



Spring 2017
Paper-Based
Test Administration Manual

Grades 4–7 ELA Writing
Grade 3 ELA Reading

Spring 2017 FSA Paper-Based Grades 4–7 ELA Writing and Grade 3 ELA Reading Administration Schedule

Dates	Florida Standards Assessment (FSA)	Grade Level
February 27–March 3, 2017	English Language Arts (ELA) Writing	4–7
March 27–April 7, 2017	ELA Reading	3

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

The Florida Department of Education (FDOE) will provide districts with administration schedule guidance. Any deviation from this schedule requires written approval from FDOE.

The Grades 4–7 FSA ELA Writing assessments are administered in one 120-minute session.

The Grade 3 FSA ELA Reading assessment is administered in two 80-minute sessions over two days.

Refer to the *Spring/Summer 2017 FSA Computer-Based Test Administration Manual* (Spring/Summer 2017 CBT Manual) for the testing window and session lengths for the Grades 8–10 and Retake FSA ELA Writing; Grades 4–10 and Retake FSA ELA Reading; Grades 3–8 FSA Mathematics; and FSA Algebra 1, Geometry, and Algebra 2 EOC assessments.

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What's New for Spring 2017 FSA ELA Writing and Reading Paper-Based Assessments

1. The scripts for administering Grades 4–7 ELA Writing and Grade 3 ELA Reading are located in this test administration manual. The scripts for administering accommodated Grades 8–10 Writing (including Retake) and accommodated Grades 4–10 Reading are located on the FSA Portal.
2. Beginning in Spring 2017, Grades 3–4 Mathematics are computer-based assessments. Scripts for administering these assessments are located in the *Spring/Summer 2017 FSA Computer-Based Test Administration Manual*. The scripts for administering accommodated Grades 3–4 Mathematics are located on the FSA Portal.
3. NOT TO BE SCORED return labels for paper-based assessments are now **white** (previously yellow). School staff must ensure that all NOT TO BE SCORED materials are packaged using white return labels.
4. ELA Writing scripts now contain a scheduled stretch break at 60 minutes. Ensure that all school assessment coordinators train test administrators on how much time is allowed for the stretch break.
5. Test and answer book covers no longer contain a field to collect Student Identification Numbers. In addition, students are asked to write in “Today’s Date” when completing other information (name, date of birth, etc.). Please see the updated demographic page on page 12.
6. Districts and schools are 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.
7. TIDE now accepts 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.
8. Schools designated as ELA calibration schools will receive **striped** return labels that will be used to return TO BE SCORED materials for paper-based calibration materials (Grades 4, 5, 6, or 7 ELA Writing and Grade 3 ELA Reading). Calibration labels will be the same color as the applicable administration (e.g., gray for Grade 3 ELA Reading) but will include a stripe across the middle of the label. FDOE will provide a list of calibration schools to each district.
9. Districts will use the new *Spring/Summer 2017 FSA Accommodations Test Administration Manual* (Spring/Summer 2017 FSA Accommodations Manual) for information about accommodated paper-based assessments, including scripts. This manual is located on the FSA Portal only.
10. FDOE has updated the proctor requirements for statewide assessments. For a room with 1–25 students, a Test Administrator must be present. For a room with 26–50 students, a Test Administrator and 1 Proctor must be present. For a room with 51–75 students, a Test Administrator and 2 Proctors must be present. See page 11 for more information.

Reminders for Spring 2017 FSA Paper-Based Assessments

1. The front cover of the test and answer books do not contain bubbles to grid demographic information. PreID labels **must** be used. If a PreID label is not available, an On-Demand PreID Label **must** be printed and applied to the test and answer book. When instructed to do so in the script, students must complete the following write-in fields on the book: student name, date of birth, school name, district name, date, and test group code information.
2. All Grade 3 ELA Reading students are **required** to participate in a test item practice session prior to the operational assessment. During test item practice sessions, the test administrator will use a script, available on the FSA Portal, to walk students through the *Directions for Completing Grade 3 FSA ELA Reading Paper-Based Test Item Practice* handout. The handout contains sample test items to prepare students for the Grade 3 FSA ELA assessment. Schools may choose to use these in connection with the paper-based practice tests but are not required to do so. The Directions handout and associated script, as well as the paper-based practice tests, are available on the portal. Directions handouts will **not** be shipped with test materials and may **not** be provided to students during testing. Students with a braille or large print accommodation must participate **in a practice test session using the appropriate accommodated practice test**. District assessment coordinators must place an order for braille and large print practice tests in the Test Information Distribution Engine (TIDE).
3. For students taking an FSA ELA Writing test using a flexible responding accommodation to provide a typed response, transcription of the response into the paper-based test is no longer required. Directions for returning typed Writing responses are included in Appendix A.
4. 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.
5. For ELA Writing assessments, students must use the three lined pages in their test and answer books to provide their responses. **No extra paper may be provided**. FDOE recommends that schools use the sample ELA Writing pages on the FSA Portal to prepare students for the amount of space they will have 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. The portal includes links to the Test Delivery System (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.

