



**Spring/Summer 2017**  
**Computer-Based**  
**Test Administration Manual**

**Grades 8–10/Retake ELA Writing**  
**Grades 4–10/Retake ELA Reading**  
**Grades 3–8 Mathematics**  
**End-of-Course Assessments**

# Spring/Summer 2017 FSA Computer-Based ELA Writing, ELA Reading, Mathematics, and EOC Administration Schedule

Dates		Florida Standards Assessments (FSA)
<b>Spring</b>	February 27–March 10, 2017	Grades 8–10 English Language Arts (ELA) Writing ELA Grade 10 Writing Retake
	March 27–April 7, 2017	ELA Grade 10 Reading Retake and Algebra 1 Retake
	April 10–May 12, 2017	Grades 4–10 ELA Reading
		Grades 3–8 Mathematics
April 17–May 12, 2017	Algebra 1, Geometry, and Algebra 2 EOC Assessments	
<b>Summer</b>	July 10–21, 2017	Algebra 1, Geometry, and Algebra 2 EOC Assessments

Please note that this schedule only applies to computer-based test administrations. Please see the 2016–2017 Statewide Assessment Schedule found on the FSA Portal for the administration schedule for paper-based accommodations.

The Florida Department of Education (FDOE) will provide districts with administration schedule guidance.

Any deviation from this schedule requires written approval from FDOE.

## **Session Lengths by Grade Level and Subject**

### **FSA ELA Writing**

The FSA ELA Writing assessment is administered in one 120-minute session.

Grade(s)	Session Length	Number of Sessions
8–10	120 minutes	1

### **FSA ELA Writing Retake**

For the FSA ELA Writing Retake, any student who has not completed the test by the end of the allotted time may continue working; however, each test session may last no longer than half the length of a typical school day.

Assessment	Session Length	Number of Sessions
ELA Writing	120 minutes	1

## FSA ELA Reading

All FSA ELA Reading assessments are administered in two sessions over two days.

Grade(s)	Session Length	Number of Sessions
4–5	80 minutes	2
6–8	85 minutes	2
9–10	90 minutes	2

## FSA ELA Reading Retake

The FSA ELA Reading Retake assessment is administered in two sessions over two days. For the FSA ELA Reading Retake sessions, any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

Assessment	Session Length	Number of Sessions
ELA Reading Retake	90 minutes	2

## FSA Mathematics

All FSA Mathematics assessments are administered over two days. For Grades 6–8, Session 1 must be administered on Day 1 and Sessions 2 and 3 on Day 2.

Grade(s)	Session Length	Number of Sessions
3–5	80 minutes	2
6–8	60 minutes	3

## FSA EOC Assessments

All FSA EOC assessments are administered in two sessions over two days. Any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

Subject	Session Length	Number of Sessions
Algebra 1 (including spring Retake), Geometry, and Algebra 2	90 minutes	2

Refer to the *Spring/Summer 2017 FSA Accommodations Test Administration Manual* (Spring/Summer 2017 FSA Accommodations Manual) for the testing window and session lengths for Grades 8–10 FSA ELA Writing and Retake, Grades 4–10 FSA ELA Reading and Retake, Grades 3–8 FSA Mathematics, and FSA EOC accommodated paper-based assessments. This manual is located on the FSA Portal only.

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# What's New for Spring/Summer 2017 FSA Computer-Based Assessments

1. Beginning in Spring 2017, Grades 3–4 Mathematics will be computer-based administrations.
2. All schools must download and install the most current FSA Secure Browser for 2016–2017 test administrations. The most current FSA Secure Browser was released on the FSA Portal in August 2016. The previous version of the secure browser will no longer work.
3. ELA Writing scripts now contain a scheduled stretch break at 60 minutes. Ensure that school assessment coordinators train test administrators on how much time is allowed for the stretch break and local procedures for securing the environment during the break (e.g., monitors turned off).
4. Beginning in Fall 2016, districts and schools will be required to report whether students have testing accommodations listed on their Individual Education Plans (IEPs) or Section 504 plans. This information will be captured on the PreID File as well as when adding a new student in the Test Information Distribution Engine (TIDE). Schools must also maintain records of accommodations provided and accommodations used with their required administration information.
5. Beginning in Fall 2016, TIDE will accept the new Florida Education Identifier (FLEID) in addition to a social security number with an X or a 10-digit district number. Districts will be required to use the FLEID starting with the Summer 2017 administration.
6. Closed captioning for ELA Reading audio content is available for eligible students who have this accommodation identified in their IEPs or Section 504 plans. School assessment coordinators must ensure that eligible students have been assigned this accommodation in TIDE prior to testing.
7. Participation reports and Test Completion reports are now available in TIDE. The Online Reporting System (ORS) is no longer available.
8. FDOE has added an FSA Algebra 1 EOC Assessment retake opportunity beginning in Spring 2017. The Spring 2017 FSA Algebra 1 Retake will be administered during the same window as the FSA ELA Reading Retake, the FCAT 2.0 Reading Retake, and the NGSSS Algebra 1 EOC Retake, **March 27–April 7, 2017, and schools must ensure that the correct test is administered to students (FSA or NGSSS Algebra 1 Retake)**. Please see the *Spring/Summer 2017 End-of-Course and Retakes Test Administration Manual* for information about student eligibility for the NGSSS retake.  
  
Students who need to **retake** the FSA Algebra 1 EOC will participate in the March 27–April 7 Retake administration, and students taking the assessment for the **first time** will participate in the April 17–May 12 FSA EOC administration. **Students may not participate in both administrations.**
9. Districts will use the new *Spring/Summer 2017 FSA Accommodations Test Administration Manual* (Spring/Summer 2017 FSA Accommodations Manual) for information about accommodated assessments, including scripts. This manual is located on the FSA Portal only.

# Reminders for Spring/Summer 2017 FSA Computer-Based Assessments

1. For Grades 7–8 Mathematics and FSA EOC assessments, handheld calculators are allowed for Session 2 or 3 **only**. All school personnel, especially test administrators, must be made aware of this policy.
2. If students will use handheld calculators during Session 2 (or 3) of a Grades 7–8 Mathematics or EOC assessment, school personnel must ensure that the models used adhere to the guidelines in the *Calculator and Reference Sheet Policies for Florida Standards Assessments (FSA) Mathematics Assessments*, which is posted on the FSA Portal. **Providing a calculator with prohibited functionality or in the incorrect test session (Session 1) is cause for test invalidation.**
3. All students must have headphones or earbuds during both sessions of Grades 4–10 ELA Reading and ELA Reading Retake, and headphones/earbuds should be plugged in prior to launching the secure browser on student devices.
4. Students must complete Session 1 of Grades 4–10 ELA Reading, ELA Reading Retake, Grades 3–8 Mathematics, or an EOC assessment **before** starting Session 2.
5. The following CBT accommodations are available for students who have these accommodations specified on their IEPs or Section 504 Plans:
  - Text-to-speech
  - Masking
  - American Sign Language (ASL) videos and closed captioning for ELA Reading tests
  - Writing and Reading Passage Booklets

**If students will use any of the accommodations listed above, school assessment coordinators must ensure that students have been assigned the appropriate accommodation(s) in TIDE prior to testing to ensure that they are assigned the correct CBT functionality or form.**

6. The school CBT Coordinator has the ability to submit **re-open a test session** and **re-open a test** requests in TIDE for students who mistakenly exit a session and need to return to testing on the same day. The district assessment coordinator will be responsible for approving these requests to allow students to continue testing. Re-open requests are not necessary if a student pauses or is logged out and needs to return to the same session on the same day.
7. Students taking computer-based tests have the option of using a Select Response Version Tool, which allows students to view and restore responses they previously entered for a text response question (i.e., one that requires students to type a response into a text box). Students will only be able to see responses typed since their most recent login. Once a student logs out, previous versions are no longer available in the Select Response Version Tool. Test administrators should be sure to discuss how the Select Response Version Tool works during computer-based practice tests.
8. Districts are required to report test incidents and irregularities to the Bureau of K–12 Student Assessment using an online form. FDOE will distribute a link and instructions to districts prior to each test administration.
9. Grades 6–8 Mathematics students who have an extended time accommodation listed on their IEPs or Section 504 plans may test one Mathematics session per day.
10. School assessment coordinators and technology coordinators should familiarize themselves with the information in Appendix B in case they need to contact the FSA Help Desk for support before or during testing.

# Glossary

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

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

**FSA Portal:** Resources and information for district and school personnel are located on the FSA Portal, which is accessed at [www.FSAssessments.org](http://www.FSAssessments.org). The portal includes links to TDS, TIDE, and the FSA Reporting System.

**FSA Reporting System:** The FSA Reporting System will deliver state, district, and school score results and is located on the FSA Portal.

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

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

**Session ID:** Session IDs are unique codes generated by the Test Administrator (TA) Interface. In addition to their first names and usernames, students use the Session ID to log in to computer-based FSA assessments. Test administrators must record the Session ID with their required administration information.

**Student Interface:** Students use the Student Interface via the secure browser to log in to and take computer-based FSA assessments.

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

**Test Delivery System (TDS):** All computer-based FSA assessments are administered via TDS, which includes the TA Interface and the Student Interface.

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

**Test Tickets:** Student test tickets contain login information for students. Each student must have a test ticket to log in to computer-based FSA assessments. Test tickets are generated in TIDE and contain the following student information: username, last name, first name (password), grade, date of birth, ID number, district, and school.



# Introduction: The FSA Program

## Introduction

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

For more information about the FSA program, please visit the FSA Portal at [www.FSAssessments.org](http://www.FSAssessments.org).

## About This Manual

This test administration manual includes scripts and instructions for administering the Spring 2017 computer-based FSA ELA Writing (including Retake), FSA ELA Reading (including Retake), FSA Mathematics, and FSA EOC assessments and Summer 2017 FSA EOC assessments. District and school personnel involved in FSA administrations should familiarize themselves thoroughly with all test administration and security policies and procedures described in this manual. School personnel should communicate with their district offices about any questions or concerns prior to test administration, and district personnel should contact FDOE if guidance or clarification is needed.

This manual includes scripts and instructions for administering the computer-based Grades 8–10 FSA ELA Writing; FSA ELA Writing Retake; Grades 4–10 FSA ELA Reading; FSA ELA Reading Retake; Grades 3–8 FSA Mathematics; and FSA Algebra 1, Algebra 1 Retake, Geometry, and Algebra 2 EOC assessments. Scripts and instructions for administering paper-based (regular print, large print, braille, one-item-per page) and computer-based (e.g., masking, text-to-speech) accommodations for these tests can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal. Scripts and instructions for administering braille accommodations are also included with braille test materials.

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

- *TIDE User Guide* (district and school assessment coordinators)
- *Test Administrator User Guide* (test administrators and school assessment coordinators)

The Spring 2017 FSA PBT Manual includes scripts and instructions for administering Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading.

# Test Administration Policies and Procedures

## Administration Schedule

Refer to the inside front cover of this manual for test administration windows and session lengths. FDOE will provide districts with daily administration schedule guidance. Any deviation from this schedule must be approved in writing by FDOE.

Test administrators must allow the exact amount of time allotted for test sessions. While some students may finish before the time allotted for testing ends, this policy is in place to provide a fair environment for students who require all or most of the allotted time and to avoid pressuring any student to finish early.

## Students to Be Tested

All students enrolled in tested grade levels/subjects participate in the Spring 2017 FSA administration with or without accommodations, per Section 1008.22(3)(a), Florida Statutes (F.S.). Students who have received a GED diploma are not eligible to participate in FSA administrations.

Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the **same** grade-level test for ELA Writing and ELA Reading to receive an ELA score.

## **FSA ELA Writing and Reading Retake**

Students who entered Grade 9 in the 2013–2014 school year and beyond and are pursuing a standard Florida high school diploma must pass the Grade 10 FSA ELA assessment (Reading and Writing components). Retained Grade 10 or Grades 11–12 students who have not met the Grade 10 FSA ELA assessment requirement are eligible to participate in the Spring 2017 FSA ELA Retake. Students who have received a GED diploma are not eligible to participate in FSA administrations.

Grade 10 students who entered Grade 9 during the 2015–2016 school year will participate in the Spring 2017 Grade 10 FSA ELA assessment.

## **FSA EOC Assessments**

Students enrolled in and completing one of the courses aligned to the Florida Standards participate in the appropriate assessment as indicated by the following table:

Assessment	Course
Algebra 1	Algebra 1 – 1200310 Algebra 1 Honors – 1200320 Algebra 1-B – 1200380 Pre-AICE Mathematics 1 – 1209810 IB Middle Years Program Algebra 1 Honors – 1200390
Geometry	Geometry – 1206310 Geometry Honors – 1206320 Pre-AICE Mathematics 2 – 1209820 IB Middle Years Program Geometry Honors – 1206810
Algebra 2	Algebra 2 – 1200330 Algebra 2 Honors – 1200340 IB Middle Years Program Algebra 2 – 1200395 Pre-AICE Mathematics 3 IGCSE Level – 1209825

The following students are eligible to participate in FSA EOC administrations:

- Students who still need to pass an assessment for graduation purposes (Algebra 1 Retake only)
- Students who must earn a passing score on an assessment for a standard diploma with a scholar designation (Geometry and Algebra 2 only)
- Students who have not yet taken an assessment to be averaged as 30% of their course grades
- Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades
- Students in a credit acceleration program (CAP) who wish to take an 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 (see pages 10–12), photo identification (if the student is unknown to the test administrator or other school staff), and emergency contact information.

## **Home Education Program Students**

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

## **McKay Scholarship Program Students**

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

Students enrolled in PUBLIC schools through the McKay Scholarship Program are required to participate in statewide assessments as outlined in their 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 enrollment information is accurate, results will be returned to the FDOE Office of K–12 School Choice for distribution to the parent/guardian. FTC Scholarship Program students may not participate in the FSA ELA 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 this administration must be accommodated for testing in the district in which they reside. These students should not be confused with Home Education Program students.

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

## Private School Students

Private school students may participate in FSA EOC assessments. Instructions for managing these students in TIDE are included in this manual.

Reference the table below for special program district and school numbers.

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 (FTC) Scholarship	97	9999
Private School/Out-of-State Transfer	Your district number	9900

## English Language Learners (ELLs)

All ELLs participate in statewide assessments. Students who are identified as ELLs must be provided with the allowable accommodations listed on pages 275–276 of Appendix A. ELLs who have been enrolled in school in the United States for less than one year may be exempt from FSA ELA assessments (Reading and Writing components). Exempt ELLs must participate in ACCESS for ELLs 2.0. However, ELLs are not exempt from passing the Grade 10 ELA assessment for graduation purposes.

## Students with Disabilities

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

- FSA without accommodations,
- FSA with accommodations, or
- Florida Standards 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 whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team **no later than 60 calendar days before the first day of the administration window of the assessment** for which the request is made. An exemption request for FSA ELA applies to both Writing and Reading assessments and should have been submitted no later than 60 calendar days before the first day of the FSA ELA Writing test administration. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

In addition to the extraordinary exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments pursuant to the provisions of s. 1008.22(10), F.S.

## **General Information about Accommodations**

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

Refer to the Spring/Summer 2017 FSA Accommodations Manual for the testing window and session lengths for Grades 8–10 FSA ELA Writing and Retake, Grades 4–10 FSA ELA Reading and Retake, Grades 3–8 FSA Mathematics, FSA Algebra 1 Retake, and FSA EOC accommodated paper-based assessments.

For eligible students participating in the computer-based FSA ELA Reading, Writing, Mathematics, or EOC assessments, the following accommodations are available (as applicable):

### **Computer-Based Accommodations**

- Masking
- Text-to-speech
- American Sign Language (ASL) videos for ELA Reading tests
- Closed captioning for ELA Reading tests

### **Writing Passage Booklets**

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

### **Reading Passage Booklets**

- Regular print Reading Passage Booklets
- Large print Reading Passage Booklets

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 must submit confirmation of student eligibility for all paper-based accommodations to FDOE. Scripts for students using paper-based accommodations (regular print, large print, braille, one-item-per-page) and computer-based

accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA portal. Scripts and instructions for administering braille accommodations are provided with the braille test materials.

