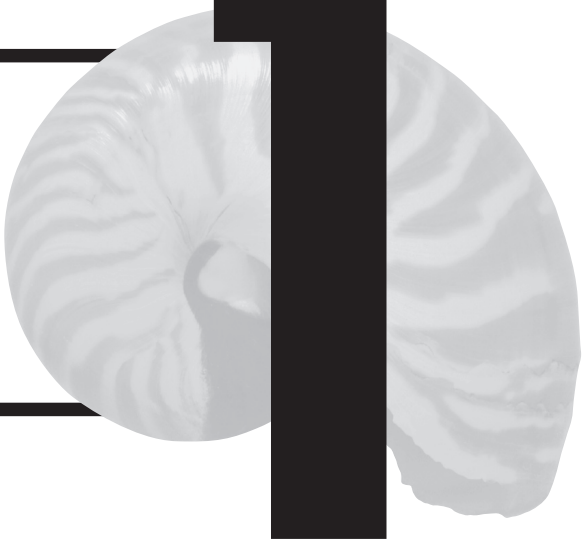
Fold and Tear Carefully Along Dotted Line.

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

Fold and Tear Carefully Along Dotted Line.

You should now be working in

SESSION 1



Fold and Tear Carefully Along Dotted Line.

You should now be working in

FCAT Mathematics Retake Reference Sheet

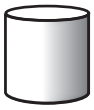
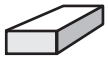
Area

	Triangle	$A = \frac{1}{2}bh$
	Rectangle	$A = lw$
	Trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
	Parallelogram	$A = bh$
	Circle	$A = \pi r^2$

KEY	
b = base	d = diameter
h = height	r = radius
l = length	A = area
w = width	C = circumference
ℓ = slant height	V = volume
$S.A.$ = surface area	
Use 3.14 or $\frac{22}{7}$ for π.	

Circumference

$C = \pi d$ or $C = 2\pi r$

		Volume/Capacity	Total Surface Area
	Right Circular Cone	$V = \frac{1}{3}\pi r^2 h$	$S.A. = \frac{1}{2}(2\pi r)\ell + \pi r^2$ or $S.A. = \pi r\ell + \pi r^2$
	Right Square Pyramid	$V = \frac{1}{3}lwh$	$S.A. = 4(\frac{1}{2}l\ell) + l^2$ or $S.A. = 2l\ell + l^2$
	Sphere	$V = \frac{4}{3}\pi r^3$	$S.A. = 4\pi r^2$
	Right Circular Cylinder	$V = \pi r^2 h$	$S.A. = 2\pi rh + 2\pi r^2$
	Rectangular Prism	$V = lwh$	$S.A. = 2(lw) + 2(hw) + 2(lh)$

In the following formulas, n represents the number of sides.

- In a polygon, the sum of the measures of the interior angles is equal to $180(n-2)$.
- In a regular polygon, the measure of an interior angle is equal to $\frac{180(n-2)}{n}$.

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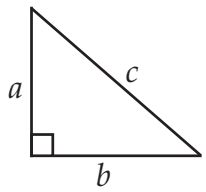
FCAT Mathematics Retake Reference Sheet

Pythagorean theorem:



$a^2 + b^2 = c^2$

Slope-intercept form of an equation of a line:

$$y = mx + b$$

where m = slope and b = the y-intercept.

Distance, rate, time formula:

$$d = rt$$

where d = distance, r = rate, t = time.

Distance between two points $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$:

$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Midpoint between two points $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$:

$$\left(\frac{x_2 + x_1}{2}, \frac{y_2 + y_1}{2}\right)$$

Simple interest formula:

$$I = prt$$

where p = principal, r = rate, t = time.

Conversions

1 yard = 3 feet = 36 inches
1 mile = 1760 yards = 5280 feet
1 acre = 43,560 square feet
1 hour = 60 minutes
1 minute = 60 seconds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 liter = 1000 milliliters = 1000 cubic centimeters
1 meter = 100 centimeters = 1000 millimeters
1 kilometer = 1000 meters
1 gram = 1000 milligrams
1 kilogram = 1000 grams

1 pound = 16 ounces
1 ton = 2000 pounds

Metric numbers with four digits are presented without a comma (e.g., 9960 kilometers). For metric numbers greater than four digits, a space is used instead of a comma (e.g., 12 500 liters).