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 Group Codes: Test group codes are four-digit codes used during paper-based administrations to identify groups of students tested together and are recorded on the front of the test and answer books and in the test administrator's required administration information.

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.

About This Manual

This test administration manual includes scripts and instructions for administering the Spring 2017 paper-based Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading assessments, including script modifications and instructions for large print and one-item-per-page accommodations. Scripts and instructions for administering braille accommodations for these tests are provided with braille test materials and are available on the FSA Portal. 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; district personnel should contact FDOE if guidance or clarification is needed.

The Spring/Summer 2017 FSA CBT Manual includes scripts and instructions for administering computer-based Grades 8–10 ELA Writing (including Retake), Grades 4–10 ELA Reading (including Retake), Grades 3–8 Mathematics, and EOC assessments.

District and school personnel administering paper-based tests will also need to read and have access to the *TIDE User Guide*, located on the FSA Portal.

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

In general, 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 must take the test(s) appropriate for the grade level in which they are receiving instruction. For Grades 4–7 FSA ELA, students must take the **same** grade-level test for ELA Writing and ELA Reading in order to receive an ELA score.

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 6–7), photo identification (if the student is unknown to the test administrator or other school staff), and emergency contact information.

Home Education Program Students

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

McKay Scholarship Program Students

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

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

Florida Tax Credit (FTC) Scholarship Program Students

S. 1002.395(7)(e), F.S., allows for a private school student enrolled in the Florida Tax Credit (FTC) Scholarship Program to participate in the statewide assessments. If enrollment information is accurate and paper-based materials are packaged properly, results will be returned to the FDOE Office of K–12 School Choice for distribution to the parent/guardian.

Virtual School Program Students

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

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

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

Program	District Number	School Number
FLVS Full Time K–5 School	71	0300
FLVS Full Time 6–12 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

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 67–68 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.

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.

For eligible students participating in the paper-based Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading assessments, the following accommodations are available:

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

Paper-based accommodations (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. Instructions for administering large print and one-item-per-page accommodations are found in Appendix A of this manual. Scripts and instructions for administering braille accommodations are provided with braille test materials and are available on the FSA Portal.

Test Item Practice

Students participating in a Grade 3 FSA ELA Reading assessment are required to participate in a test item practice session. During these practice sessions, test administrators will use a script to walk students through the *Directions for Completing Grade 3 FSA ELA Reading Paper-Based Test Item Practice* handout that will familiarize them and their students with the test format and item types. Directions handouts and scripts for test item practice sessions are available on the FSA Portal. Students participating in the Grades 4–7 FSA ELA Writing assessment are not required to participate in a practice test, though FDOE strongly encourages them to do so.

Students with a braille or large print accommodation are required to participate in a paper-based practice test using the appropriate practice materials, which must be ordered through TIDE by the district assessment coordinator.

Students should be encouraged to access the Directions handouts, as well as the full-length paper-based practice tests and answer keys, on the portal to practice on their own.

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. Two session tests **must** be administered over two days (with Session 1 administered on Day 1 and Session 2 administered on Day 2). **Any students absent for a session may not participate in the next session until they have completed the session that they missed.**

Test Materials

The following test materials will be provided for students participating in the Spring 2017 FSA Grade 3 ELA Reading and Grades 4–7 ELA Writing administrations:

- Grade 3 ELA Reading Test and Answer Books
- Grade 4 ELA Writing Test and Answer Books
- Grade 5 ELA Writing Test and Answer Books
- Grade 6 ELA Writing Test and Answer Books
- Grade 7 ELA Writing Test and Answer Books

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.**

Test Group Code

Test group codes are used as a security measure to identify groups of students tested together. **For Grade 3 ELA Reading, schools must ensure that each test administrator uses one unique four-digit test group code in his or her testing room for both test sessions administered. Each testing room must use a different test group code.** Students will write and grid the test group code on the front of their test and answer books, as indicated in the scripts, and test administrators will record the code with their required administration information. A different unique test group code must be provided for each make-up session.