Students who are identified as ELLs must be provided with the allowable accommodations listed on pages 275–276 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, secure 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 all FSA assessments, sessions must be completed in the designated order. For example, Session 1 **must** be completed before Session 2. For assessments with three sessions, students must complete Session 1 and Session 2 before completing Session 3. Two or three session tests **must** be administered over two days (with Session 1 administered on Day 1 and Sessions 2 and 3 administered on Day 2 for three-session tests). Students with time accommodations will test one session per day. **Any students absent for a session may not participate in the next session until they have completed the session that they missed.**

## **Test Materials**

Students participating in this CBT administration receive the following materials, as applicable:

- CBT Worksheets (ELA Reading only)
- Florida Computer-Based Testing Work Folders (Mathematics and EOCs only)
- Writing Planning Sheets (ELA Writing only)
- Writing Passage Booklets (ELA Writing with eligible accommodation only)
- Reading Passage Booklets (ELA Reading with eligible accommodation only)

## **CBT Worksheets**

CBT Worksheets are one-page letter-sized worksheets. Students may use the front and back of the worksheet to take notes during each session of ELA Reading. The Testing Rules Acknowledgment is printed on the back of the CBT Worksheet.

Worksheets are distributed to students at the beginning of each ELA Reading test session. School assessment coordinators and test administrators must ensure that students have enough desk space to use their worksheets.

Each student must be given a new worksheet for each ELA Reading test session. **Used worksheets are considered secure materials and must be kept in locked storage and returned in the District Assessment Coordinator ONLY box.**

## **Work Folders**

Florida Computer-Based Testing Work Folders are four-page folders that students may use to work the problems. The Testing Rules Acknowledgment is printed on page 2. The last page of the folder (back cover) is printed with graph paper.

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

Each student must be given a new work folder for each Mathematics and EOC test session, with the exception of Grades 6–8 FSA Mathematics. For Sessions 2 and 3 of Grades 6–8 FSA Mathematics, students should use the **same** work folder for Session 2 and Session 3. **Used work folders are considered secure materials and must be kept in locked storage and returned in the District Assessment Coordinator ONLY box.**

## Writing Planning Sheets

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

Planning sheets are distributed to students at the beginning of the ELA Writing test session. School assessment coordinators and test administrators must ensure that students have enough desk space to use their planning sheets. **Used planning sheets are considered secure materials and must be kept in locked storage and returned in the District Assessment Coordinator ONLY box.**

## Writing and Reading Passage Booklets

For computer-based administrations of ELA Writing and Reading, Writing Passage Booklets or Reading Passage Booklets are provided for eligible students who require their use as indicated in their IEPs or Section 504 plans. **Students must be marked in TIDE with this accommodation to ensure that the passages in their CBT test form match the passages in the passage booklet.** Regular print and large print versions of the passage booklets are available. The Writing Passage Booklets contain the writing passages but do not contain the writing prompt. The Reading Passage Booklets contain the reading passages but do not contain test items. Students may write in the booklets but will respond to the writing prompt or to test items on the computer or device they are using to take the assessment. 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. **Passage Booklets are secure materials and must be stored in a secure location before and after testing.** See the *FSA Paper-Based Materials Return Instructions* on the FSA Portal for instructions on how to return Writing Passage Booklets.

If a passage booklet is soiled (e.g., with blood or vomit), the district assessment coordinator should email the security number to DRC, at [FLProjectTeam@DataRecognitionCorp.com](mailto:FLProjectTeam@DataRecognitionCorp.com).

The damaged passage booklet should then be destroyed or disposed of in a secure manner (e.g., shredded, burned). Soiled passage booklets should not be returned with test materials.

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 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 form to report missing passage booklets (Missing Materials Form) can be found on the FSA Portal. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

## Scientific Calculators

Grades 7 and 8 FSA Mathematics and Algebra 1, Geometry, and Algebra 2 EOC assessments include a scientific calculator in the Test Delivery System. **The scientific calculator is available for Sessions 2 and 3 of the Grades 7 and 8 Mathematics and for Session 2 of the Algebra 1, Geometry, and Algebra 2 EOCs.**

Handheld scientific calculators **may** be provided to **all** students **during Session 2 and (if applicable) Session 3 only**. The FSA Mathematics Calculator and Reference Sheet Policies document, available on the FSA Portal, includes a list of required and prohibited calculator functionalities as well as a list of FDOE-approved calculators for the 2016–2017 school year.

**Providing a calculator with prohibited functionality or in the incorrect test session (Session 1) is cause for test invalidation.**

## Reference Sheets

Reference sheets are provided for the Grades 4–8 FSA Mathematics and all FSA EOC assessments in an online format for computer-based testing. The reference sheets are displayed in pop-up windows in their respective tests. The reference sheets are also provided on the FSA Portal.

Schools may provide hardcopy reference sheets to students. Schools that provide hardcopy reference sheets must ensure that copies are available for all students taking the test. Any hardcopy reference sheets must be photocopies of the files found on the portal. Copies must not be made from used reference sheets or sheets that contain notes or handwriting. Each copy must be carefully checked against the original to ensure that all content is copied and that it is clear and easy to read.

After students complete the test, test administrators must collect all reference sheets. **Used reference sheets are secure materials. The school assessment coordinator should package all used and unused reference sheets in the District Assessment Coordinator ONLY box.**

## Headphones/Earbuds

Students **must** have headphones or earbuds for both sessions of ELA Reading. There are no technical specifications for headphones or earbuds. FDOE does not provide headphones or earbuds. If they choose, districts may allow students to use their own headphones or earbuds. Headphones or earbuds should be checked to ensure that they work with the computer or device the students will use for the assessment prior to the first day of testing. **Plug headphones or earbuds in and adjust system volume prior to launching the secure browser on each day of testing.** A sound check is also built in to the assessment, and students are asked to verify that headphones and earbuds are working prior to entering the test.

## CBT Tools

Several tools are available to students taking computer-based assessments. Students will practice using these tools during the practice test; instructions for using these tools are provided in the script for administering practice tests. Both the practice tests and the scripts for administering practice tests are available on the FSA Portal.

Tool	Description
Help	A student can view the “Test Instructions and Help,” which provides information about how to use the Test Delivery System.

<b>Tool</b>	<b>Description</b>
Highlight	A student can highlight text in a passage or item. (Text in images cannot be highlighted. The Highlight tool cannot be used if the Line Reader tool is being used.)
Mark (Flag) for Review	A student can mark an item for review so that it can be easily found later.
Strikethrough	A student can cross out answer options for multiple-choice and multiselect items. (Not available on ELA Writing.)
Expand/Collapse Item	A student can expand or collapse a passage or item for easier readability.
Line Reader	A student can highlight one line of text in a passage or item at a time. (The Line Reader tool cannot be used if the Highlight tool is being used.)
System Settings	A student can adjust volume during the test. (ELA Reading and text-to-speech accommodation only.)
Select Response Version Tool	A student can view and restore responses previously entered for a Text Response item. (Students will only be able to see responses typed since their last login.)
Tutorial	A student can view a short video about each item type and how to respond to that item type. (Tutorials do not contain audio.)
Zoom In	A student can increase and decrease the size of the font and images on the test.
Zoom Out	
Background Color Choice	Color combination applied to a student's test. The color combination a student chooses will remain throughout the entire test.
Print Size	The selected print size becomes the default in that student's test. Regardless of the print size assigned, all students can use the Zoom buttons to toggle between the five levels of print size.
Mouse Pointer	Students can change the size and color of the mouse pointer.
<b>Available on the FSA ELA Writing and Reading Sessions</b>	
Notes	A student can use an on-screen notepad to take notes. The same notepad is available throughout the entire test.
<b>Available on the FSA Mathematics and EOC Assessments</b>	
Calculator	A student can use the built-in calculator on specified sessions of the Grades 7–8 FSA Mathematics and FSA EOC Assessments. (No calculators, on-screen or handheld, are allowed on Grade 6 Mathematics or during Session 1 on any FSA Mathematics or EOC assessments.)
Formula	A student can view applicable reference sheets for assessments for which they are provided.
Notepad	A student can use an on-screen notepad to take notes. The notepad is specific to each item in the test.

## **Computer and Device Preparations**

The latest version of the 2016–2017 AIR Secure Browser must be installed on all computers or devices that students will use for testing. Instructions for installing the Secure Browser are available on the FSA Portal. Information on devices supported for testing are found in *System Requirements for Online Testing*, also available on the portal.

The FSA Infrastructure Trial must be 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 *FSA Infrastructure Trial Guide*, available on the portal.

## Test Tickets

Each student must have a test ticket to log in to **computer-based** FSA assessments. Test tickets are generated in TIDE and contain a student’s username, last name, first name, grade, date of birth, student ID number, district, and school. Test tickets will be printed by school assessment coordinators and will be distributed to test administrators on the day of testing. **Test tickets are considered secure materials and must be stored in a secure location before and after testing.**

TEST TICKET	
DEMO DIST 99 (99)	
DEMO SCHOOL 9009 (9009)	
LASTNAME: LastName	USERNAME: 4FXZM
FIRSTNAME: FSADemo	GRADE: 10
DOB: 07/15/2000	ID: XXXXX87127

## Student Demographic Information

The following student demographic information must be verified in TIDE before testing:

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

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

## **Primary Exceptionality**

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

### **Primary Exceptionality Classifications**

Description	Code
Orthopedically Impaired	C = OI
Speech Impaired	F = SI
Language Impaired	G = LI
Deaf/Hard of Hearing	H = DHH



<b>Description</b>	<b>Code</b>
Visually Impaired	I = VI
Emotional/Behavioral Disability	J = EBD
Specific Learning Disability	K = SLD
Gifted	L = GIF
Hospital/Homebound	M = HH
Dual-Sensory Impaired	O = DSI
Autism Spectrum Disorder	P = ASD
Traumatic Brain Injured	S = TBI
Other Health Impaired	V = OHI
Intellectual Disability	W = InD

## Section 504

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

## Testing Accommodations Listed on IEP or 504 Plan

This field indicates whether a student with a disability has testing accommodations listed on an IEP or Section 504 plan. If applicable, this field should be marked Yes on the PreID file or in TIDE. This field does not apply to students with ELL plans/accommodations.

## ESE/504 and ELL Accommodation Types

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

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

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

## ESE/504 Accommodation Types

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

## **ELL Accommodation Types**

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

## **ELL**

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

ELL—Enrolled in a U.S. school for

- Less than one year
- One year or more

## **Test Indicator**

Ensure that the correct test mode is marked for the test a student will take. It is especially important that students be marked correctly for assessments with graduation implications (Grade 10 ELA, ELA Retake, Algebra 1 EOC, or the spring Algebra 1 EOC Retake). The available fields for this indicator are as follows:

- E = Eligible for Computer Based Online Testing
- R = Regular Print
- L = Large Print
- C = Contracted EBAE Braille
- U = Uncontracted EBAE Braille
- X = Contracted UEB Braille
- Y = Uncontracted UEB Braille
- O = One-Item-Per-Page
- N = Not Testing

## **Support During Testing**

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

The FSA Help Desk may be contacted at 866-815-7246 or at [FSAhelpdesk@air.org](mailto:FSAhelpdesk@air.org). The Help Desk is open 7:00 a.m.–8:30 p.m. ET, Monday–Friday (except holidays). Test administrators are encouraged to refer to the *Test Administrator User Guide* and other CBT resources available on the portal. Additional Help Desk information is available in Appendix B.



# Test Security Policies and Procedures

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

Examples of prohibited activities include the following:

- 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 the 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 script as necessary to reflect the allowable accommodations.

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

After **any** administration, initial **or** make-up, secure materials (e.g., passage booklets, test tickets, used worksheets, used work folders) must be returned immediately to the school assessment coordinator and placed in locked storage. The *Test Materials Chain of Custody Form* must be maintained at all times. **No more than three people should have access to the locked storage room.** Secure materials must never be left unsecured and must not remain in classrooms or be taken off the school's campus overnight.

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

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

An accurate Security Log, provided in Appendix D, and an accurate seating chart must be maintained in each 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, a student's parent/guardian should not 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 that test security and avoid situations that could result in test invalidation, FDOE strongly discourages testing students in large groups (e.g., in a cafeteria or an auditorium). If students are tested in a large group, the appropriate number of proctors **must** be assigned to the room to assist the test administrator. Refer to the table below for the required number of proctors.

Number of Students	Proctors Required
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 fewer than 26 students whenever possible.

**School personnel** and **non-school personnel** may be trained as proctors. Prior to testing, proctors must be informed of their duties and of the appropriate test security policies and procedures. **School personnel** proctor duties may include preparing and distributing secure materials (e.g., test tickets). **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 secure materials, 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. Forms are located in Appendix D.

## Security Numbers

All Reading and Writing Passage Booklets are secure documents and must be protected from loss, theft, and reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all secure documents. The security number consists of the last eight digits of the identification number.

Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

The test administrator should also maintain a record of the security numbers for all test materials assigned to him or her. If a test administrator receives materials 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. 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.

## Test Irregularities and Security Breaches

### Test Irregularities

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

Districts are also required to report test incidents and irregularities to the Bureau of K–12 Student Assessment using an online form. FDOE will distribute a link and instructions to districts prior to each test administration.

### Security Breaches

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

Districts are also required to report test incidents and irregularities to the Bureau of K–12 Student Assessment using an online form. FDOE will distribute a link and instructions to districts prior to each test administration.

### 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 in to 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 to guarantee the use of the most up-to-date form.)
2. Save the file locally and change the file name to the appropriate 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 district’s Test Administration/Investigations folder (K–12 Administration > Districts > (District Name) > Test Administration > Investigations).
5. ShareFile will notify FDOE that a document has been uploaded to the folder.

6. FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information/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 memorandum summarizing the incident to the district's ShareFile folder and will then provide the contents of the district folder to the Office of Professional Practices at FDOE.

# Test Invalidation 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.

Test administrators should discuss any situation involving possible invalidation with the school assessment coordinator, and the situation should be investigated immediately.

For information on how to invalidate a computer-based test in TIDE, see page 260.

For assistance identifying circumstances when invalidation is an appropriate course of action, review the following guidelines.

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

Please note, as stated in Rule 6A-10.042, FAC, in situations involving cheating, a report must be submitted to FDOE within 10 calendar days of the incident, as stated on pages 15–16.

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 session. If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to that test session.

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

Remember, prior to testing you must:

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

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

## Conduct Practice Test

Prior to this test administration, conduct a practice test session based on instructions from your school assessment coordinator. The practice tests contain sample test items to prepare students for the computer-based FSA assessments and will help familiarize you and your students with the CBT tools, as well as the process for responding to items. Students should practice on the type of computer or device they will use for testing (e.g., PC, tablet, laptop). Students who will test using CBT accommodations (e.g., text-to-speech, masking) must practice using an accommodated practice test administered through the Test Administrator Training site.

All students who will participate in a **computer-based** Spring/Summer 2017 administration **must** participate in a practice test conducted at their school, with the exception of students who have already taken a practice test for a particular subject during the 2016–2017 school year (i.e., Retake or EOC assessments). Students should be encouraged to access the practice test on the portal and practice on their own.

**Work folders, worksheets, planning sheets, and passage booklets (if applicable) are not provided for practice tests. Instruct students to bring their own scratch paper and pens/pencils.**

## 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 word lists or charts 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 (planning sheets, reference sheets, worksheets, work folders, etc.). Students must not be able to easily view other students' computer or device screens, planning sheets, passage booklets, reference sheets, worksheets, or work folders. If administering a 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 in the testing room to the student login screen as indicated in the script, but do not log in for students. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

Outside each door to the testing room, post a sign that reads TESTING—Please Do Not Disturb. Post the Electronic Devices sign, appropriate Session sign, and (if applicable) No Calculators sign inside the testing room where they will be visible to all students. Perforated signs are provided in Appendix D. For all test sessions, display starting and stopping times as instructed in the test administration script.

Refer to the chart on page 14 for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with fewer than 26 students.

## **Required Administration Information**

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

- Students assigned to your room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (generated in TDS when you create a test session)
- Accommodations provided to students (codes provided below)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials are received and returned

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

## **Accommodations Codes**

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

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

### **For ESE/504 students:**

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

### **For ELL students:**

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



## Seating Charts

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

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

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

## Assemble Materials

### **Test Administration Manual**

You will need this manual to read the test administration scripts to students. You are responsible for reading the *Test Administration Policies and Procedures* and *Test Security Policies and Procedures* sections, the *Test Administrator Responsibilities* sections, appropriate appendices, and the administration scripts **before** testing. If you are administering a practice test, you will also need to access the practice test script available on the FSA Portal.