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Algebra 1 Retake End-of-Course Assessment
NGSSS Reference Sheet

Area

Parallelogram	$A = bh$
Triangle	$A = \frac{1}{2}bh$
Trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
Circle	$A = \pi r^2$
Regular Polygon	$A = \frac{1}{2}aP$

KEY

b	= base	A	= area
h	= height	B	= area of base
w	= width	C	= circumference
d	= diameter	V	= volume
r	= radius	P	= perimeter of base
ℓ	= slant height		
a	= apothem	$S.A.$	= surface area

Use 3.14 or $\frac{22}{7}$ for π.

Circumference

$C = \pi d$ or $C = 2\pi r$

	Volume/Capacity	Total Surface Area
Rectangular Prism	$V = bwh$ or $V = Bh$	$S.A. = 2bh + 2bw + 2hw$ or $S.A. = Ph + 2B$
Right Circular Cylinder	$V = \pi r^2 h$ or $V = Bh$	$S.A. = 2\pi rh + 2\pi r^2$ or $S.A. = 2\pi rh + 2B$
Right Square Pyramid	$V = \frac{1}{3}Bh$	$S.A. = \frac{1}{2}P\ell + B$
Right Circular Cone	$V = \frac{1}{3}\pi r^2 h$ or $V = \frac{1}{3}Bh$	$S.A. = \frac{1}{2}(2\pi r)\ell + B$
Sphere	$V = \frac{4}{3}\pi r^3$	$S.A. = 4\pi r^2$

Sum of the measures of the interior angles of a polygon $= 180(n-2)$

Measure of an interior angle of a regular polygon $= \frac{180(n-2)}{n}$

where:

n represents the number of sides

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Fold and Tear Carefully Along Dotted Line.

Algebra 1 Retake End-of-Course Assessment
NGSSS Reference Sheet

Slope formula

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

where m = slope and (x_1, y_1) and (x_2, y_2) are points on the line

Distance between two points

$P_1(x_1, y_1)$ and $P_2(x_2, y_2)$

$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Midpoint between two points

$P_1(x_1, y_1)$ and $P_2(x_2, y_2)$

$$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$$

Slope-intercept form of a linear equation

$$y = mx + b$$

where m = slope and b = y-intercept

Quadratic formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

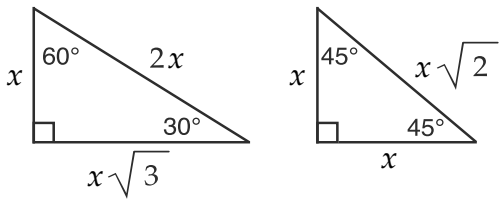
where a, b, and c are coefficients in an equation of the form $ax^2 + bx + c = 0$

Point-slope form of a linear equation

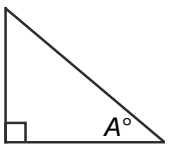
$$y - y_1 = m(x - x_1)$$

where m = slope and (x_1, y_1) is a point on the line

Special Right Triangles



Trigonometric Ratios



$$\sin A° = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos A° = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$\tan A° = \frac{\text{opposite}}{\text{adjacent}}$$

Conversions

1 yard = 3 feet
1 mile = 1,760 yards = 5,280 feet
1 acre = 43,560 square feet
1 hour = 60 minutes
1 minute = 60 seconds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 pound = 16 ounces
1 ton = 2,000 pounds

1 meter = 100 centimeters = 1000 millimeters
1 kilometer = 1000 meters
1 liter = 1000 milliliters = 1000 cubic centimeters
1 gram = 1000 milligrams
1 kilogram = 1000 grams