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

Student Demographic Information

Basic student information is captured on the student demographic page on the front cover of the test and answer book. The preidentification information provided by each district is used to create student labels, which are shipped with test materials or printed locally in the district (see “Preidentified (PreID) Student Labels” on pages 8–9). The demographic information described below must be verified on PreID labels as they are applied to documents and verified in TIDE before printing On-Demand PreID Labels. **Note: A PreID label must be applied to all used test and answer books. Results for TO BE SCORED test and answer books returned without labels will be included in late reporting if FDOE can determine to whom the materials belong.**

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

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

In addition to verifying this information, the categories below 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
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 must 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

Preidentified (PreID) Student Labels

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

On-Demand PreID Labels

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

Affix PreID Labels

Please adhere to the following policies when preparing student materials:


- Affix labels in the box on the student demographic page that states “APPLY PREID LABEL HERE.” Please note that this box contains a barcode used for scanning unused documents that will be covered by the label on TO BE SCORED documents.
- Test tickets and colored return labels must not be applied to test and answer books.
- The PreID label number below the barcode must be readable. Be sure that the barcodes are not faded or torn.
- Only the school assessment coordinator and other authorized school personnel may open the shrink-wrapped packages and affix labels. Sealed test and answer books must not be opened.
- Do not use student labels from previous administrations.
- Ensure that the administration (e.g., Spring 2017 FSA ELA Writing) is correctly indicated on the label.
- Students and unauthorized school personnel are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- The *Test Materials Chain of Custody Form* must be maintained at all times.
- All secure materials must be returned to locked storage and remain there until testing.

Follow these steps when verifying student information and affixing a PreID label to a student demographic page:

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.
2. Verify the information on the PreID roster against the school’s student information database. Because the complete Social Security Number is not printed on the label, the PreID roster must be used to verify student information. It is not necessary to verify the labels against the roster because the same data file was used to create both.
3. If any information other than the student ID number (Social Security Number or Florida Student Number) is blank or incorrect on the PreID label, the information should be entered or edited in TIDE, but the label **may** still be used. If the **student ID number is incorrect**, a new student record **must** be created in TIDE and an On-Demand PreID Label **must** be printed and applied directly over the incorrect label.

- Carefully place the label on the demographic page in the box that states “APPLY PREID LABEL HERE.” Ensure the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.
- Do not remove labels once they have been affixed. If the student ID number on a label is incorrect or the incorrect subject label is applied, a new label must be printed and applied directly over the incorrect label.

Sample PreID Label

SPRING 2017 FSA ELA WRITING			ELL:1
CLASTNAME, CFIRSTNAME			
DIST/SCHL: 010020			
SAMPLE SCHOOL			
GRD: 07	GEN: M	DOB: 08/13/2004	
ID: XXXXX0002X	RACE: BP	HISP/LATINO: Y	
			
P519731	12345677	4	
<small>014</small>			<small>8/7/16 11:12 AM</small>

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 D 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 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 D.

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, all secure materials 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. **Secure materials should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents, as described in the "Hazardous Materials" section on page 13.**

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

Test administrators must sign the *Test Administrator Prohibited Activities Agreement*, located in Appendix E.

An accurate Security Log, provided in Appendix E, 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 test security and avoid situations that could result in test invalidation, FDOE strongly discourages testing students in large groups (e.g., in the cafeteria or the auditorium). If students are tested in a large group, the appropriate number of proctors **must** be assigned to the room to assist the test administrator. Refer to the table below for the required number of proctors for paper-based assessments.

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 25 or fewer 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 test materials. **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 test 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 E.

Security Numbers

All regular print test and answer books and special document test materials (large print, braille, and one-item-per-page) are secure documents and must be protected from loss, theft, and reproduction in any medium. A unique identification number and barcode are printed on the front cover of all secure test and answer books. The security number consists of the last eight digits of the identification number. These eight digits are located next to the barcode. In the sample demographic page on the next page, the security number is 32000001.

Location of Security Number on Sample Student Demographic Page

FSA Grade 3 English Language Arts Reading Test and Answer Book

Students must fill in the information below (PLEASE PRINT):

STUDENT NAME _____

DATE OF BIRTH: (e.g., 09/01/99) _____

SCHOOL NAME _____

DISTRICT NAME _____

TODAY'S DATE _____

Spring 2017

Florida

Standards Assessments

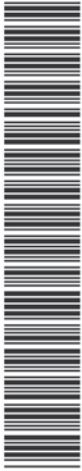
ELA Reading

Grade 3

FORM 1

PreID Labels MUST be applied to all TO BE SCORED documents.