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

Scripts for students using paper-based accommodations (regular print, large print, braille, one-item-per-page) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual. Scripts and instructions for administering braille accommodations are provided with the braille test materials.

### **Pencils/Pens**

Students taking computer-based tests should have a pen or pencil to sign below the Testing Rules Acknowledgment, write their names, take notes, and/or work the problems on their planning sheets, worksheets, or work folders, as applicable, on each day of testing.

## **Computer or Mobile Device**

When administering computer-based test sessions, you will need a computer or mobile device with access to the Internet to create a test session, approve students for testing, and monitor the session. It is also recommended that you have access to the *Test Administrator User Guide*, located on the FSA Portal and the TA Interface, to help troubleshoot issues during testing.

## **Watch or Clock**

You will need a watch or clock to ensure that students are allowed the correct amount of time indicated for each FSA test session. 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. If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

For each Retake and EOC test session, any student not finished by the end of the allotted session time may continue working up to half the length of a typical 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 room for the purpose of monitoring a test **must** sign the log. This applies to test administrators, proctors, and anyone who relieves a test administrator, even for a short break, regardless of how much time he or she spends monitoring a testing room. Copy the Security Log in Appendix D and use it as required. This document can also be found on the FSA Portal.

## **Do Not Disturb Sign**

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

## **Electronic Devices Sign**

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

## **No Calculators Sign**

During Session 1 of the Grades 7–8 Mathematics and EOC assessments, post the No Calculators sign from Appendix D prior to testing where it will be visible to all students. This sign may also be used for Grades 3–6 Mathematics sessions.

## **Session Signs**

For ELA Reading, Mathematics, and EOCs, post the appropriate Session sign from Appendix D prior to testing where it will be visible to all students.

## **Receive Materials**

Your school assessment coordinator will provide you with the materials needed to administer each test. 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.

## Planning Sheets

Your school assessment coordinator will provide you with Writing Planning Sheets for **all** students participating in this test administration.

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

## Test Tickets

For each **computer-based** test session, your school assessment coordinator will provide you with test tickets for the students testing in your room. Each test ticket includes a student's first name and username for logging in to a computer-based test. Test tickets are generated in TIDE. For instructions on generating and printing test tickets, please refer to the *TIDE User Guide*. All test tickets must be collected immediately after testing and returned to your school assessment coordinator. **Test tickets are secure materials.**

TEST TICKET	
DEMO DIST 99 (99)	
DEMO SCHOOL 9009 (9009)	
LASTNAME: LastName	USERNAME: 4FXZM
FIRSTNAME: FSADemo	GRADE: 10
DOB: 07/15/2000	ID: XXXXX87127

## Writing Passage Booklets

You may receive regular print and large print Writing Passage Booklets for eligible students taking the computer-based ELA Writing assessments if this accommodation is documented in their IEPs or Section 504 plans. Check with your school assessment coordinator prior to testing to ensure that these students have this accommodation marked in TIDE. Provide the booklets to students with this accommodation as instructed in the administration scripts. Students may write in these booklets but should respond to the writing prompt on the computer or device they are using to take the assessment. All booklets must be collected immediately after testing and returned to your school assessment coordinator. **Writing Passage Booklets are secure materials.**

## Reading Passage Booklets

You may receive regular print and large print Reading Passage Booklets for eligible students taking computer-based ELA Reading assessments if this accommodation is documented in their IEPs or Section 504 plans. Check with your school assessment coordinator prior to testing to ensure that these students have this accommodation marked in TIDE. Provide the booklets to students with this accommodation as instructed in the administration scripts. Supervise while students break the seal at the beginning of each session as instructed in the scripts. Students may write in these booklets but should respond to the test items on the computer or device they are using to take the assessment. All booklets must be collected immediately after testing and returned to your school assessment coordinator. **Reading Passage Booklets are secure materials.**

## Work Folders and CBT Worksheets

You will receive **work folders** for all students participating in CBT administrations of FSA Mathematics and EOCs to work the problems during each test session. You should have extra work folders on hand in case students need additional space to work the problems. The Testing Rules Acknowledgment is printed on page 2 of the work folder. Distribute the work folders before testing as instructed in the administration scripts, and collect work folders after each test session. **Used work folders are considered secure materials.**

You will receive **CBT Worksheets** for all students participating in CBT administrations of FSA ELA Reading assessments. The Testing Rules Acknowledgment is printed on the back of the worksheet. Distribute worksheets as instructed in the administration scripts, and collect worksheets after each test session. **Used worksheets are considered secure materials.**

New work folders and worksheets are distributed at the beginning of each test session, with the exception of Grades 6–8 FSA Mathematics. For Sessions 2 and 3 of Grades 6–8 FSA Mathematics, students should use the same work folder for Session 2 and Session 3.

## Calculators

A scientific calculator is available in TDS for Sessions 2 and 3 of Grades 7 and 8 FSA Mathematics and Session 2 of all FSA EOC assessments. Handheld scientific calculators **may** be used by students only if all students are provided a handheld calculator. Handheld scientific calculators must be on the approved list or have only the allowable functionality indicated in the *FSA Calculator and Reference Sheet Policies* document (available on the FSA Portal).

**The calculator is only available to students in Sessions 2 and 3 of Grades 7 and 8 Mathematics and Session 2 of EOC assessments. If providing handheld calculators, ensure that students are provided handheld calculators in the appropriate test sessions only. Calculators are not permitted for Grades 3–6 FSA Mathematics.**

## Reference Sheets

A reference sheet is available for Grades 4–8 computer-based FSA Mathematics and FSA EOC assessments in TDS. If your school will provide paper copies of the reference sheets to students, distribute copies as indicated in the administration script. All reference sheets must be collected immediately after testing and returned to your school assessment coordinator. **Used reference sheets are secure materials.** See page 8 for more information regarding reference sheets.

## 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**—Students are not permitted to have any electronic devices, including, but not limited to, cell phones, smartphones, and smartwatches, at any time during testing **or** during breaks (e.g., restroom), **even if they are turned off or students do not use them.** If a student is found with an electronic device, his or her test will be invalidated.
- **Testing Rules Acknowledgment**—All FSA tests include 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.” Prior to testing, test administrators read the rules to students, and students acknowledge that they understand the testing rules by signing below the statement in their test and answer books.

- **Calculator Policy**—For FSA Mathematics and FSA EOC assessments, **calculators may be used during SESSION 2 and 3 (if applicable) only**. Schools must ensure that handheld calculators meet the specifications published by FDOE. Calculators are not permitted for Grades 3–6 FSA Mathematics.
- **Leaving Campus**—If students leave campus before completing a test session (for lunch, an appointment, illness, etc.), they **will not** be allowed to return to that session. Students and parents/guardians should be aware of this policy. If a student does not feel well on the day of testing, it may be best for the student to wait and be tested on a make-up day.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the Testing Rules Acknowledgment reads, “Because the content of all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.” Please make sure that students understand this policy prior to testing and remind them that “discussing” test content includes any kind of electronic communication, such as texting, emailing, or posting to blogs or social media websites, etc.

**While students may not share information about secure test content after testing, this policy is not intended to prevent students from discussing their testing experiences with their parents/families.**

- **Working Independently**—Students are responsible for doing their own work during the test and for protecting their answers from being seen by others. If students are caught cheating during testing, their tests will be invalidated. In addition, FDOE employs Caveon Test Security to analyze student test results to detect unusually similar answer patterns. Student tests within a school that are found to have extremely similar answer patterns will be invalidated.

# Test Administrator Responsibilities During Testing

If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to that session. 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.

## Prepare Student Computers and Devices

If you are administering a computer-based test, open each student computer or device in the testing room to the student login screen as indicated in the script, but do not log in for students. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended. If administering an ELA Reading test, ensure that student headphones/earbuds are plugged in prior to launching the secure browser.

## Read Script

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

For non-accommodated CBT forms, use the scripts in this manual (see table below). Please note, students may still require administration accommodations, such as flexible setting.

Assessment	Pages
Grades 8–10 ELA Writing	31–37
FSA ELA Writing Retake	39–46
Grades 4–10 ELA Reading	47–93
FSA ELA Reading Retake	95–110
Grades 3–8 Mathematics	111–201
FSA EOCs	203–250

For CBT accommodations (e.g., text-to-speech, masking) and paper-based accommodations (regular print, large print, braille, one-item-per-page), refer to the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.

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

## Distribute Materials

After students are seated, ensure that each student has a pen or pencil. Distribute calculators, planning sheets, work folders, reference sheets, and/or worksheets, as applicable, **before** testing begins. Read the administration script and distribute test tickets and, if applicable, passage booklets when instructed to do so.

## Testing Rules Acknowledgment

After you read the testing rules in the script, students will sign below the Testing Rules Acknowledgment that is printed on page 2 of the work folder and on the back of the worksheet and planning sheet. The acknowledgment reads, “I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.” As you read the portion of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students sign below the acknowledgment.

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

## Create, Start, Monitor, and Close the Test Session

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

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

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

### Create a Test Session

To create a test session, complete the following steps:

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering (e.g., Grade 9 FSA ELA Reading) and then click **Start Operational Session**.
4. Record the Session ID, which students will need to log in to the test. The Session ID should be displayed where it is visible to all students and should also be recorded with your required administration information and on your seating chart.

To log in to the test, students will enter their first names, their usernames, and the Session ID. It is important that students check that their demographic information on the test ticket is correct and enter their usernames and first names exactly as they appear on the test ticket. If any information is incorrect on a ticket, contact your school assessment coordinator.

### Approve Students to Test

Once students have logged in to the test, you must approve them. In the TA Interface, select the Approvals button to review the list of students ready to begin testing. Ensure that all students have logged in correctly; then, select **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.



## **Monitor Test Session**

During testing, monitor student progress by viewing the Student Status column in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, student statuses are updated.

**If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during testing.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

## **Close Test Session**

Once all students have paused or submitted their tests, end the test session immediately by clicking **Stop** in the TA Interface. This will pause any remaining tests, so only select **Stop** after all students have finished testing. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

## **Keep Time**

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

For all ELA Retake and EOC test sessions, students may be provided up to half the length of a typical school day to complete the session. (Students are **not** required to have an extended time accommodation to receive additional testing time for Retake and EOC assessments.)

If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

Eligible students with IEPs, Section 504 plans, or ELL plans may be provided additional time as indicated in their plans 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 your school assessment coordinator immediately. Adhere to the *Test Security Policies and Procedures* on pages 13–16 and the Statute and Rule in Appendix C, and abide by the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

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

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

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

## **Supervise Test Administration**

**Your full attention should be on students at all times during testing, and a testing room must never be left unattended.** If issues arise during testing, you may need to use your computer or phone to contact your school assessment coordinator; however, it is not appropriate to use the computer or phone for unrelated activities (such as grading or personal communication) during a test session. While students are working, ensure the following:

- students have cleared their desks or workstations of all materials except for the appropriate test materials (pens or pencils, test tickets, reference sheets, passage booklets, planning sheets, worksheets, or work folders, as applicable)
- students do not have books, notes, scratch paper (other than their reference sheets, work folders, planning sheets, or worksheets), or electronic devices of any kind during testing, even if they do not use them
- students do not have a handheld calculator during Session 1 of a Mathematics or EOC assessment, or during Grades 3–6 Mathematics
- students do not talk to other students or make any disturbance
- students have signed below the Testing Rules Acknowledgment
- students are working independently
- students are working in the correct session
- students who use their planning sheets allow themselves enough time to enter their responses in the test

Carefully review the following information regarding guidance and policies that must be observed during and after testing.

### **Discussing Test Content with Students**

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

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

### **Technical Issues**

If a student's computer or device is disconnected from his or her test, contact the technology coordinator to help diagnose any technical issues. Then assist the student with logging in again. Once a student logs back in to his or her test, you will need to approve the student again in TDS and provide the correct amount of remaining time. **If a student still has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.** Additional troubleshooting information is available in the *Test Administrator User Guide*.

## **Student Reports a Defective Item**

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

## **After Testing Is Complete**

If permitted by your school assessment coordinator, you may allow students taking the ELA Reading, or a Mathematics or EOC assessment to read after they have finished a session **and** their test materials (e.g., test tickets, reference sheets, work folders, worksheets, and planning sheets) have been collected. While still in the testing room, students are **not** permitted to write or to use their computers or devices after they have finished a session, even after their test materials have been collected. **Test materials may not be returned to students once the materials have been collected.**

# Script for Administering Grades 8–10 ELA Writing

## 120 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- If a student starts a test and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.

4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Ensure that each student has a pen or pencil.
9. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.
10. If you have students who require Writing Passage Booklets (see page 23), make sure that the students have been assigned the correct CBT form in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take the Grade ___ FSA ELA Writing Test. Remove all materials from your desk except your pen or pencil and your planning sheet.</p> <p><b>You will have 120 minutes to complete this test.</b></p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches,</p>
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SAY	MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session including individual breaks, your test will not be scored.</b> 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.

Now, hold up a sample planning sheet.

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade ____ FSA ELA Writing” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the **Is This Your Test?** screen.

SAY	Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, <i>(or passage booklet,)</i> or planning sheet</li> <li>• allow another student to look at your computer or device screen, <i>(or passage booklet,)</i> or planning sheet</li> <li>• ask for help writing your response</li> <li>• give help to another student in writing his or her response</li> <li>• have notes or scratch paper other than your planning sheet, <i>(or passage booklet)</i></li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the writing prompt or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.  <b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b>  Now, sign your name on the line next to Signature to indicate that you understand the testing rules.
-----	---



Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write a response in English. Responses written in languages other than English will not be scored.</p> <p>Your response will automatically be saved every two minutes while you are actively working on the screen. You may also use the save button on the top toolbar to save your work.</p> <p>You may <b>not</b> use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>Now, click <b>Yes, Start My Test</b>. You will see a <b><i>Test Instructions and Help</i></b> screen. Do not click <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <b><i>Test Instructions and Help</i></b>. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If you have students who will use Writing Passage Booklets:**

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

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

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

SAY	<p>Remember, you have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. I'll let you know when there are 10 minutes left in the 120-minute test.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	---

Complete the following:

STARTING time:	_____
Add 60 minutes:	+60 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Student Status column in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, student statuses are updated.

**If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

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

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

After 60 minutes from the STARTING TIME,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 60 minutes to complete the test, and I’ll let you know when you have 10 minutes left.
-----	---

After 50 minutes,

SAY	There are 10 minutes left in the 120-minute test.
-----	---

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking the button that says <b>End Test</b> and follow the instructions on the screen to log out. I will collect your planning sheet, ( <i>passage booklet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they submit their tests. Collect planning sheets, (passage booklets,) and test tickets from students who have finished.

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

Complete the following steps:

1. Ensure that you have all student planning sheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering the ELA Writing Retake

## 120+ Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Students who need additional time after 120 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
4. Ensure that you understand your school assessment coordinator's instructions regarding students leaving the room for breaks and the length of time students should be permitted to test for this test session. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for this test session.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Ensure that each student has a pen or pencil.
9. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.
10. If you have students who require Writing Passage Booklets (see page 23), make sure that the students have been assigned the correct CBT form in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **ELA Writing Retake** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take FSA ELA Writing Retake. Remove all materials from your desk except your pen or pencil and your planning sheet.</p> <p><b>You will have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time.</b></p>
-----	--

SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including individual breaks, your test will not be scored.</b> 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.

Now, hold up a sample planning sheet.

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.



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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Start FSA ELA Writing Retake” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet</i>), or planning sheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet</i>), or planning sheet</li> <li>• ask for help writing your response</li> <li>• give help to another student in writing his or her response</li> <li>• have notes or scratch paper other than your planning sheet, (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the writing prompt or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write a response in English. Responses written in languages other than English will not be scored.</p> <p>Your response will automatically be saved every two minutes while you are actively working on the screen. You may also use the save button on the top toolbar to save your work.</p> <p>You may <b>not</b> use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>Now, click <b>Yes, Start My Test</b>. You will see a <i>Test Instructions and Help</i> screen. Do not click <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

#### **If you have students who will use Writing Passage Booklets:**

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

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

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

SAY	Remember, you have 120 minutes to complete this test, and you will be permitted to continue working if you need additional time. We will take a short stretch break after 60 minutes, and I'll let you know when there are 10 minutes left in the 120-minute test.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 60 minutes:	+60 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Student Status column in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, student statuses are updated.