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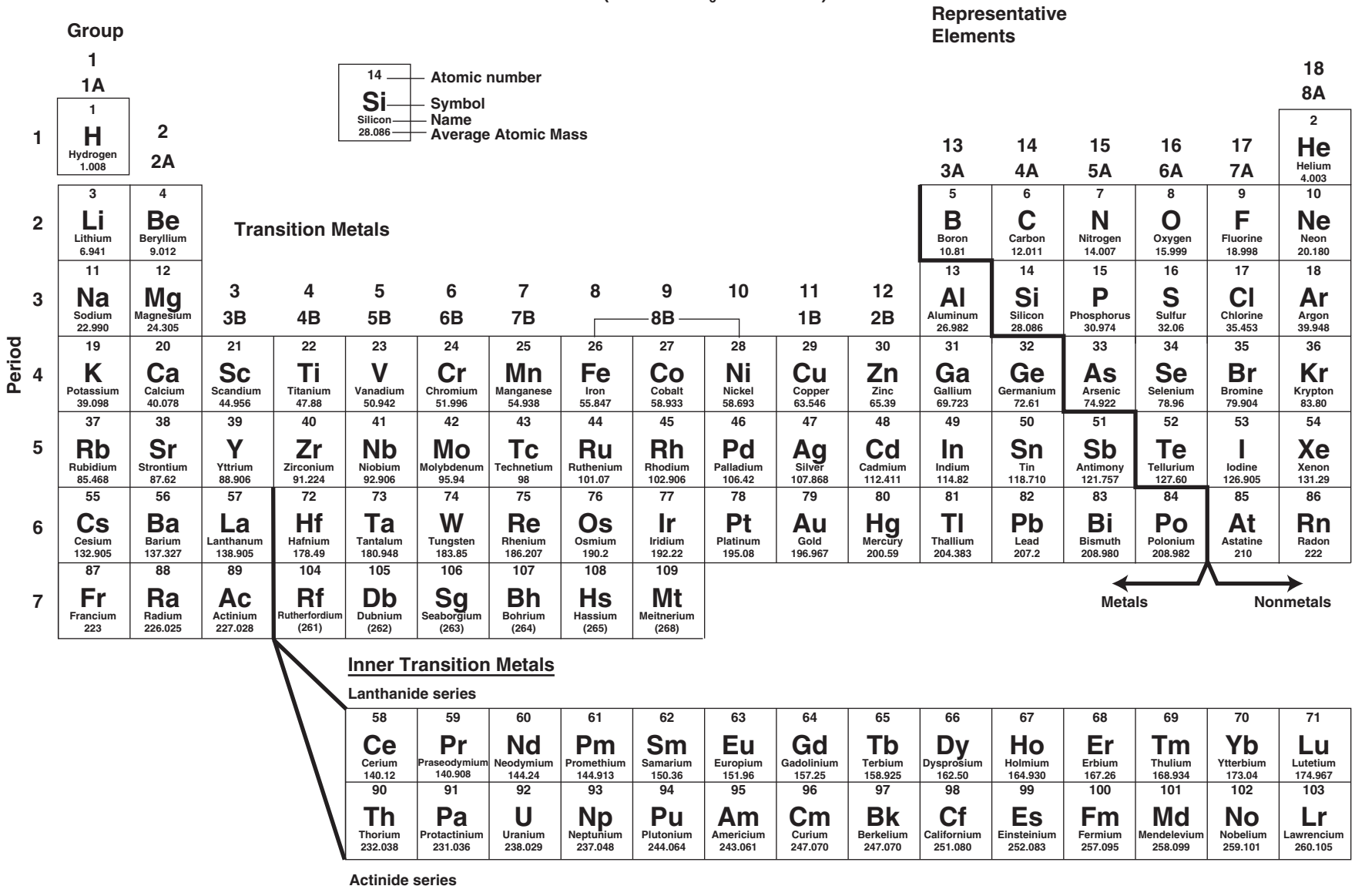
Periodic Table of the Elements

(based on $^{12}_{6}C = 12.0000$)