APPLY PREID LABEL HERE



U519731BLANK---

**Session 1
Test Group
Code**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Session 2
Test Group
Code**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

SCHOOL USE ONLY

DNS

UNDO

DRC USE ONLY


Large Print

Braille

One-Item-Per-Page

DRC USE ONLY

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
									X
									A



1000002E
3200002E
S519731
TE4L7SS

519731-10317010018

Lithocode Number

31000001

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 and answer books assigned to him or her. If a test administrator receives test and answer books that are not already listed, the security numbers of those materials must be added to this record with the names of the students to whom the test materials are assigned. 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.

Hazardous Materials

If a used test and answer book is soiled (e.g., with blood or vomit), the district assessment coordinator should email the security number to DRC at **FLProjectTeam@DataRecognitionCorp.com**. At their discretion, school personnel may transcribe responses into a replacement test and answer book.

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

Missing Materials

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

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must contact the district assessment coordinator. If guidance is needed, the district assessment coordinator should call the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel.

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

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

A form to report missing secure materials (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.

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

Test Irregularities and Security Breaches

Test Irregularities

Test administrators should report any test irregularities (e.g., disruptive students) to the school assessment coordinator immediately. 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.

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 or documentation from the district. Additional requested information or documentation should also be uploaded to the district’s ShareFile folder.
7. If warranted, FDOE will add a 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/Defective Materials Policies and Procedures

Test Invalidation

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

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

When a paper-based test is invalidated for any of the reasons described in this “Test Invalidation” section, return the invalidated test with the DNS bubble gridded with all other TO BE SCORED materials.

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 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 in Appendix D.

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

If it is determined that the student was not provided adequate time to respond completely **and** the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised **and** the student has not left the school’s campus, the student may return to the testing room during the same school day to complete the test. If a student starts a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will **not** be allowed to return to that test.

4. **A student is given an accommodation not allowed on statewide assessments.** If a student is given an accommodation that is not allowed on statewide assessments and compromises the validity of the test, that student’s test must be invalidated. For information about allowable accommodations, see Appendix A. Test administrators who will administer tests to students who require accommodations should be familiar with allowable accommodations to ensure they are not offering classroom testing accommodations that are not allowed on statewide assessments.
5. **A student is given an accommodation not indicated on the student’s IEP, Section 504 plan, or ELL plan.** Testing with accommodations not indicated on a student’s IEP, Section 504 plan, or ELL plan may be cause for invalidation.

6. A student was **not provided an allowable accommodation indicated on the student’s IEP, Section 504 plan, or ELL plan**. The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student’s performance and if the test should be scored.
7. A student works in the incorrect session. If a student working in **Session 1** goes on to **Session 2** on the same day and it is discovered during testing, the student should be allowed to complete **Session 2** with the correct amount of time, and the test may be submitted for scoring. If it is discovered after the student has left for the day, the student may not return to **Session 2**. The student’s parents/guardians should be notified of the misadministration and 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 a student working in **Session 2** of a test goes back and works in **Session 1**, the test must be invalidated.

8. 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.
9. 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.
10. 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 told a student to check the answer to a specific item), the student’s test must be invalidated.
11. A student is disruptive during testing. If a student is disruptive during testing, the school assessment coordinator should determine whether invalidation is an appropriate course of action.

Do Not Score (DNS) and UNDO Bubbles

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

SCHOOL USE ONLY	
DNS	<input type="radio"/>
UNDO	<input type="radio"/>

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

DNS Guidelines for Defective Materials

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

If a student discovers that the test and answer book is defective **during** testing, give the student a replacement document with the same form number. The form number is printed below the Florida Standards Assessments logo on the front cover of each book. If a replacement book with the same form number is not available, give the student a book with any form number. An On-Demand PreID Label must be printed in TIDE and applied to the replacement book. After the test session has ended, the student must, under the supervision of the test administrator, transfer the exact responses from the defective test and answer book to the replacement test and answer book. If any test items differ between the original test and answer book and the replacement test and answer book, leave those items blank. The student's score will not be negatively impacted. Grid the DNS bubble on the defective test and answer book and return it with all other NOT TO BE SCORED materials.

If a test and answer book is soiled, see the instructions in the "Hazardous Materials" section on page 13.

Test Administrator Responsibilities Before Testing

Please use the *Test Administrator Checklist*, located in Appendix E, 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.

Test Item Practice

Students participating in a Grade 3 FSA ELA Reading assessment are required to participate in a test item practice session. During these practice sessions, test administrators will use a script to walk students through the *Directions for Completing Grade 3 FSA ELA Reading Paper-Based Test Item Practice* handout that will familiarize them and their students with the test format and item types. Directions handouts and scripts for test item practice sessions are available on the FSA Portal. Students participating in the Grades 4–7 FSA ELA Writing assessment are not required to participate in a practice test, though FDOE strongly encourages them to do so.