**If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

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

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

After 60 minutes from the STARTING TIME,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 60 minutes to complete the test, and I'll let you know when you have 10 minutes left.
-----	---

After 50 minutes,

SAY	There are 10 minutes left in the 120-minute test.
-----	---

After 10 more minutes,

SAY	<p><b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.</p> <p>If you have finished working, click the button that says <b>End Test</b> and follow the instructions on the screen to submit your test and log out. I will collect your planning sheet, (<i>passage booklet</i>,) and test ticket.</p>
-----	---

Students will be returned to the login screen once they submit their tests. Collect planning sheets, (passage booklets,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until ____ to continue working, and I'll let you know when you have 10 minutes left.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish the test.
-----	---

After 10 more minutes,

SAY	<p><b>Stop.</b> Submit your test by clicking the button that says <b>End Test</b> and follow the instructions on the screen to log out. I will collect your planning sheet, (<i>passage booklet</i>,) and test ticket.</p>
-----	--

Students will be returned to the login screen once they submit their tests. Collect planning sheets (passage booklets,) and test tickets from students who have finished.

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

Complete the following steps:

1. Ensure that you have all student planning sheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.

# Script for Administering Grades 4–5 ELA Reading

## Session 1

### 80 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. If you have students who require Reading Passage Booklets (see page 23), make sure that the students have been assigned the correct CBT form in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A CBT Worksheet
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 1 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
-----	--



SAY	<p>Write your first and last names and today’s date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____-____-____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	--

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade ____ FSA ELA Reading” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [Ⓢ]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the **Is This Your Test?** screen.

SAY	Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet</i>,) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet</i>,) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 1, which contains items (<i>For Grade 4 SAY: 1 through 30</i>) (<i>For Grade 5 SAY: 1 through 28</i>). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	---

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>passage booklet</i>), and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, ( <i>passage booklet</i> ,) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

**If you have students who will use Reading Passage Booklets:**

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

SAY	Write your name in the space on the front cover of your passage booklet. Find the first plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b> . Then, open your booklet and check each page through the end of 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. If you see problems, raise your hand. If not, close the booklet and sit quietly.
-----	---

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

SAY	You have 80 minutes to complete this test session, and we will take a short stretch break after 40 minutes of testing.
	Now, click <b>Begin Test Now</b> and begin working.

Complete the following:

STARTING time:	_____
Add 40 minutes:	+40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 40 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I’ll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your worksheet, ( <i>passage booklet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect worksheets, (passage booklets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Grades 4–5 ELA Reading

## Session 2

### 80 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)



3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. 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.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new CBT Worksheet (Students should **not** use the same worksheets that they used in Session 1.)
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
-----	--

SAY	<p>Write your first and last names and today’s date on your CBT Worksheet. Remember, you may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <i>Your Tests</i>. Click the arrow to the left of “Resume Grade ____ FSA ELA Reading” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 2, which contains items (<i>For Grade 4 SAY: 31 through 60</i>) (<i>For Grade 5 SAY: 29 through 60</i>). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question,</p>
-----	---

SAY	<p>flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	--

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

**If you have students who will use Reading Passage Booklets:**

Distribute Reading Passage Booklets to any students with this accommodation, and ensure that 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 plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b> . Then, open your booklet and check each page through the end of the booklet 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 passage booklet is found, contact your school assessment coordinator.

SAY	Remember, you have 80 minutes to complete this test session, and we will take a short stretch break after 40 minutes of testing.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 40 minutes:	+40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 40 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test tickets, ( <i>passage booklets,</i> ) and worksheets.
-----	--

Students will be returned to the login screen once they submit their tests. Collect worksheets, (passage booklets,) and test tickets from students who have finished.

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

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.





# Script for Administering Grades 6–8 ELA Reading

## Session 1

### 85 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 85 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. If you have students who require Reading Passage Booklets (see page 23), make sure that the students have been assigned the correct CBT form in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A CBT Worksheet
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 1 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
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SAY	<p>Write your first and last names and today’s date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic devices.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

SAY	<p>Look closely at your test ticket and make sure it has your correct name, date of birth, and partial ID number.</p> <p>Do <b>not</b> sign in before I instruct you to do so.</p> <p>Raise your hand if you do not have the correct ticket.</p>
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If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says <b>Is This You?</b> Verify that the information is correct. If the information is correct, select <b>Yes</b> to continue. If the information is not correct, then select <b>No</b> to return to the login page, and raise your hand.
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Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade ____ FSA ELA Reading” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	Now, you should see a screen that says <b>Is This Your Test?</b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.  This screen also allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.
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If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the **Is This Your Test?** screen.

SAY	Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet</i>,) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet</i>,) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

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

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 1, which contains items (<i>For Grade 6 or 7 SAY: 1 through 28</i>) (<i>For Grade 8 SAY: 1 through 34</i>). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	--

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
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Pause to allow students a moment to review the instructions, and answer all student questions.

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

**If you have students who will use Reading Passage Booklets:**

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

SAY	<p>Write your name in the space on the front cover of your passage booklet. Find the first plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b>. Then, open your booklet and check each page through the end of 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. If you see problems, raise your hand. If not, close the booklet and sit quietly.</p>
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If a defective passage booklet is found, contact your school assessment coordinator.

SAY	<p>You have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes of testing.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	--

Complete the following:

STARTING time:	
Add 45 minutes:	+45 minutes
Time to call a break:	
TIME TESTING RESUMES:	
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	
Add 10 minutes:	+10 minutes
STOPPING time:	

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I’ll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your worksheet, ( <i>passage booklet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect worksheets, (passage booklets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Grades 6–8 ELA Reading

## Session 2

### 85 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 85 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. 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.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new CBT Worksheet (Students should **not** use the same worksheets that they used in Session 1.)
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
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SAY	<p>Write your first and last names and today’s date on your CBT Worksheet. Remember, you may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <i>Your Tests</i>. Click the arrow to the left of “Resume Grade ____ FSA ELA Reading” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
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In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student's test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student's computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

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

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 2, which contains items (<i>For Grade 6 or 7 SAY: 29 through 62</i>) (<i>For Grade 8 SAY: 35 through 62</i>). Remember to read each passage and follow the instructions</p>
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SAY	<p>to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	--

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>passage booklet</i>,) and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>passage booklet</i>,) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

**If you have students who will use Reading Passage Booklets:**

Distribute Reading Passage Booklets to any students with this accommodation, and ensure that 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 plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b> . Then, open your booklet and check each page through the end of the booklet 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 passage booklet is found, contact your school assessment coordinator.

SAY	Remember, you have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes of testing.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---



After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test tickets, ( <i>passage booklets,</i> ) and worksheets.
-----	--

Students will be returned to the login screen once they submit their tests. Collect worksheets, (*passage booklets,*) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student worksheets, (*passage booklets,*) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering Grades 9–10 ELA Reading

## Session 1

### 90 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. If you have students who require Reading Passage Booklets (see page 23), make sure that the students have been assigned the correct CBT form in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A CBT Worksheet
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 1 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
-----	--

SAY	<p>Write your first and last names and today’s date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade ____ FSA ELA Reading” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the **Is This Your Test?** screen.

SAY	Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet</i>,) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet</i>,) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.  <b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b>  Now, sign your name on the line next to Signature to indicate that you understand the testing rules.
-----	---

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 1, which contains items (<i>For Grade 9 SAY: 1 through 33</i>) (<i>For Grade 10 SAY: 1 through 32</i>). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	--

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**



**Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, ( <i>passage booklet,</i> ) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.  Please raise your hand if you have any questions.
-----	---

Answer all questions.

**If you have students who will use Reading Passage Booklets:**

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

SAY	Write your name in the space on the front cover of your passage booklet. Find the first plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b> . Then, open your booklet and check each page through the end of 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. If you see problems, raise your hand. If not, close the booklet and sit quietly.
-----	---

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

SAY	You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes of testing.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete Session 1, and I’ll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your worksheet, ( <i>passage booklet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect worksheets, (passage booklets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Grades 9–10 ELA Reading

## Session 2

### 90 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. 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.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new CBT Worksheet (Students should **not** use the same worksheets that they used in Session 1.)
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
-----	--

SAY	<p>Write your first and last names and today’s date on your CBT Worksheet. Remember, you may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <b>Your Tests</b>. Click the arrow to the left of “Resume Grade ____ FSA ELA Reading” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 2, which contains items (<i>For Grade 9 SAY: 34 through 64</i>) (<i>For Grade 10 SAY: 33 through 64</i>). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p>
-----	---



SAY	Now, click <b>Yes, Start My Test</b> . Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b> . Raise your hand if you cannot hear the sound.
-----	---

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	Take a moment to review the <b>Test Instructions and Help</b> . These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.
-----	--

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

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

### Option A

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	--

**OR**

### Option B

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, ( <i>passage booklet,</i> ) and worksheet. Then you must sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	---

**OR**

### Option C

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, ( <i>passage booklet,</i> ) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.  Please raise your hand if you have any questions.
-----	---

Answer all questions.

**If you have students who will use Reading Passage Booklets:**

Distribute Reading Passage Booklets to any students with this accommodation, and ensure that 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 plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b> . Then, open your booklet and check each page through the end of the booklet 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 passage booklet is found, contact your school assessment coordinator.

SAY	Remember, you have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes of testing.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking the button that says <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test tickets, ( <i>passage booklets</i> ,) and worksheets.
-----	---

Students will be returned to the login screen once they submit their tests. Collect worksheets, (passage booklets,) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering the ELA Reading Retake

## Session 1

### 90+ Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students may continue working up to half of a typical school day. Students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 1.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. If you have students who require Reading Passage Booklets (see page 23), make sure that the students have been assigned the correct CBT form in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A CBT Worksheet
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **ELA Reading Retake** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 1 of the FSA ELA Reading Retake. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.</p> <p><b>You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.</b></p> <p>Write your first and last names and today’s date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	---

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

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.



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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Start FSA ELA Reading Retake” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 1, which contains items 1 through 32. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	--

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

#### If you have students who will use Reading Passage Booklets:

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

SAY	<p>Write your name in the space on the front cover of your passage booklet. Find the first plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out and down</b>. Then, open your booklet and check each page through the end of 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. If you see problems, raise your hand. If not, close the booklet and sit quietly.</p>
-----	--

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

SAY	<p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	--

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	--

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  If you have finished working, ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. Raise your hand and I will collect your worksheet, ( <i>passage booklet,</i> ) and test ticket.
-----	--

Students will be returned to the login screen once they pause their tests. Collect worksheets, (*passage booklets,*) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test session. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until ____ to continue working, and I’ll let you know when you have 10 minutes left.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your worksheet, ( <i>passage booklet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect worksheets, (passage booklets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering the ELA Reading Retake

## Session 2

### 90+ Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students may continue working up to half of a typical school day. Students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 2.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
7. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

The image shows a 'Please Sign In' window with the following fields: 'First Name:' with a text input box, 'Username:' with a text input box, and 'Session ID:' with three small input boxes separated by dots. Below these fields is a 'Sign In' button.

8. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. 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.**
10. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new CBT Worksheet (Students should **not** use the same worksheets that they used in Session 1.)
11. When reading the following script, please note that optional words (e.g., information related to passage booklets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **ELA Reading Retake** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of the FSA ELA Reading Retake. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.
-----	---



SAY	<p><b>You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.</b></p> <p>Write your first and last names and today’s date on your CBT Worksheet. Remember, you may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <b><i>Your Tests</i></b>. Click the arrow to the left of “Resume FSA ELA Reading Retake” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• allow another student to look at your computer or device screen, (<i>passage booklet,</i>) or worksheet</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your worksheet (<i>or passage booklet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 2, which contains items 33 through 64. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>. Put your headphones or earbuds on now. On the <b>Sound Check</b> screen, click the speaker icon. If you can hear the sound, click <b>Yes</b>. Raise your hand if you cannot hear the sound.</p>
-----	---

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the **Sound Check** screen,

SAY	<p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>passage booklet,</i>) and worksheet. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

**If you have students who will use Reading Passage Booklets:**

Distribute Reading Passage Booklets to any students with this accommodation, and ensure that 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 plastic pull tab on the right side of your passage booklet. Gently pull the tab <b>out</b> and <b>down</b> . Then, open your booklet and check each page through the end of the booklet 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 passage booklet is found, contact your school assessment coordinator.

SAY	Remember, you have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	
Add 45 minutes:	+45 minutes
Time to call a break:	
TIME TESTING RESUMES:	
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	
Add 10 minutes:	+10 minutes
STOPPING time:	

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	--

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  If you have finished working, submit your test by clicking <b>End Test</b> , follow the instructions on the screen to log out, and then raise your hand. I will collect your worksheet, ( <i>passage booklet,</i> ) and test ticket.
-----	--

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until ____ to continue working, and I’ll let you know when you have 10 minutes left.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your worksheets, ( <i>passage booklets,</i> ) and test tickets.
-----	--

Students will be returned to the login screen once they submit their tests. Collect worksheets, (*passage booklets,*) and test tickets from students who have finished.

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

Complete the following steps:

1. Ensure that you have all student worksheets, (passage booklets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.

# Script for Administering Grade 3 Mathematics

## Session 1

### 80 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 3 FSA Mathematics.**

**This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.



2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **Grade 3 FSA Mathematics** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 1 of Grade 3 FSA Mathematics. Remove all materials from your desk except your pen or pencil and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p>
-----	---

SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade 3 FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [☉]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, or work folder</li> <li>• allow another student to look at your computer or device screen, or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 1, which contains items 1 through 32. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question.</p>
-----	--

SAY	<p>If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i><b>Test Instructions and Help</b></i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	---

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

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

### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>Remember, you have 80 minutes to complete this test session, and we will take a short stretch break after 40 minutes of testing.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	--

Complete the following:

STARTING time:	_____
Add 40 minutes:	+40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 40 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, or work folder.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder and test ticket.
-----	--

Students will be returned to the login screen once they pause their tests. Collect work folders and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student work folders and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.





# Script for Administering Grade 3 Mathematics

## Session 2

### 80 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 3 FSA Mathematics.**

**This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new work folder (Students should **not** use the same work folders that they used in Session 1.)

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **Grade 3 FSA Mathematics** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

<b>SAY</b>	<p>Today, you are going to take Session 2 of Grade 3 FSA Mathematics. Remove all materials from your desk except your pen or pencil and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this</p>
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SAY	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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says <b>Is This You?</b> Verify that the information is correct. If the information is correct, select <b>Yes</b> to continue. If the information is not correct, then select <b>No</b> to return to the login page, and raise your hand.
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Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Resume Grade 3 FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <i>Is This Your Test?</i> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the *Is This Your Test?* screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen or work folder</li> <li>• allow another student to look at your computer or device screen or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 2, which contains items 33 through 64. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so. Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

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

**Option A**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	--

**OR**

**Option B**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket and work folder. Then you must sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	--

**OR**

**Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.  Please raise your hand if you have any questions.
-----	--

Answer all questions.

SAY	Remember, you have 80 minutes to complete this test session, and we will take a short stretch break after 40 minutes of testing.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 40 minutes:	+40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 40 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, or work folder.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test tickets and work folders.
-----	--

Students will be returned to the login screen once they submit their tests. Collect work folders and test tickets.

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

Complete the following steps:

1. Ensure that you have all student work folders and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.





# Script for Administering Grades 4–5 Mathematics

## Session 1

### 80 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 4 or Grade 5 FSA Mathematics.**

**This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder
  - *Grade 4 or Grade 5 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

<b>SAY</b>	<p>Today, you are going to take Session 1 of Grade ___ FSA Mathematics. Remove all materials from your desk except your pen or pencil, (<i>Grade ___ FSA Mathematics Reference Sheet,</i>) and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p>
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SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade ____ FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet,</i>) or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet,</i>) or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 1, which contains items (<i>For Grade 4 SAY: 1 through 32</i>) (<i>For Grade 5 SAY: 1 through 32</i>). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <b><i>Test Instructions and Help</i></b>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If your school provided paper copies of the Grade \_\_\_ FSA Mathematics Reference Sheet for students to use,**

SAY	<p>Now, look at the top of your paper reference sheet. It should say <i>Grade ___ FSA Mathematics Reference Sheet</i>. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.</p>
-----	---

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	<p>Write your first and last names in the upper right corner of the reference sheet now. (<i>Pause.</i>)</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

#### **Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option B**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, ( <i>reference sheet,</i> ) and work folder. Then you must sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

**OR****Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, ( <i>reference sheet,</i> ) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	Remember, you have 80 minutes to complete this test session, and we will take a short stretch break after 40 minutes of testing.
	Now, click <b>Begin Test Now</b> and begin working.