Period	1 1A	2 2A	3 3B	4 4B	5 5B	6 6B	7 7B	8	9 8B	10	11 1B	12 2B	13 3A	14 4A	15 5A	16 6A	17 7A	18 8A
1	1 H Hydrogen 1.008																	2 He Helium 4.003
2	3 Li Lithium 6.941	4 Be Beryllium 9.012											5 B Boron 10.81	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180
3	11 Na Sodium 22.990	12 Mg Magnesium 24.305											13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.06	17 Cl Chlorine 35.453	18 Ar Argon 39.948
4	19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.88	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.847	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.39	31 Ga Gallium 69.723	32 Ge Germanium 72.61	33 As Arsenic 74.922	34 Se Selenium 78.96	35 Br Bromine 79.904	36 Kr Krypton 83.80
5	37 Rb Rubidium 85.468	38 Sr Strontium 87.62	39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molybdenum 95.94	43 Tc Technetium 98	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.906	46 Pd Palladium 106.42	47 Ag Silver 107.868	48 Cd Cadmium 112.411	49 In Indium 114.82	50 Sn Tin 118.710	51 Sb Antimony 121.757	52 Te Tellurium 127.60	53 I Iodine 126.905	54 Xe Xenon 131.29
6	55 Cs Cesium 132.905	56 Ba Barium 137.327	57 La Lanthanum 138.905	72 Hf Hafnium 178.49	73 Ta Tantalum 180.948	74 W Tungsten 183.85	75 Re Rhenium 186.207	76 Os Osmium 190.2	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.967	80 Hg Mercury 200.59	81 Tl Thallium 204.383	82 Pb Lead 207.2	83 Bi Bismuth 208.980	84 Po Polonium 208.982	85 At Astatine 210	86 Rn Radon 222
7	87 Fr Francium 223	88 Ra Radium 226.025	89 Ac Actinium 227.028	104 Rf Rutherfordium (261)	105 Db Dubnium (262)	106 Sg Seaborgium (263)	107 Bh Bohrium (264)	108 Hs Hassium (265)	109 Mt Meitnerium (268)									

Lanthanide series	58 Ce Cerium 140.12	59 Pr Praseodymium 140.908	60 Nd Neodymium 144.24	61 Pm Promethium 144.913	62 Sm Samarium 150.36	63 Eu Europium 151.96	64 Gd Gadolinium 157.25	65 Tb Terbium 158.925	66 Dy Dysprosium 162.50	67 Ho Holmium 164.930	68 Er Erbium 167.26	69 Tm Thulium 168.934	70 Yb Ytterbium 173.04	71 Lu Lutetium 174.967
Actinide series	90 Th Thorium 232.038	91 Pa Protactinium 231.036	92 U Uranium 238.029	93 Np Neptunium 237.048	94 Pu Plutonium 244.064	95 Am Americium 243.061	96 Cm Curium 247.070	97 Bk Berkelium 247.070	98 Cf Californium 251.080	99 Es Einsteinium 252.083	100 Fm Fermium 257.095	101 Md Mendelevium 258.099	102 No Nobelium 259.101	103 Lr Lawrencium 260.105

FL00004184

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FCAT 2.0
Florida Comprehensive Assessment Test®

Florida EOC Assessments

CBT Worksheet

Student Name: _____

Date: _____

Fold and Tear Carefully Along Dotted Line.

For use with computer-based FCAT 2.0 Reading tests, the Civics EOC Assessment, and the U.S. History EOC Assessment.

Florida Department of Education
2014–2015

TO BE SCORED

Fold and Tear Carefully Along Dotted Line

Subject *(CIRCLE ONLY ONE)*

Algebra 1 Retake

Biology 1

Civics

Reading Retake

U.S. History

Mathematics Retake

Fold and Tear Carefully Along Dotted Line

NOT TO BE SCORED

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Department of State

COMPUTER-BASED END-OF-COURSE AND RETAKES

Spring 2015

SPRING 2015 COMPUTER-BASED TEST ADMINISTRATION MANUAL

FL00008369

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Florida Recycles

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