Students with a braille or large print accommodation are required to participate in a paper-based practice test using the appropriate practice materials, which must be ordered through TIDE by the district assessment coordinator.

Prepare the Room for Testing

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

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

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

Outside each door to the testing room, post a sign that reads *TESTING—Please Do Not Disturb*. Post the Electronic Devices sign and the appropriate Session sign inside the testing room where they will be visible to all students. Perforated signs are provided in Appendix E. Display district and school names and the test group code. Also display starting and stopping times as instructed in the test administration script.

Refer to the chart on page 11 for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with 25 or fewer students.

Required Administration Information

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

- Students assigned to your room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Test group code
- 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 (i.e., test and answer books) 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 | • Starting and stopping times |
| • Subject | • Your name |
| • Student names and their locations in the room during testing | • Names of proctors (if applicable) |
| • Direction each student is facing | • Test group code |
| • Date | |

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.

Additional instructions for administering tests to students using large print and one-item-per-page accommodations are provided in Appendix A. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are available on the FSA Portal. Scripts for administering Grades 4–10 and Retake FSA ELA Reading, Grades 3–8 FSA Mathematics, and FSA EOC assessments to students who require paper-based accommodations can be found in the Spring/Summer 2017 Accommodations Manual, available on the portal.

Pencils

Ensure that students use No. 2 pencils to complete information on the student demographic pages, sign below the Testing Rules Acknowledgment, and record their responses. Students should bring No. 2 pencils on the day of the test, but a supply of sharpened No. 2 pencils should also be available.

Watch or Clock

You will need a watch or clock to ensure that students are allowed the full 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 disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

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 E 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 E at all entrances to the testing room prior to testing.

Electronic Devices Sign

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

Session Signs

Post the appropriate Session sign from Appendix E prior to testing where it will be visible to all students.

Receive Materials

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

Refer to the *Special Documents Instructions* section in Appendix A for materials needed to administer tests to students using large print and one-item-per-page documents. Refer to the Spring/Summer 2017 FSA CBT Manual for materials needed to administer computer-based tests. Scripts and instructions for administering tests to students using braille accommodations are provided with braille test materials and are available on the FSA Portal.

Test and Answer Books

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

- Grades 4–7 FSA ELA Writing Test and Answer Books
- Grade 3 FSA ELA Reading Test and Answer Books

For a list of test materials needed to administer accommodated paper-based tests to students requiring large print or one-item-per-page, see the appropriate section in Appendix A of this manual. Scripts and instructions for administering tests to students using braille accommodations are provided with braille test materials and are available on the FSA Portal.

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.**

Test Group Code

Your school assessment coordinator will provide you with a unique four-digit test group code for each test session. The test group code is used as a security measure to identify groups of students tested together. Provide the test group code for students as indicated in the test administration script, and record the code with your required administration information on your seating chart. For Grade 3 ELA Reading, you will use the same code for both sessions.

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.
- **Leaving Campus**—If students leave campus before completing a 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 sign below the Testing Rules Acknowledgment reads, “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.” 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 (due to an appointment, illness, etc.), 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.

Read Script

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

Assessment	Method of Delivery	Refer To
Grades 4–7 ELA Writing	Regular print, large print, or one-item-per-page test materials	Pages 27–32
	Braille test materials	Braille test materials & FSA Portal
Grade 3 ELA Reading	Regular print, large print, or one-item-per-page test materials	Pages 33–44
	Braille test materials	Braille test materials & FSA Portal

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

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

The paper-based scripts in this manual, along with the instructions provided in Appendix A, should be used to administer tests to applicable students with large print or one-item-per-page paper-based accommodations. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available on the FSA Portal.

Distribute Materials

After students are seated, ensure that each student has a No. 2 pencil. Distribute test and answer books and planning sheets, as applicable, as instructed in the administration script. If test and answer books are preidentified, make sure each student receives the document with his or her name on it. If you notice that a student was given a preidentified test and answer book not assigned to him or her after testing has already begun, allow the student to complete the test session, correct your record of required administration information after testing, and notify your school assessment coordinator.

Testing Rules Acknowledgment

After you read the testing rules in the script, students will read and sign below a Testing Rules Acknowledgment on the inside front cover of the test and answer book before testing begins. The Testing Rules Acknowledgment reads: “I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.” As you read the portion of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students sign below the acknowledgment. Note that students taking the Grades 4–7 FSA ELA Writing assessment will sign below the acknowledgment in their test and answer books and may disregard the statement on their planning sheets.