Complete the following:

STARTING time:	_____
Add 40 minutes:	+40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.



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

After 40 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, or work folder.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 1, and I’ll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	---

After 30 minutes,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Grades 4–5 Mathematics

## Session 2

### 80 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 4 or Grade 5 FSA Mathematics.**

**This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
  - *Grade 4 or Grade 5 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Session 1.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 2 of Grade ___ FSA Mathematics. Remove all materials from your desk except your pen or pencil, (<i>Grade ___ FSA Mathematics Reference Sheet,</i>) and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p>
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SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <i>Your Tests</i> . Click the arrow to the left of “Resume Grade ____ FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <i>Is This Your Test?</i> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the *Is This Your Test?* screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 2, which contains items (<i>For Grade 4 SAY: 33 through 64</i>) (<i>For Grade 5 SAY: 33 through 64</i>). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so. Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform.</p>
-----	--

SAY	Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.
-----	---

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

**If your school provided paper copies of the *Grade \_\_\_ FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your paper reference sheet. Make sure you have the reference sheet with your name on it. Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

#### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.



SAY	Remember, you have 80 minutes to complete this test session, and we will take a short stretch break after 40 minutes of testing.  Now, click <b>Begin Test Now</b> and begin working.
-----	---

Complete the following:

STARTING time:	_____
Add 40 minutes:	+40 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 40 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, or work folder.
-----	---

After a short break,

SAY	Now be seated. You still have 40 minutes to complete Session 2, and I'll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	---

After 30 minutes,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test tickets, ( <i>reference sheets,</i> ) and work folders.
-----	--

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering Grade 6 Mathematics

## Session 1

### 60 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 6 FSA Mathematics.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder
  - *Grade 6 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **Grade 6 Mathematics** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 1 of Grade 6 FSA Mathematics. Remove all materials from your desk except your pen or pencil, (<i>Grade 6 FSA Mathematics Reference Sheet</i>), and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p>
-----	--

SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____-____-____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	--

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b>Your Tests</b> . Click the arrow to the left of “Start Grade 6 FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the *Is This Your Test?* screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.



SAY	<p>Today you will complete Session 1, which contains items 1 through 22. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If your school provided paper copies of the *Grade 6 FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at the top of your paper reference sheet. It should say <i>Grade 6 FSA Mathematics Reference Sheet</i>. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.</p>
-----	---

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	<p>Write your first and last names in the upper right corner of the reference sheet now. <i>(Pause.)</i></p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	---

Complete the following:

STARTING time:	
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	
Add 10 minutes:	+10 minutes
STOPPING time:	

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.



# Script for Administering Grade 6 Mathematics

## Session 2

### 60 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 6 FSA Mathematics.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing. Your school assessment coordinator should also instruct you on whether students testing in your room will take a short stretch break or an extended break between Session 2 and Session 3. **Contact your school assessment coordinator if you have not already received instructions on how to handle the break between sessions.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
  - *Grade 6 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **Grade 6 Mathematics** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Now, you are going to take Session 2 of Grade 6 FSA Mathematics. Remove all materials from your desk except your pen or pencil, (<i>Grade 6 FSA Mathematics Reference Sheet</i>,) and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper.</p>
-----	---

SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <i>Your Tests</i> . Click the arrow to the left of “Resume Grade 6 FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.



Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student's test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student's computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Now you will take Session 2 of Grade 6 FSA Mathematics, which contains items 23 through 44. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p>
-----	--

SAY	<p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	---

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

**If your school provided paper copies of the *Grade 6 FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your paper reference sheet. Make sure you have the reference sheet with your name on it. Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not end your session until you are instructed to do so. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet</i>), and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	---

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen.
-----	--

Based on instructions from your school assessment coordinator, students will either take a short stretch break prior to beginning Session 3 or they will take an extended break (e.g., for lunch) between sessions. **Read the appropriate instructions below and on the following page based on whether the students in your room will take a short break or an extended break.**

**If students will take a short break:**

SAY	Click <b>End Session</b> and click <b>Yes</b> on the pop-up window. Now, take a short stretch break before I approve your tests to begin Session 3. You may stand and stretch, but do not talk to one another.
-----	--

Verify that all students end the session correctly. Students should see a “Waiting for Session Approval” message on their screens. Provide students with a short stretch break before Session 3. You are responsible for maintaining the security of the test during the break between sessions.

Now turn to page 159 for the Grade 6 FSA Mathematics script for students who are returning from a **short break** to begin Session 3.

**If students will take an extended break:**

SAY	Pause your test by clicking the <b>Pause</b> button. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	--

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end Session 2 by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Provide students with an extended break before Session 3 based on instructions from your school assessment coordinator. You are responsible for maintaining the security of the test during the break between sessions. **All test materials should be collected, verified, and placed in locked storage until testing resumes.**

Complete the following:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Place all test materials in locked storage until the beginning of Session 3.

Turn to page 165 for the Grade 6 FSA Mathematics script for students who are returning from an **extended break** when you are ready to begin Session 3.



# Script for Administering Grade 6 Mathematics

## Session 3

(Following a Short Break)

**60 Minutes**

**This script should be used to administer Session 3 of Grade 6 FSA Mathematics to students who have returned from a short stretch break after completing Session 2.** If you are testing students who are returning from an extended break, follow the script beginning on page 165.

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 6 FSA Mathematics.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and **Session 3** sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Prior to resuming testing, ensure that students have the following:
  - A pen or pencil
  - A work folder (Students will use the same work folders for Session 2 and Session 3.)
  - *Grade 6 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)
6. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

When the short break between Session 2 and Session 3 is over, instruct students to return to their seats. Once they have done so,

SAY	<p>Now, you are going to take <b>Session 3</b> of Grade 6 FSA Mathematics. The only materials on your desk should be your pen or pencil, test ticket, (<i>Grade 6 FSA Mathematics Reference Sheet,</i>) and your work folder.</p> <p>Remember that you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session. (<i>If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.</i>)</p> <p>(<i>You may also reference your Grade 6 FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.</i>)</p> <p>Remember that you may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b></p> <p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.</p> <p>Session 3 contains items 45 through 66. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>If you have any questions, raise your hand.</p>
-----	---



Answer all questions.

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

**Option A**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	--

**OR**

**Option B**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, ( <i>reference sheet</i> ,) and work folder. Then you must sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	---

**OR**

**Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, ( <i>reference sheet</i> ,) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.  Please raise your hand if you have any questions.
-----	---

Answer all questions.

SAY	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, ( <i>reference sheet</i> ,) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.  Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.  Now, sit quietly while I approve your tests.
-----	---

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

If students clicked **Pause** instead of **End Session** at the end of Session 2, you will need to instruct those students to log in to the test again. See the script for administering Session 3 after an extended break beginning on page 165 for instructions on how to log students who clicked **Pause** at the end of Session 2 in to Session 3.

Once you ensure that all students are awaiting approval, approve the students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	You may now begin working.
-----	----------------------------

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 3.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test ticket, ( <i>reference sheet,</i> ) and work folder.
-----	---

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering Grade 6 Mathematics

## Session 3

### (Following an Extended Break)

### 60 Minutes

**This script should be used to administer Session 3 of Grade 6 FSA Mathematics to students who have returned from an extended break after completing Session 2.** If you are testing students who are returning from a short break, follow the script beginning on page 159.

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**Calculators are not permitted for Grade 6 FSA Mathematics.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students return from their extended break after completing Session 2, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and **Session 3** sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Collect all test materials from locked storage.
8. Ensure that you have the correct test tickets for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder (Students will use the same work folders for Session 2 and Session 3.)
  - *Grade 6 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)
10. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## **Create a Test Session**

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **Grade 6 Mathematics** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Now, you are going to take <b>Session 3</b> of Grade 6 FSA Mathematics. Remove all materials from your desk except your pen or pencil, (<i>Grade 6 FSA Mathematics Reference Sheet</i>,) and your work folder.</p> <p>Remember that you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session. (<i>If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.</i>)</p> <p>(<i>You may also reference your Grade 6 FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.</i>)</p> <p>Remember that you may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic devices.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.</p> <p>Session 3 contains items 45 through 66. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>If you have any questions, raise your hand.</p>
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Answer all questions.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.



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

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

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

Assist any students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <i><b>Your Tests</b></i>. Click the arrow to the left of “Resume Grade 6 FSA Mathematics” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <i><b>Is This Your Test?</b></i> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, and log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, click <b>Yes, Start My Test</b>. If you choose, you may take a moment to review the <i><b>Test Instructions and Help</b></i> screen.</p>
-----	--

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

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet</i>), and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet</i>), and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet</i>), and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.</p> <p>Now, click <b>Begin Test Now</b> and navigate to the Review screen if you are not already on that screen. Click <b>End Session</b> and then click <b>Yes</b> on the pop-up window.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	--

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students are awaiting approval, approve the students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	You may now begin working.
-----	----------------------------

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 3.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test ticket, ( <i>reference sheet,</i> ) and work folder.
-----	---

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering Grades 7–8 Mathematics

## Session 1

### 60 Minutes

**Calculators are not permitted during this test session. Do not distribute calculators until the beginning of Session 2.**

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder
  - *Grade \_\_\_ FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

<b>SAY</b>	<p>Today, you are going to take Session 1 of Grade ___ FSA Mathematics Test. Remove all materials from your desk except your pen or pencil, (<i>Grade ___ FSA Mathematics Reference Sheet,</i>) and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p>
------------	---



SAY	Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. <i>(Pause.)</i>
	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Start Grade ____ FSA Mathematics” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again, and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.  <b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b>  Now, sign your name on the line next to Signature to indicate that you understand the testing rules.
-----	---

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Today you will complete Session 1, which contains items (<i>For Grade 7 SAY: 1 through 22</i>) (<i>For Grade 8 SAY: 1 through 22</i>). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	---

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

**If your school provided paper copies of the Grade \_\_\_ FSA Mathematics Reference Sheet for students to use,**

SAY	<p>Now, look at the top of your paper reference sheet. It should say <i>Grade ___ FSA Mathematics Reference Sheet</i>. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.</p>
-----	---

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	<p>Write your first and last names in the upper right corner of the reference sheet now. (<i>Pause.</i>)</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option B**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, ( <i>reference sheet,</i> ) and work folder. Then you must sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

**OR****Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, ( <i>reference sheet,</i> ) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	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, ( <i>reference sheet,</i> ) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.
	Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.
	Now, click <b>Begin Test Now</b> and begin working.

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.



# Script for Administering Grades 7–8 Mathematics

## Session 2

### 60 Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)



3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing. Your school assessment coordinator should also instruct you on whether students testing in your room will take a short stretch break or an extended break between Session 2 and Session 3. **Contact your school assessment coordinator if you have not already received instruction on how to handle the break between sessions.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
  - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
  - *Grade \_\_\_ FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Session 1.)
9. When reading the following script, please note that optional words (e.g., information related to calculators or reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Now, you are going to take Session 2 of Grade ___ FSA Mathematics. Remove all materials from your desk except your pen or pencil, ( <i>Grade ___ FSA Mathematics Reference Sheet,</i> ) ( <i>calculator,</i> ) and your work folder.
-----	--



SAY	<p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test (<i>and your calculator</i>), 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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	---

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <b>Your Tests</b>. Click the arrow to the left of “Resume Grade ____ FSA Mathematics” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <i>Is This Your Test?</i> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	---

If a student raises his or her hand, have the student select **No** on the screen, and log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the *Is This Your Test?* screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing (<i>and your calculator</i>), in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.**

SAY	<p>Now you will complete Session 2, which contains items (<i>For Grade 7 SAY: 23 through 44</i>) (<i>For Grade 8 SAY: 23 through 44</i>). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p>
-----	---

SAY	<p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	---

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

**If your school provided paper copies of the Grade \_\_\_\_ FSA Mathematics Reference Sheet for students to use,**

SAY	<p>Now, look at your paper reference sheet. Make sure you have the reference sheet with your name on it. Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not end your session until you are instructed to do so. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) (<i>calculator,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	--

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen.
-----	--

Based on instructions from your school assessment coordinator, students will either take a short stretch break prior to beginning Session 3 or they will take an extended break (e.g., for lunch) between sessions. **Read the appropriate instructions below and on the following page based on whether the students in your room will take a short break or an extended break.**

**If students will take a short break:**

SAY	Click <b>End Session</b> and click <b>Yes</b> on the pop-up window. Now, take a short stretch break before I approve your tests to begin Session 3. You may stand and stretch, but do not talk to one another.
-----	--

Verify that all students end the session correctly. Students should see a “Waiting for Session Approval” message on their screens. Provide students with a short stretch break before Session 3. You are responsible for maintaining the security of the test during the break between sessions.

Now turn to page 189 for the Grades 7–8 FSA Mathematics script for students who are returning from a **short break** to begin Session 3.

**If students will take an extended break:**

SAY	Pause your test by clicking the <b>Pause</b> button. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets, calculators,) and test tickets.

Once all students have paused their tests, end Session 2 by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Provide students with an extended break before Session 3 based on instructions from your school assessment coordinator. You are responsible for maintaining the security of the test during the break between sessions. **All test materials should be collected, verified, and placed in locked storage until testing resumes.**

Complete the following:

1. Ensure that you have all student work folders, (reference sheets, calculators,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Place all test materials in locked storage until the beginning of Session 3.

Turn to page 195 for the Grades 7–8 FSA Mathematics script for students who are returning from an **extended break** when you are ready to begin Session 3.



# Script for Administering Grades 7–8 Mathematics

## Session 3

(Following a Short Break)

**60 Minutes**

**This script should be used to administer Session 3 of Grades 7–8 FSA Mathematics to students who have returned from a short stretch break after completing Session 2.** If you are testing students who are returning from an extended break, follow the script beginning on page 195.

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and **Session 3** sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Prior to resuming testing, ensure that students have the following:
  - A pen or pencil
  - A work folder (Students will use the same work folders for Session 2 and Session 3.)
  - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
  - *Grade \_\_\_ FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)
6. When reading the following script, please note that optional words (e.g., information related to calculators or reference sheets) are italicized and in parentheses and should be read to students only if applicable.

When the short break between Session 2 and Session 3 is over, instruct students to return to their seats. Once they have done so,

SAY	<p>Now, you are going to take <b>Session 3</b> of Grade ___ FSA Mathematics. The only materials on your desk should be your pen or pencil, test ticket, (<i>Grade ___ FSA Mathematics Reference Sheet,</i>) (<i>calculator,</i>) and your work folder.</p> <p>Remember that you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session. (<i>If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.</i>)</p> <p>(<i>You may also reference your Grade ___ FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.</i>)</p> <p>Remember that you may not have any electronic or recording devices, other than the device you are using to take the test (<i>and your calculator</i>), 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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b></p> <p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.</p>
-----	---



SAY	<p>Session 3 contains items (<i>For Grade 7 SAY: 45 through 66</i>) (<i>For Grade 8 SAY: 45 through 66</i>). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>If you have any questions, raise your hand.</p>
-----	---

Answer all questions.

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

### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

OR

### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator;</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

OR

### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator;</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) (<i>calculator;</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	---

Students who correctly exited Session 2 will appear in the Test Administrator (TA) Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

If students clicked **Pause** instead of **End Session** at the end of Session 2, you will need to instruct those students to log in to the test again. See the script for administering Session 3 after an extended break beginning on page 195 for instructions on how to log students who clicked **Pause** at the end of Session 2 in to Session 3.

Once you ensure that all students are awaiting approval, approve the students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	You may now begin working.
-----	----------------------------

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 3.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test ticket, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and work folder.
-----	--

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets, calculators,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering Grades 7–8 Mathematics

## Session 3

### (Following an Extended Break)

#### 60 Minutes

**This script should be used to administer Session 3 of Grades 7–8 FSA Mathematics to students who have returned from an extended break after completing Session 2.** If you are testing students who are returning from a short break, follow the script beginning on page 189.

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 60 minutes. Display starting and stopping times as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students return from their extended break after completing Session 2, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and **Session 3** sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and resuming testing.
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

The image shows a 'Please Sign In' form with the following fields and a button:

- First Name:
- Username:
- Session ID:  -  -
- Sign In button

7. Collect all test materials from locked storage.
8. Ensure that you have the correct test tickets for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
9. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder (Students will use the same work folders for Session 2 and Session 3.)
  - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
  - *Grade \_\_\_ FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)
10. When reading the following script, please note that optional words (e.g., information related to calculators or reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## **Create a Test Session**

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Now, you are going to take <b>Session 3</b> of Grade ____ FSA Mathematics. Remove all materials from your desk except your pen or pencil, (<i>Grade ____ FSA Mathematics Reference Sheet,</i>) (<i>calculator,</i>) and your work folder.</p> <p>Remember that you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session. (<i>If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.</i>)</p> <p>(<i>You may also reference your Grade ____ FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.</i>)</p> <p>Remember that you may not have any electronic or recording devices, other than the device you are using to take the test (<i>and your calculator</i>), 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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	---

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

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.</p> <p>Session 3 contains items (<i>For Grade 7 SAY: 45 through 66</i>) (<i>For Grade 8 SAY: 45 through 66</i>). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>If you have any questions, raise your hand.</p>
-----	--

Answer all questions.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Assist any students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <i><b>Your Tests</b></i>. Click the arrow to the left of “Resume Grade ____ FSA Mathematics” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <i><b>Is This Your Test?</b></i> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, and log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, click <b>Yes, Start My Test</b>. If you choose, you may take a moment to review the <i><b>Test Instructions and Help</b></i> screen.</p>
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Pause to allow students a moment to review the instructions, and answer all student questions.



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

### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

OR

### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator;</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

OR

### Option C

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator;</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) (<i>calculator;</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Remember, you have 60 minutes to complete this test session, and I will let you know when there are 10 minutes left.</p> <p>Now, click <b>Begin Test Now</b> and navigate to the Review screen if you are not already on that screen. Click <b>End Session</b> and then click <b>Yes</b> on the pop-up window.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	---

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. Approve students to move in to Session 3 in the TA Interface by selecting the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students are awaiting approval, approve the students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	You may now begin working.
-----	----------------------------

Complete the following:

STARTING time:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 3.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your test ticket, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and work folder.
-----	--

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets, calculators,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Script for Administering Algebra 1 EOC Assessment

## Session 1

### 90+ Minutes

**Calculators are not permitted during this test session. Do not distribute calculators until the beginning of Session 2.**

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 1.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder
  - *Algebra 1 EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## **Create a Test Session**

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Algebra 1 EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 1 of the FSA Algebra 1 EOC. Remove all materials from your desk except your pen or pencil, (<i>Algebra 1 EOC FSA Mathematics Reference Sheet</i>), and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. (<i>Pause.</i>)</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Start FSA Algebra 1 EOC” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, and log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.



SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at the top of your paper reference sheet. It should say <i>Algebra 1 EOC FSA Mathematics Reference Sheet</i>. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.</p>
-----	---

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	<p>Write your first and last names in the upper right corner of the reference sheet now. (<i>Pause.</i>)</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	---

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working, ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. Raise your hand and I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until _____ to continue working, and I'll let you know when you have 10 minutes left.
-----	--

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Algebra 1 EOC Assessment

## Session 2

### 90+ Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 2.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
  - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
  - *Algebra 1 EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Session 1.)
9. When reading the following script, please note that optional words (e.g., information related to calculators or reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Algebra 1 EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of the FSA Algebra 1 EOC. Remove all materials from your desk except your pen or pencil, ( <i>Algebra 1 EOC FSA Mathematics Reference Sheet,</i> ) ( <i>calculator,</i> ) and your work folder.
-----	--

SAY	<p>Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test (<i>and your calculator</i>), 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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	<p>Now, you will see a screen that says <b>Your Tests</b>. Click the arrow to the left of “Resume FSA Algebra 1 EOC” to proceed.</p> <p>Now, sit quietly while I approve your tests.</p>
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.



Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

SAY	<p>Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.</p> <p>This screen also allows you to adjust the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.</p>
-----	--

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student's test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	<p>Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student's computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing (<i>and your calculator</i>), in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will take Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p>
-----	---



SAY	Take a moment to review the <b><i>Test Instructions and Help</i></b> . These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.
-----	--

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

**If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	Now, look at your paper reference sheet. Make sure you have the reference sheet with your name on it. Please raise your hand if there are problems with your reference sheet.  This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.  Please raise your hand if you have any questions.
-----	--

Answer all questions.

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

**Option A**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	--

**OR**

**Option B**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and work folder. Then you must sit quietly until I tell you that this session has ended.  Please raise your hand if you have any questions.
-----	--

**OR**

**Option C**

<b>SAY</b>	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
------------	---

Answer all questions.

<b>SAY</b>	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) (<i>calculator,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
------------	--

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	--

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  If you have finished working, submit your test by clicking <b>End Test</b> , follow the instructions on the screen to log out, and then raise your hand. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I’ll let you know when you have 10 minutes left.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	--

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets, calculators,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.

# Script for Administering Geometry EOC Assessment

## Session 1

### 90+ Minutes

**Calculators are not permitted during this test session. Do not distribute calculators until the beginning of Session 2.**

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 1.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder
  - *Geometry EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. NGSSS EOC reference sheets **may not be used**. Ensure that you have the correct reference sheets [FSA] for students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Geometry EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 1 of the FSA Geometry EOC. Remove all materials from your desk except your pen or pencil, (<i>Geometry EOC FSA Mathematics Reference Sheet</i>), and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. (<i>Pause.</i>)</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the ***Please Sign In*** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.



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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Start FSA Geometry EOC” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.



SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <b>Test Instructions and Help</b>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If your school provided paper copies of the *Geometry EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at the top of your paper reference sheet. It should say <i>Geometry EOC FSA Mathematics Reference Sheet</i>. Turn it over and ensure that both sides of the reference sheet have the correct title. Examine both sides carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.</p>
-----	---

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	<p>Write your first and last names in the upper right corner of the reference sheet now. <i>(Pause.)</i></p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	---

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working, ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. Raise your hand and I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until _____ to continue working, and I'll let you know when you have 10 minutes left.
-----	--

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Geometry EOC Assessment

## Session 2

### 90+ Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 2.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
  - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
  - *Geometry EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Session 1.)
9. When reading the following script, please note that optional words (e.g., information related to calculators or reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Geometry EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 2 of the FSA Geometry EOC. Remove all materials from your desk except your pen or pencil, (<i>Geometry EOC FSA Mathematics Reference Sheet,</i>) (<i>calculator,</i>) and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test (<i>and your calculator</i>), 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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the ***Please Sign In*** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.



SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Resume FSA Geometry EOC” to proceed.  Now, sit quietly while I approve your tests.
-----	--

Assist any students who raise their hands.

SAY	Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing (<i>and your calculator</i>), in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.  <b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b>  Now, sign your name on the line next to Signature to indicate that you understand the testing rules.
-----	---

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will take Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <b><i>Test Instructions and Help</i></b>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If your school provided paper copies of the *Geometry EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your paper reference sheet. Make sure you have the reference sheet with your name on it. Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) (<i>calculator,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	--

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	--

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  If you have finished working, submit your test by clicking <b>End Test</b> , follow the instructions on the screen to log out, and then raise your hand. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until _____ to continue working, and I’ll let you know when you have 10 minutes left.
-----	--

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	--

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets, calculators,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.

# Script for Administering Algebra 2 EOC Assessment

## Session 1

### 90+ Minutes

**Calculators are not permitted during this test session. Do not distribute calculators until the beginning of Session 2.**

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- 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 (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 1.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student ***Please Sign In*** screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder
  - *Algebra 2 EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students.)
9. When reading the following script, please note that optional words (e.g., information related to reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## **Create a Test Session**

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Algebra 2 EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.



SAY	<p>Today, you are going to take Session 1 of the FSA Algebra 2 EOC. Remove all materials from your desk except your pen or pencil, (<i>Algebra 2 EOC FSA Mathematics Reference Sheet</i>), and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic devices.

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

SAY	<p>Look closely at your test ticket and make sure it has your correct name, date of birth, and partial ID number.</p> <p>Do <b>not</b> sign in before I instruct you to do so.</p> <p>Raise your hand if you do not have the correct ticket.</p>
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If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

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, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID ____ - ____ - _____. The Session ID is displayed for you. Click <b>Sign In</b> . Raise your hand if you need assistance.
-----	---

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says <b><i>Is This You?</i></b> Verify that the information is correct. If the information is correct, select <b>Yes</b> to continue. If the information is not correct, then select <b>No</b> to return to the login page, and raise your hand.
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Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Start FSA Algebra 2 EOC” to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [⊙]. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

SAY	Now, you should see a screen that says <b><i>Is This Your Test?</i></b> Verify that the screen displays the correct test but do <b>not</b> click <b>Yes, Start My Test</b> until I tell you to do so.  This screen also allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. If you have any questions, raise your hand.
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If a student raises his or her hand, have the student select **No** on the screen, log in again, and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>,) or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
-----	--

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	--

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

**If your school provided paper copies of the *Algebra 2 EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at the top of your paper reference sheet. It should say <i>Algebra 2 EOC FSA Mathematics Reference Sheet</i>. Ensure that all three pages of the reference sheet have the correct title. Examine all three pages carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.</p>
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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	<p>Write your first and last names in the upper right corner of the reference sheet now. (<i>Pause.</i>)</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Session</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet</i>,) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Session</b> on the review screen and raise your hand. I will collect your test ticket, (<i>reference sheet</i>,) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet</i>,) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	---

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student's computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I'll let you know when you have 10 minutes left.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working, ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. Raise your hand and I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I'll let you know when you have 10 minutes left.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Ensure that you are on the review screen and pause your test by clicking the <b>End Session</b> button and then select <b>Yes</b> on the pop-up message. I will collect your work folder, ( <i>reference sheet,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests. Collect work folders, (reference sheets,) and test tickets.

Once all students have paused their tests, end the test session by clicking **Stop** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering Algebra 2 EOC Assessment

## Session 2

### 90+ Minutes

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

**Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found in the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.**

**This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.**

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., due to an appointment, illness), he or she will **not** be allowed to return to the test session. If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in TDS, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.



2. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
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 stopping time for Session 2.**
5. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
8. Prior to testing, ensure that students have the following:
  - A pen or pencil
  - A work folder (Students should **not** use the same work folders that they used in Session 1.)
  - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
  - *Algebra 2 EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. Ensure that each student receives the same reference sheet that he or she used during Session 1.)
9. When reading the following script, please note that optional words (e.g., information related to calculators or reference sheets) are italicized and in parentheses and should be read to students only if applicable.

## Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Algebra 2 EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information on your seating chart.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	<p>Today, you are going to take Session 2 of the FSA Algebra 2 EOC. Remove all materials from your desk except your pen or pencil, (<i>Algebra 2 EOC FSA Mathematics Reference Sheet,</i>) (<i>calculator,</i>) and your work folder.</p> <p>Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.</p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test (<i>and your calculator</i>), 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, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	--

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

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

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

If a computer or device is not opened to the **Please Sign In** screen, open the secure browser on that computer or device.

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see a screen that says <b><i>Your Tests</i></b> . Click the arrow to the left of “Resume FSA Algebra 2 EOC” to proceed.  Now, sit quietly while I approve your tests.
-----	---

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select the **Refresh** button to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

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

If a student raises his or her hand, have the student select **No** on the screen, log in again and make adjustments, and approve that student’s test again. Ensure that the correct information displays for that student on the ***Is This Your Test?*** screen.

SAY	Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not: <ul style="list-style-type: none"> <li>• talk to other students or make any disturbance</li> <li>• look at another student’s computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• allow another student to look at your computer or device screen, (<i>reference sheet</i>), or work folder</li> <li>• ask for help answering any test questions</li> <li>• give help to another student in answering test questions</li> <li>• have notes or scratch paper other than your work folder (<i>or reference sheet</i>)</li> <li>• have any electronic or recording devices, other than the device on which you are testing (<i>and your calculator</i>), in your possession at any time, including breaks, even if you do not use them</li> <li>• fail to follow any other instructions given</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.  <b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b>  Now, sign your name on the line next to Signature to indicate that you understand the testing rules.
-----	---

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Today you will take Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</p> <p>Now, click <b>Yes, Start My Test</b>, but do not select <b>Begin Test Now</b> until I instruct you to do so.</p> <p>Take a moment to review the <i>Test Instructions and Help</i>. These instructions remind you how to navigate from one item to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do <b>not</b> begin your test at this time.</p>
-----	---

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

**If your school provided paper copies of the *Algebra 2 EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your paper reference sheet. Make sure you have the reference sheet with your name on it. Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your work folder. You may also access the reference sheet in the Formulas window in the Test Delivery System.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

#### Option A

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <b>End Test</b> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

#### Option B

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click <b>End Test</b> and raise your hand. I will collect your test ticket, (<i>reference sheet,</i>) (<i>calculator,</i>) and work folder. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

SAY	<p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your work folder, (<i>reference sheet,</i>) (<i>calculator,</i>) and test ticket before you leave the room. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the 90-minute test session.</p> <p>Now, click <b>Begin Test Now</b> and begin working.</p>
-----	--

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> You may stand and stretch, but do not talk or look at another student’s computer screen, device, ( <i>passage booklet,</i> ) or worksheet.
-----	---

After a short break,

SAY	Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when you have 10 minutes left.  Make sure you are on the screen where you left off. You may now continue working.
-----	--

After 35 minutes,

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

After 10 more minutes,

SAY	<b>Stop.</b> Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  If you have finished working, submit your test by clicking <b>End Test</b> , follow the instructions on the screen to log out, and then raise your hand. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	---

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets from students who have finished.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now we will continue testing. You have until _____ to continue working, and I’ll let you know when you have 10 minutes left.
-----	--

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Submit your test by clicking <b>End Test</b> and follow the instructions on the screen to log out. I will collect your work folder, ( <i>reference sheet,</i> ) ( <i>calculator,</i> ) and test ticket.
-----	--

Students will be returned to the login screen once they submit their tests. Collect work folders, (reference sheets, calculators,) and test tickets.

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

Complete the following steps:

1. Ensure that you have all student work folders, (reference sheets, calculators,) and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the 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. Return all materials to your school assessment coordinator as described on page 251.



# Test Administrator Responsibilities After Testing

## **Return Materials to the School Assessment Coordinator**

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 20). Make a copy for your files. Notify the school assessment coordinator immediately if any materials are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Return the following materials to your school assessment coordinator, as applicable:
  - Test administration manual
  - Security Log
  - Seating chart
  - Test tickets
  - Required administration information
  - Used and unused work folders
  - Used and unused worksheets
  - Used and unused planning sheets
  - Calculators
  - Reading Passage Booklets
  - Writing Passage Booklets

## **Comment Form**

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

# School Assessment Coordinator Responsibilities Before Testing

Please use the *School Assessment Coordinator Checklist*, located in Appendix D, before, during, and after testing.

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

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

## **Receive Materials**

Your district assessment coordinator will provide you with all materials prior to each test administration window. Secure materials should be delivered to or picked up by test administrators immediately before the beginning of each test session. Verify that you have all necessary materials before testing begins.

Planning sheets, work folders, and worksheets were delivered with test administration manuals. Contact your district assessment coordinator if you need additional planning sheets, work folders, or worksheets.

You will receive the following materials for this administration, as applicable:

- Test administration manuals
- Planning sheets
- Work folders
- CBT Worksheets
- Reading Passage Booklets (CBT accommodation)
- Writing Passage Booklets (CBT accommodation)

## **Manage Student Information in TIDE**

Instructions on managing student information in TIDE can be found in the *TIDE User Guide*, available on the FSA Portal. Prior to testing, please ensure that all students have been added to TIDE and all information listed in TIDE is correct, including any accommodations students will use for testing. It is important that student information is correct to ensure that results are reported accurately.