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

Keep Time

Keep accurate time when administering a test session. Record starting and stopping times in the spaces provided in the script and also display these times for students. **Remember that failure to provide the correct amount of time will likely result in test invalidation.** Eligible students with IEPs, Section 504 plans, or ELL plans may be provided additional time as indicated on their plans to complete a test session.

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 10–14 and the Statute and Rule in Appendix D, and abide by the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

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

Supervise Test Administration

Your full attention should be on students at all times during testing, 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 of all materials except for the appropriate materials (pencils, test and answer books, planning sheets)
- students do not have books, notes, scratch paper, or electronic devices of any kind during testing, even if they do not use them
- students are using No. 2 pencils (**mechanical pencils, ink pens, highlighters, crayons, colored pencils, markers, correction fluid, etc. are not permitted**)
- students do not talk to other students or make any disturbance
- students have signed below the Testing Rules Acknowledgment
- students are working independently
- students are working in the correct session and recording their answers in the appropriate area
- students who use their planning sheets allow themselves enough time to enter their responses in the test

For Grade 3 ELA Reading, students are permitted to use the blank space in their test and answer books as workspace. Students may also underline and/or circle words, phrases, etc. in the passages or items; however, closely monitor students during testing to ensure that they do not make stray marks near the answer choice bubbles. Stray marks may interfere with the scanning of the document. For example, if a student draws a line or an X through an answer that he or she thinks is wrong and the line extends into a bubble, the stray mark could be scored as the student's answer.

For Grades 4–7 ELA Writing, students may use the planning sheet as work space to take notes and plan their responses. Students may also underline and/or circle words or phrases, etc., in their test and answer books.

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.** If students finish the test session before the allotted time has elapsed, you may encourage them to go back and check their work. **You may not provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to review their responses on specific items.**

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.

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

After Testing Is Complete

If permitted by your school assessment coordinator, you may allow students taking the Grade 3 ELA Reading assessment to read after they have finished a session **and** test and answer books have been collected. While still in the testing room, students are **not** permitted to have paper or to write after they have finished a session, even after their test materials have been collected. **Test materials may not be returned to students once the materials have been collected.**

Script for Administering Grades 4–7 ELA Writing

120 Minutes

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

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

This test session is 120 minutes, and students will take a short stretch break after 60 minutes of testing.

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 (due to an appointment, illness, etc.), 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.**
- When reading the following script, please note that optional words are italicized and in parentheses.
- If a 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 page 18, and that you have all test materials needed for this test session (see page 5).
2. Display the district name, school name, and the four-digit test group code assigned by your school assessment coordinator.
3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are provided in Appendix E.)
4. Ensure that each student has a No. 2 pencil.
5. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
6. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks, timing information, 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.

7. Provide each student with a planning sheet. Ensure you have a copy of the sample planning sheet found in Appendix E to display for students when instructed in the script.

SAY	<p>Today, you are going to take the FSA Grade __ English Language Arts Writing assessment. Remove all materials from your desk except your No. 2 pencil and your planning sheet.</p> <p>You will have 120 minutes to complete this test.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic devices.

Distribute the FSA ELA Writing test and answer books.

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

After distributing test and answer books,

SAY	<p>The only things on your desk should be your No. 2 pencil, your Writing Planning Sheet, and your FSA ELA Writing test and answer book. Do not open your book.</p> <p>Turn your test and answer book so that the box for student name, date of birth, school name, district name, and today’s date appears in the upper left corner.</p> <p>Print your first and last names next to Student Name.</p> <p>Print your date of birth next to Date of Birth.</p> <p>Print ____ (name of the school) next to School Name.</p> <p>Print ____ (name of the district) next to District Name.</p> <p>Print ____ (today’s date) next to Today’s Date.</p>
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The box in the upper left corner of the student grid sheet must be completed by each student even when a student PreID label is affixed.

Now,

SAY	<p>Now look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.</p>
-----	---

If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box labeled Test Group Code . Write the test group code _____ in the boxes. Grid the corresponding bubbles.
-----	---

Wait until students have finished.

SAY	Find the plastic pull tab on the right side of your book. Gently pull the tab out and down . Do not try to remove any remaining pieces of the plastic seal.
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Make sure that all students pull the tabs correctly. If a student tears his or her book, contact your school assessment coordinator.

SAY	Next, open your test and answer book to page 3. Check each page through the end of the book to see that all pages are in order and that there aren't any missing or upside-down pages. Do not read any of the test content at this time. If you see any problems, raise your hand. If not, close the book and sit quietly.
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Wait until all students finish. If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your record of required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label may be printed and applied to the test and answer book. Set the defective book aside and return it with all other NOT TO BE SCORED materials.