Also see the *TIDE User Guide* for instructions on how to perform the following tasks prior to testing:

- Adding Students
- Assigning Accommodations
- Editing Student Demographic Information
- Printing Test Tickets

## **Print Test Tickets**

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

## **Assign Writing or Reading Passage Booklets**

Verify that all students who will use Passage Booklets for ELA Reading or ELA Writing have been correctly identified in TIDE as having that accommodation.

## **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 the room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (generated in TIDE when a test session is created)
- Accommodations provided to students (codes provided on page 20)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of passage booklets assigned to each student, if applicable
- Dates and times when secure materials (e.g., test tickets, passage booklets) are received and returned

Copy and file all required administration information for future reference.

## **Seating Charts**

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing, as described on page 21 of this manual. Ensure that test administrators record all information indicated on page 21 and that they create a new seating chart if the seating configuration changes during a test session. After testing, copy all seating charts, file the copies, and package the originals 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 Appendix D and on the FSA Portal. 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).

## **Assign Proctors**

Assign proctors to testing rooms according to the guidelines for proctors on page 14, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly recommends that proctors be assigned to rooms with fewer than 26 students whenever possible.

## **Arrange to Test Special Program Students**

Your district assessment coordinator may contact you to make arrangements for students in special programs (e.g., virtual instruction programs, Home Education Programs) 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 administration dates. Make sure that test administrators have been properly trained regarding accommodations and have made provisions for the exact accommodations needed for individual students to avoid test invalidations. If students will receive an oral presentation accommodation for FSA ELA Reading and will not use text-to-speech in TDS, ensure that test administrators are familiar with the “FSA ELA Reading Instructions for Oral Presentation Accommodations” section in Appendix A.

In TIDE, ensure that the appropriate accommodations are marked, as applicable:

- Reading and/or Writing Passage Booklets
- American Sign Language (ASL)
- Text-to-Speech
- Masking
- Closed Captioning

Refer to the Spring/Summer 2017 FSA Accommodations Manual for scripts and instructions for FSA accommodated paper-based assessments.

## **Meet with Technology Coordinator**

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

## 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 worksheets, work folders, planning sheets, reference sheets, and passage booklets, as applicable. Students must not be able to easily view other students' test materials or computer/device screens. 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 page 20 and the system specifications found on the FSA Portal.

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

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

## Preparation and Training

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

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

- Test Administrators
  - Test administrators must read and be familiar with all appropriate sections of this manual.
  - Test administrators who will be administering a test to students using CBT accommodations (e.g., masking, text-to-speech) or other allowable accommodations (e.g., flexible presentation) must be trained in the use of those accommodations and are familiar with the “FSA ELA Reading Instructions for Oral Presentation Accommodations” section available in Appendix A, as necessary.
  - Test administrators should refer to the Test Administrator Checklist, located in Appendix D, before, during, and after testing.
  - Test administrators are familiar with all policies related to the use of calculators, specifically that calculators may **only** be used during Sessions 2 and 3 of Grades 7–8 FSA Mathematics and Session 2 of FSA EOCs.
- Proctors
  - School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 14.
  - While proctors are not required in rooms where fewer than 26 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 14).

- 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.
  - Instruct test administrators to provide either a **short** or an **extended** break between Session 2 and Session 3 of Grade 6 and Grades 7–8 FSA Mathematics. **Ensure that they are aware which Session 3 script they should use depending on your school’s decision.**
  - Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
  - Ensure that test administrators are aware of how to secure a student’s computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student’s computer screen or device. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved to resume testing in TDS.
- CBT Policies and Procedures
  - Train test administrators on how to create, start, monitor, and close test sessions.
  - Test administrators may be able to assist students with errors when logging in but should not try to resolve technical 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 access the practice test to become familiar with the available tools prior to administering a practice test and prior to test administration.
  - In the test administration scripts, test administrators are instructed to contact you in the following circumstances. 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 is logged out of his or her test more than once.
    - A test administrator does not have a test ticket for a student.
    - A First Name or Student ID Number is not correct (e.g., misspelled) on the test ticket.
    - A student is in the wrong test or the wrong accommodated form.
    - A student refuses to acknowledge the testing rules.
    - A defective Writing or Reading Passage Booklet is discovered.
    - A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
    - A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).
    - For EOC and Retake administrations **only**, a student has not completed the test at the end of the allotted time and will need additional time to continue working.
- 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 (e.g., Facebook, Twitter, Instagram, etc.).

- Ensure that test administrators, proctors, and any other personnel involved in test administration sign a *Test Administration and Security Agreement* after training is complete. Also ensure that test administrators read and sign a *Test Administrator Prohibited Activities Agreement* (these may be copied together as one double-sided form). Collect and file the signed agreements.

## **Arrange CBT Practice Test Sessions**

Schedule and arrange practice tests as described in this manual. Before a student can participate in a computer-based administration, the student must complete the appropriate practice test to learn how to use the computer-based system, with the exception of students who have already taken a practice test for a particular subject during the 2016–2017 school year (Retake or EOC assessments). Instruct school personnel to make students aware that they can access practice tests on their own any time prior to testing. The practice tests and scripts for administering the practice tests are available on the FSA Portal.

Students who require CBT accommodations (e.g., text-to-speech, masking) must also complete the appropriate accommodated practice test(s). Accommodated practice forms and scripts are available on the FSA Portal.



# School Assessment Coordinator Responsibilities During Testing

## Distribute Test Materials

On each day of testing, you are responsible for providing each test administrator with the following test materials before testing begins, as applicable:

- Test tickets
- Work folders or CBT Worksheets
- Writing Passage Booklets
- Planning sheets
- Reading Passage Booklets
- Reference Sheets (Grades 4–8 Mathematics and EOC **only**)
- Calculators (**Grades 7–8 Sessions 2 and 3 and EOC Session 2 only**)

## Supervise Test Administration and Maintain Test Security

Provide test administrators with planning sheets, Reading or Writing Passage Booklets, worksheets, work folders, and test tickets for students, as applicable, prior to testing.

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

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

Test administrators should contact you or the technology coordinator if an error message appears on a student's computer screen or device during testing and he or she cannot resolve the issue.

Submit re-open a test session and re-open a test requests in TIDE for students who need to return to a test session after mistakenly submitting it (same day only). Contact your district assessment coordinator for assistance with processing these requests.

## Testing Rules Acknowledgment

Test administrators are instructed to contact you if a student does not 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.**

## **Monitor Student Progress**

Student progress and test completion rates for computer-based tests can be monitored in TIDE. School assessment coordinators should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *TIDE User Guide*.

## **Supervise Make-Up Administrations**

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

# School Assessment Coordinator Responsibilities After Testing

## Update Student Information

If student information is discovered to be incorrect during testing, update the information in TIDE immediately following test administration. Instructions for updating student information can be found in the *TIDE User Guide*.

## Invalidate Tests

Review policies regarding test invalidation on pages 17–18. Test invalidations for computer-based tests are entered in TIDE. To invalidate a test, you will need the student’s ID number and the reason for invalidation. You may also search by Session ID or Result ID. Complete instructions on invalidating computer-based tests in TIDE are available in the *TIDE User Guide*. Invalidations must be entered in TIDE by the last day of the test administration window.

## Record Accommodations

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

## Prepare Materials for Return

Store test tickets and seating charts until results are reported for this administration, and then destroy them as directed by your district assessment coordinator.

File the signed *Test Administration and Security Agreements* and the *Test Administrator Prohibited Activities Agreements*.

Reading and Writing Passage Booklets are secure documents and must be packaged according to the instructions from your district assessment coordinator.

## **District Assessment Coordinator ONLY Box**

1. Place the following materials, as applicable per administration, in the 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 manual(s)
  - Original records of required administration information
  - Original Security Logs
  - Original seating charts
  - Original *Test Materials Chain of Custody Forms*
  - Used and unused work folders (computer-based FSA Mathematics)
  - Used and unused worksheets (computer-based FSA ELA Reading)
  - Used and unused reference sheets (computer-based FSA Mathematics)

- Used and unused planning sheets (paper-based **and** computer-based ELA Writing)
  - Used and unused large print planning sheets (paper-based **and** computer-based ELA Writing)
2. Seal the box; write “District Assessment Coordinator ONLY” on the side of the box.
  3. If your district assessment coordinator asks you to hold this box for return at a later date, store it 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.

## **Comment Form**

Go to the FSA Portal and complete a comment 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*, located in Appendix D, before, during, and after testing.

## Receive Materials

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

District materials will be packaged in separate boxes labeled with the district's name. You can access copies of your district and school packing lists in the blue District Assessment Coordinator box or in TIDE. After your shipment arrives, make sure that each school receives the range of boxes assigned. If boxes are missing, notify the FSA Help Desk at 866-815-7246 (option 2). Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

Planning sheets, work folders, and worksheets arrived in your shipment of test administration manuals. Ensure that all schools in your district have received an adequate supply of planning sheets, work folders, and worksheets.

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

- Test administration manuals
- Planning sheets
- Work folders
- CBT Worksheets
- Writing Passage Booklets (CBT accommodation)
- Reading Passage Booklets (CBT accommodation)

## Required Administration Information

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

- Students assigned to the room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (generated in TDS when test administrators create a test session)
- Accommodations provided to students (codes provided on page 20)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of passage booklets assigned to each student
- Dates and times when secure materials (e.g., test tickets, passage booklets) are received and returned

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

You may:

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

## **Prepare for Practice Test Sessions**

Instruct school assessment coordinators to schedule and arrange practice tests as described in this manual (see page 19).

## **Seating Charts**

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

## **Create TIDE/TDS Accounts**

User accounts are required for all school personnel who will be administering FSA assessments, as well as any personnel who will be updating student records or accessing student scores. Further information regarding creating and maintaining user accounts can be found in the *TIDE User Guide*, available on the FSA Portal.

## **Train School Assessment Coordinators and Technology Coordinators**

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 14. 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.

TIDE user accounts should be created for school assessment coordinators and school technology coordinators using the instructions found in the *TIDE User Guide*.

Review the following procedures when training school assessment coordinators:

- Completing the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* (These security agreements may be copied together as single-page, double-sided forms and must be filed at the school.)
- Verifying student information in TIDE

- Marking accommodations for students in TIDE (if not entered through the PreID file)
- Adding new student information
- Administering practice test sessions
- Scheduling test sessions
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Recording the required administration information
- Completing Security Logs and seating charts with the required information (Completed Security Logs and seating charts are copied and filed at the school and district levels.)
- Printing test tickets
- Preparing testing room(s)
- Distributing test tickets
- Distributing planning sheets, work folders, CBT Worksheets, passage booklets, and reference sheets to test administrators, as applicable
- Distributing calculators, if applicable (**Grades 7–8 Sessions 2 and 3 and EOC Session 2 only**)
- Verifying that handheld calculators, if provided, comply with the guidelines found on the FSA Mathematics Calculator and Reference Sheet Policies document, found on the FSA Portal
- Monitoring testing
- Creating requests in TIDE to re-open sessions and tests
- Providing correct accommodations to students
- Recording the accommodations provided to students and the accommodations used by students
- Storing, returning, or otherwise handling other materials, including used and unused CBT Worksheets, work folders, planning sheets, Reading and Writing Passage Booklets, reference sheets, and test tickets according to your instructions
- Packaging materials in the District Assessment Coordinator ONLY box (see page 267)

Prior to testing, ensure that your school assessment coordinators are aware of your district's policies regarding the following:

- How to handle the collection of electronic devices prior to testing
- Whether students should be allowed to submit their tests prior to the end of a Reading or Mathematics test session and, if so, if those students should be allowed to read after their test materials have been collected

User guides and other training resources are available on the FSA Portal.

## **Arrange to Test Special Program Students**

Communicate with your school assessment coordinators how to make arrangements for students in special programs (district virtual instruction programs, Home Education Programs, etc.) to test at their schools.



## **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. Documentation of accommodations provided to and used by students must be maintained at each school.

The Spring/Summer 2017 FSA Accommodations Manual (available on the FSA portal) contains scripts and instructions for administering FSA accommodated paper-based assessments.

# District Assessment Coordinator Responsibilities During Testing

## **Monitor Test Administration and Maintain Test Security**

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

Schools will submit re-open a test session and re-open a test requests in TIDE for students who are locked out of a session and need to return to testing on the same day, and the district will be responsible for approving these requests. Contact FDOE or the FSA Help Desk for assistance with processing these requests.

## **Test Status Monitoring**

Student progress and test completion rates for **computer-based** tests can be monitored in TIDE. District assessment coordinators should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *TIDE User Guide*.

## **Communicate with FDOE**

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

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

You are also required to report test incidents and irregularities to the Bureau of K–12 Student Assessment using an online form. FDOE will distribute a link and instructions to districts prior to each test administration.

# District Assessment Coordinator Responsibilities After Testing

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

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

## Prepare Boxes for Return

Writing and Reading Passage Booklets should be returned in white-labeled NOT TO BE SCORED boxes. For detailed instructions on preparing boxes for return, please refer to the *FSA Paper-Based Materials Return Instructions*, available on the FSA Portal.

## District Assessment Coordinator ONLY Boxes

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. A form for reporting missing materials is available on the FSA Portal. Complete the necessary investigation and file the records.

Verify that the Security Logs, *Test Materials Chain of Custody Forms*, and seating charts were completed and file them. Do not recycle or destroy any ancillary materials, such as manuals, used work folders, used planning sheets, and used worksheets, **until scores for each administration have been reported.**

If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

## Comment Form

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



# **Appendix A: Accommodations**

## **Overview**

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

<b>Accommodations for Students with Disabilities</b>	<b>Page(s)</b>
Test Accommodations for Students with Disabilities (General Information)	270
Accommodations for Students with Disabilities	271–275
Unique Accommodations	275
<b>Accommodations for English Language Learners</b>	
Accommodations for English Language Learners (ELLs)	275–276
<b>Other Accommodations</b>	
FSA ELA Reading Instructions for Oral Presentation Accommodations	277–279

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

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

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

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

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

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

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit <http://www.fdoe.org/academics/exceptional-student-edu>.

## **Accommodations for Students with Disabilities**

Accommodations must be provided as indicated on student IEPs or Section 504 plans. Listed below and on the following pages are allowable accommodations for 2016–2017 Florida Standards Assessments. Not all allowable accommodations are listed.

### **A. Flexible Presentation**

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include the following:
  - whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments
  - accommodations/assistive technology the student needs when using a computer or mobile device
  - training and services the student needs to successfully use a computer or mobile device in instruction/assessments
  - the type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future
- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information for regular print test materials must be submitted to FDOE.
- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility information for large print test materials must be submitted to FDOE.
- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.
- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.
- A regular print or large print passage booklet may be requested for a student participating in a computer-based ELA Reading or ELA Writing test. The passage booklet contains the passages only and does **not** contain prompts, test items, or answer choices. Student eligibility information for passage booklets must be submitted to FDOE.
- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be read aloud to students. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses.
- For computer-based test administrations, a student may use the text-to-speech (TTS) form for oral presentation of directions, prompts, items, and answer choices. TTS will not be enabled on passages in ELA Reading and ELA Writing tests.



- American Sign Language (ASL) videos and closed captioning for ELA Reading audio content are available for eligible students who have these accommodations identified in their Individual Educational Plans (IEPs) or Section 504 plans.
- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be signed to students. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative.
- For oral or signed presentation, the test administrator or proctor may sign or read aloud to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include but are not limited to reading/signing to a group of students, reading/signing to a student individually, and reading/signing only when a student requests.
- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud directions, passages, prompts, items, and answer choices to him/herself. This would require use of a device such as a WhisperPhone® or would require that the student be tested in a separate setting so that other students are not disturbed.
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing, correcting, or editing responses.
- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.
- Colored transparencies/overlays may be used.
- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, prompts, items, and answer choices. If a highlighter is used on a scannable document, responses must be transcribed into a replacement document.

## **B. Flexible Responding**

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
  - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the

- student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
- If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
  - If a student taking a paper-based Writing test provides a typed response, transcription of the response into the paper-based test is not required. Directions for returning typed Writing responses are included in the scripts and instructions for administering paper-based accommodations available on the FSA Portal.
- A student may use speech-to-text technology to record responses.
  - A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.
  - A student may use a computer or other device to provide responses.
  - A student may use a computer switch or pointing device to provide responses.
  - A student may use a communication device to provide responses.
  - A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based test.
  - A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

### C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student's IEP or Section 504 plan. **Extended time is not unlimited time**; it should align with the accommodation used regularly in the student's classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time.
- Each test session must be completed within one school day.
- A student with a flexible scheduling accommodation that requires more than one day to complete a test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure that the validity of the test administration across days:
  - The student may not be permitted to change his or her responses to items that were completed on a previous day.
  - The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

- The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should **not** be used. Clips must be removed after testing.

#### **D. Flexible Setting**

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

#### **E. Assistive Devices and Tools**

- A student may use software programs to ensure that access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used provided that the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
- For Sessions 2 and 3 of Grades 7–8 Mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. Calculators may **not** be used during other tests or test sessions.

- Visual magnification and auditory amplification devices may be used.
- Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation. Multiplication charts/tables may **not** be used.
- Other assistive technology typically used by the student in classroom instruction may be used, provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric may not be used except when approved by FDOE for use with braille test materials.

## Unique Accommodations

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

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

## Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. Listed below and on the next page are allowable accommodations for ELLs participating in 2016–2017 Florida Standards Assessments.

### **A. Flexible Setting**

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

### **B. Flexible Scheduling**

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

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

### **C. Assistance in Heritage Language**

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

### **D. Approved Dictionary**

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

## FSA ELA Reading Instructions for Oral Presentation Accommodations

Use the instructions and examples below when providing oral presentation of FSA ELA Reading tests to eligible students who have the accommodation documented in an IEP or Section 504 plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language. These rules are consistent with text-to-speech functionality for FSA ELA Reading items in computer-based tests.

**Note:** For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs).

1. Directions, test questions, and answer choices may be read aloud.
2. Passages may **not** be read aloud.
3. When passages or excerpts from passages appear within items, the following rules apply:
  - Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.
  - Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.
  - Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.

Example:

Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.	Everything in this portion of the item may be read aloud.
"Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're <u>good to go!</u> " (paragraph 6)	Everything in this portion of the item may be read aloud. (An individual sentence from a passage that appears in an item may be read aloud.)
<input type="radio"/> okay to leave <input type="radio"/> able to learn quickly <input type="radio"/> able to begin <input type="radio"/> prepared to travel <input type="radio"/> ready to start to learn	Everything in this portion of the item may be read aloud.



Example:

<p>Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle <b>before</b> the word or phrase that is correct.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Koalas are animals that live in Australia. They _____ [ Ⓐ look Ⓑ will look Ⓒ looks Ⓓ looked] a little bit like small bears, _____ [ Ⓐ or Ⓑ nor Ⓒ because Ⓓ but] they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.</p> <p>Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are _____ [ Ⓐ knowen Ⓑ known Ⓒ none Ⓓ knowne] to sleep up to 20 _____ [ Ⓐ owers Ⓑ howers Ⓒ hours Ⓓ ours] a day.</p> <p>Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the _____ [ Ⓐ old Ⓑ most old Ⓒ oldest Ⓓ older] zoo koala on record lived to be 23 years old.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

<p><b>Part A</b></p> <p>Fill in the circle <b>before</b> the sentence that shows how the author supports the idea that students who live far from each other can learn together.</p> <p>Ⓐ She tells about why students should learn online.          Ⓑ She shares details about the way students learn online.          Ⓒ She gives examples of how online learning helps students.          Ⓓ She explains that the online classroom is only for a short time.</p> <p><b>Part B</b></p> <p>Fill in the circle <b>before</b> the two sentences that support the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class he or she is taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

<p><b>Part A</b></p> <p>How has learning from distant places changed over time?</p> <ul style="list-style-type: none"> <li>Ⓐ Students can ask questions and get answers faster.</li> <li>Ⓑ Students can hear their teacher during the same class time.</li> <li>Ⓒ Students use the mail to receive and send work.</li> <li>Ⓓ Students live far apart from their classmates.</li> </ul> <p><b>Part B</b></p> <p>Select one sentence that supports the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<ul style="list-style-type: none"> <li>Ⓐ "The students can live in one country, and the teacher can be located in a different country."</li> <li>Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."</li> <li>Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."</li> <li>Ⓓ "Everyone can see and hear everything that's being said as it happens."</li> <li>Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."</li> </ul>	<p>Everything in this portion of the item may be read aloud. (Individual sentences from a passage that appear in an item may be read aloud.)</p>





## **Appendix B: FSA Help Desk**

## **FSA Help Desk**

Questions related to 2016–2017 Florida Standards Assessments may be directed to the FSA Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

### **FSA Help Desk Contact Information**

Toll-Free Phone Support: 866-815-7246

For questions about materials shipments and returns, select option 2.

Email Support: [FSAhelpdesk@air.org](mailto:FSAhelpdesk@air.org)

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

If contacting the Help Desk regarding a concern related to computer-based testing, please provide the following information:

- Test administrator name and IT/network contact person and contact information
- Username(s) of affected student(s)
  - **Do not send secure student information (e.g., Social Security Number) to the Help Desk via email.**
- Device, operating system, and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual machines or network)
  - Wired or wireless Internet network setup

## **Supported Operating Systems**

As a reminder, official technical support is provided only for the systems listed in the Systems Requirements document found at [www.FSAssessments.org](http://www.FSAssessments.org).

## **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) 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.
  - (b) A school district may use district employees, such as education paraprofessionals as described in s. 1012.37, to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, in accordance with this section and related rules adopted by the State Board of Education. The rules must establish training requirements that must be successfully completed by district employees prior to the employees performing duties pursuant to this paragraph.
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; s. 8, ch. 2015–6.*



# Florida State Board of Education Test Security Rule

## **6A-10.042 Test Administration and Security**

1. Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.
  - (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.
  - (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.
  - (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.
  - (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.
  - (e) Examinees shall not be given answer keys by any person.
  - (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.
  - (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.
  - (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.
  - (i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06180>) incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400
2. Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:
  - (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.
  - (b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

- (c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.
  - (d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.
  - (e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.
  - (f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.
3. In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.
  4. Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.
  5. School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.
    - (a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.
    - (b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.
    - (c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.
    - (d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.
    - (e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

*Rulemaking Authority 1001.02, 1003.49, 1008.24 FS. Law Implemented 1003.49, 1008.24 FS. History—New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.*

## **Appendix D: Perforated Forms and Signs**



## Test Administration and Security Agreement

### Florida Department of Education Bureau of K–12 Student Assessment

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

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

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) as described in each test administration manual.

**All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after the test administration. Please remember that after any administration, initial or make-up, materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials should not remain in classrooms or be taken out of the building overnight.**

**The use of untrained test administrators increases the risk of test invalidation due to test irregularities or breaches in test security. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.**

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

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

\_\_\_\_\_  
*School Name and Number*

\_\_\_\_\_  
*Print Name*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature*



## Test Administrator Prohibited Activities Agreement

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

I understand that before testing I may not:

- Leave test materials unattended
- Remove test materials from the school's campus
- Open and check through the 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 or responses
- 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.*

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Return this agreement to your school assessment coordinator.**





## Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available at [FSAssessments.org](http://FSAssessments.org)), 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: \_\_\_\_\_











# Spring/Summer 2017 FSA Assessments

## Test Administrator Checklist

### Before Testing:

- Read the test administration manual(s), the *Test Administrator User Guide*, and any local directions you have been given, and resolve any questions you might have with your school assessment coordinator.
  - If you are administering paper-based ELA Reading to Grade 3 students or paper-based ELA Writing to Grades 4–7 students, read the Spring 2017 Paper-Based Manual.
  - If you are administering paper-based accommodations for Grades 8–10 FSA ELA Writing & Retake, Grades 4–10 FSA ELA Reading & Retake, Grades 3–8 FSA Mathematics, or an FSA EOC assessment, read the Spring/Summer 2017 FSA Accommodations Manual, available on the FSA Portal.
- Read the *Test Security Policies and Procedures* in the manual for the test(s) you are administering, as well as the Test Security Statute and Rule (located in Appendix C of all spring manuals), then sign the *Test Administration and Security Agreement*.
- Read and sign the *Test Administrator Prohibited Activities Agreement*.
- Conduct computer-based practice test sessions as described on page 19 to familiarize yourself and your students with the testing platform/format.
- Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room.
- Ensure that you have a form to collect required administration information during testing.
- Prepare a Security Log and a seating chart to be used in your testing room.
- Make copies of the Do Not Disturb sign, the Session signs, the No Calculators sign (if applicable), and the Electronic Devices sign to post prior to testing.
- Assemble all materials needed for test administration.
- 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.
- If you are administering tests to students who require accommodations, discuss with your school assessment coordinator how accommodations will be provided and familiarize yourself with the accommodations information in Appendix A.
- Ensure that you understand how to create, monitor, and close test sessions in the Test Administrator (TA) Interface.

### During Testing:

- Keep time and 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(s) and read the SAY boxes verbatim to students.

**After Testing:**

- Verify that you have collected all required administration information, including accommodations provided to students and accommodations used by each student. Make a copy for your files.
- Report any missing materials (test tickets, used planning sheets, used CBT Worksheets, used planning sheets, used work folders, Writing Passage Booklets, Reading Passage Booklets) to your school assessment coordinator immediately.
- Verify that your seating chart and Security Log have been completed correctly; make copies for your files.
- Organize test materials and return them to your school assessment coordinator.
- Complete a comment form on the FSA Portal.



# Spring/Summer 2017 FSA Assessments

## School Assessment Coordinator Checklist

### Before Testing:

- Carefully read the test administration manual(s) and the following, as applicable, and resolve any questions you might have with your district assessment coordinator (all resources are available on the FSA Portal):
  - Scripts and instructions for administering FSA computer-based accommodations
  - *Test Administrator User Guide*
  - *TIDE User Guide*
  - Any local directions you have been given
- Read the *Test Security Policies and Procedures* in the spring manuals, then sign the *Test Administration and Security Agreement*.
- Ensure that test administrators read the test administration manual and the *Test Administrator User Guide*. Those administering computer-based accommodations must read the appropriate scripts and instructions for administering these tests. Scripts and instructions for administering paper-based and computer-based accommodations are available on the FSA Portal.
- Train your test administrators and proctors and ensure that they, as well as all school administrators, sign a *Test Administration and Security Agreement*, if they have not already done so. Also ensure that test administrators sign a *Test Administrator Prohibited Activities Agreement*, if they have not already done so.
- Receive test materials from your district assessment coordinator. Maintain an accurate *Test Materials Chain of Custody Form* at your school. Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately.
- Communicate the process for collecting required administration information to your test administrators.
- Arrange computer-based practice test sessions as described on page 257 to familiarize yourself and your students with the testing platform/format.
- Assign proctors, as needed.
- Ensure that appropriate test settings are available for all test sessions.
- If any students who require accommodations are testing at your school, discuss with test administrators how accommodations will be provided. Information regarding accommodations is located in Appendix A of the spring manuals.
- Work with your district assessment coordinator to ensure that test administrators have active usernames and passwords to log in to the TA Interface in TDS. Also ensure that all students are uploaded into TIDE, and verify that student eligibility is correct in TIDE.
- Assign accommodations and verify student demographic information in TIDE.
- Ensure that test administrators understand how to create, monitor, and close test sessions in the TA Interface in TDS.
- Print test tickets to distribute to test administrators. Test tickets contain login information for students, and each student must have a test ticket to log in to a CBT FSA assessment. Refer to the *TIDE User Guide* for instructions.
- Ensure that secure materials are kept in locked storage until the day of testing.

### **During Testing:**

- Be available to answer questions from test administrators.
- Provide test administrators with additional materials, as necessary.
- Test administrators are instructed to contact you if a student does not sign below the Testing Rules Acknowledgment. Determine the appropriate course of action for handling any such students; **any student who refuses the acknowledgment should still be tested, but a record of the refusal should be retained at the school.**
- Monitor each testing room to ensure that test administration and test security policies and procedures are being followed, seating charts and Security Logs are being properly completed, and required administration information is being collected.
- Arrange for and supervise make-up administrations.
- Monitor student progress and test completion rates in TIDE.

### **After Testing:**

- Verify that all distributed secure materials have been returned, if applicable. Complete your *Test Materials Chain of Custody Form*. Report missing materials to your district assessment coordinator and conduct the necessary investigation.
- Make copies of all collected required administration information, seating charts, and Security Logs, and file the copies.
- Organize test materials and return them to your district assessment coordinator as indicated in the *FSA Paper-Based Materials Return Instructions* document, available on the FSA Portal.
- Complete a comment form on the FSA Portal, and encourage test administrators to complete a comment form.

# Spring/Summer 2017 FSA Assessments

## District Assessment Coordinator Checklist

### **Before Testing:**

- Carefully read the test administration manual(s) and *TIDE User Guide*, and resolve any questions you might have with the Bureau of K–12 Student Assessment at FDOE.
- Train school assessment coordinators and technology coordinators. Ensure that school assessment coordinators are aware of policies and procedures specific to this administration, including test session lengths and all policies and procedures.
- If students in your district require braille or large print accommodations, place orders for the applicable accommodated practice tests in TIDE.
- Receive test materials and make sure each school receives the range of boxes assigned. 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.
- Create or update School Administrator, CBT Coordinator, and Test Administrator accounts in TIDE.
- Ensure that appropriate test settings are provided and accommodations for eligible students are correctly implemented.
- Ensure that all school assessment coordinators, school administrators, technology coordinators, test administrators, and proctors have signed a *Test Administration and Security Agreement* and that test administrators have signed 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:**

- 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.
- Verify that seating charts and Security Logs were completed and file them.
- Verify that *Test Materials Chain of Custody Forms* were completed and file them.
- Store ancillary materials (e.g., used planning sheets, used CBT Worksheets, used work folders, seating charts) until after scores for this administration have been reported.
- Complete a comment form on the FSA Portal, and encourage school assessment coordinators and technology coordinators to complete a form.



---

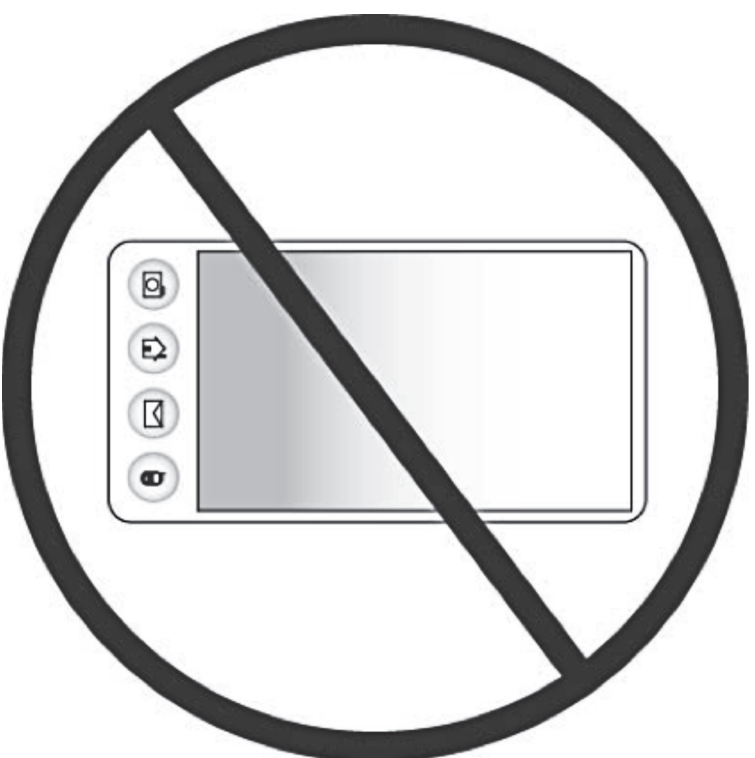
# TESTING

---

Please  
Do Not Disturb



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







Calculators are not permitted during this session.





Florida  
Standards Assessments

You should now  
be working in

**Session 1**





You should now  
be working in

**Session 2**





You should now  
be working in

**Session 3**





STUDENT NAME \_\_\_\_\_

**PLANNING SHEET**

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

A large rectangular box containing 25 horizontal lines for writing.

**This sheet will not be scored.**

### **Testing Rules Acknowledgment**

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

---

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Testing Rules Acknowledgment**

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

---

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