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

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

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

SAY	<p>Now, turn to the lined pages in your test and answer book. You have three lined pages to write your response, and you may not write outside of the boxes or ask for extra paper. Only the response you write on these pages will be scored.</p> <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 your response in English. Responses written in languages other than English will not be scored.</p> <p>You may not use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p>
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SAY	<p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>Remember, you have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes of testing. I'll let you know when there are 10 minutes left in the 120-minute test.</p> <p>Now, turn to the lined pages in your test and answer book and begin working.</p>
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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, do not use cell phones, classroom phones, computers/devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times**.

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

After 60 minutes from the STARTING time,

SAY	Stop. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. You may stand and stretch, but do not talk.
-----	---

After a short break,

SAY	Now be seated. You still have 60 minutes to complete this test, and I'll let you know when you have 10 minutes left.
	Open your test and answer book and find the place where you left off. You may now continue working.

After 50 minutes,

SAY	You have 10 minutes left in the 120-minute test.
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After 10 more minutes,

SAY	Stop. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book.
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Complete the following steps:

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

For ESE/504 students:

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

For ELL students:

- 2-FSC = Flexible Scheduling
 - 2-FSE = Flexible Setting
 - 2-AHL = Assistance in Heritage Language
 - 2-ADI = Approved Dictionary
6. If a student provides a typed response, see the *Directions for Returning Typed FSA ELA Writing Responses* on pages 78–79.
 7. Return materials to your school assessment coordinator as instructed on page 45.

Script for Administering Grade 3 ELA Reading

Session 1

80 Minutes

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

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

This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing.

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 session and leaves campus without finishing (due to an appointment, illness, etc.), 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, contact your school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information 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.**
- When reading the following script, please note that optional words are italicized and in parentheses.
- If a 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 page 18 and that you have all test materials needed for this test session.
2. Display the district name, school name, and four-digit Session 1 test group code for students.
3. Ensure that the Electronic Devices sign 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 provided in Appendix E.)
4. Ensure that each student has a No. 2 pencil.

5. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids have been removed or covered.
6. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks, timing information, 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.

SAY	<p>Today, you are going to take Session 1 of the FSA Grade 3 ELA Reading test. Remove all materials from your desk except a No. 2 pencil.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic devices.

Distribute the Grade 3 ELA Reading test and answer books.

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

After distributing test and answer books,

SAY	<p>The only things on your desk should be your No. 2 pencil and your FSA Grade 3 ELA Reading test and answer book. Do not open your book.</p> <p>Turn your test and answer book so that the box for student name, date of birth, school name, district name, and today’s date appears in the upper left corner.</p> <p>Print your first and last names next to Student Name.</p> <p>Print your date of birth next to Date of Birth.</p> <p>Print ____ (name of the school) next to School Name.</p> <p>Print ____ (name of the district) next to District Name.</p> <p>Print ____ (today’s date) next to Today’s Date.</p>
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The box in the upper left corner of the student grid sheet must be completed by each student even when a student PreID label is affixed.

Now,

SAY	<p>Now look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.</p>
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box labeled Session 1 Test Group Code . Write the test group code _____ in the boxes. Grid the corresponding bubbles.
-----	---

Wait until students have finished.

SAY	Your test and answer book has two plastic pull tabs. Find the first plastic pull tab on the right side of your book. Carefully pull the tab out and down . Do not try to remove any remaining pieces of the tab. Do not break the second plastic tab.
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, contact your school assessment coordinator.

SAY	Next, open your test and answer book to page 3. Check each page through page 29, which is 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. Do not read any of the questions or passages before the test begins. If you see any problems, raise your hand. If not, close the book and sit quietly.
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Wait until all students finish. If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your record of required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label may be printed and applied to the test and answer book. Set the defective book aside and return it with all other NOT TO BE SCORED materials.

SAY	<p>Now, open your book 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"> • go on to Session 2 • talk to other students or make any disturbance • look at another student's test and answer book • allow another student to look at your test and answer book • ask for help answering any test questions • give help to another student in answering test questions • have notes or scratch paper • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>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>
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Answer all questions.

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

SAY	<p>You'll have 80 minutes to complete Session 1 of the ELA Reading test. Now, look at Session 1 on page 3 in your test and answer book. The session number is at the top of each page. You may work only in Session 1.</p> <p>On page 3 you'll see a Table of Contents with page numbers to help you find the articles, stories, or poems in Session 1. Now close your test and answer book.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> • Do not go on to Session 2. • Mark your answers directly in your test and answer book. • Read each item carefully so you'll understand how to respond correctly. • For items requiring you to grid a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored. • For items requiring you to write your answer, only write inside the answer box provided. Responses written outside of the answer box will not be scored. • When you have completed this session, you may review your work in this session only. <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>Today you will complete Session 1. Now, turn to page 30 and look at the STOP sign. When you come to this STOP sign on page 30, you have finished Session 1. Do not go on to Session 2. If you complete Session 1 before time is called, go back and check your work. Now close your book.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

Option A

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

Option B

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

Option C

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

Answer all questions.

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

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

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, computers/devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

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

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

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

SAY	<p>Stop. Put your pencil down and close your test and answer book.</p>
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Collect all test materials.

Complete the following steps:

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

Session 2

80 Minutes

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

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

This test session is 80 minutes, and students will take a short stretch break after 40 minutes of testing.

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 session and leaves campus without finishing (due to an appointment, illness, etc.), 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, contact your school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information 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.**
- When reading the following script, please note that optional words are italicized and in parentheses.
- If a 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. Collect the test and answer books from your school assessment coordinator. Verify that you have all materials you were assigned as well as the Session 2 test group code.
2. Display the district name, school name, and four-digit test group code for students.
3. Before students arrive, ensure that the testing room is prepared as described on page 18.
4. 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 provided in Appendix E.)

5. Ensure that each student has a No. 2 pencil.
6. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids have been removed or covered.
7. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks, timing information, 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.

SAY	Today, you are going to take Session 2 of the FSA Grade 3 ELA Reading test. If you have not taken Session 1 of the Grade 3 ELA Reading test, please raise your hand.
-----	--

If a student raises his or her hand, contact your school assessment coordinator.

SAY	Remove all materials from your desk except a No. 2 pencil. You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.
-----	--

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

Distribute the Grade 3 ELA Reading test and answer books. Each student should receive the test and answer book with his or her name on it.

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

SAY	Your No. 2 pencil and your FSA Grade 3 ELA Reading test and answer book should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1. Now, look at the box labeled Session 2 Test Group Code . Write the test group code _____ in the boxes. Grid the corresponding bubbles. <i>(Pause.)</i> Find the remaining plastic pull tab sealing Session 2 of your book. Carefully pull the tab out and down . Do not try to remove any remaining pieces of the seal.
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. Notify your school assessment coordinator after testing. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	Next, open your test and answer book to page 31. Check each page through the end of the book to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the questions or passages before the test begins. If you see any problems, raise your hand. If not, close the book and sit quietly.
-----	--

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

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, school name, and district name in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. Set the defective book aside and notify your school assessment coordinator after testing. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and an On-Demand PreID Label will need to be printed and applied.

SAY	<p>You’ll have 80 minutes to complete Session 2 of the ELA Reading test. Now, look at Session 2 on page 31 in your test and answer book. The session number is at the top of each page. You may work only in Session 2.</p> <p>On page 31 you’ll see a Table of Contents with page numbers to help you find the articles, stories, or poems in Session 2. Now close your test and answer book.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> • Mark your answers directly in your test and answer book. • Read each item carefully so you’ll understand how to respond correctly. • For items requiring you to grid a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer. Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored. • For items requiring you to write your answer, only write inside the answer box provided. Responses written outside of the answer box will not be scored. <p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages.</p> <p>When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.</p> <p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment on page 2 of your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:</p> <ul style="list-style-type: none"> • work in session 1 • talk to other students or make any disturbance • look at another student’s test and answer book • allow another student to look at your test and answer book • ask for help answering any test questions • give help to another student in answering test questions • have notes or scratch paper • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given
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SAY	<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. Remember, 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>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. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

OR

Option B

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

OR

Option C

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

Answer all questions.

SAY	<p>Remember, you have 80 minutes to complete Session 2, and we will take a short stretch break after 40 minutes of testing.</p> <p>Open to page 31 in your test and answer book 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, do not use cell phones, classroom phones, computers/devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test and answer books before, during, and after the test.

After 40 minutes from the STARTING time,

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

After a short break,

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

After 30 minutes,

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

After 10 more minutes,

SAY	Stop. Put your pencil down and close your test and answer book.
-----	--

Collect all test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your record of required administration information that each book is returned.
2. Report any missing test materials and/or test security irregularities to your school assessment coordinator immediately.
3. Ensure that the box at the upper left corner of the student demographic page has been completed by each student and that the information on the PreID label is accurate and complete.

4. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the following accommodations codes to record this information:

For ESE/504 students:

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

For ELL students:

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

5. Return all materials to your school assessment coordinator, as described on page 45.

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 19). Make a copy for your files. Notify the school assessment coordinator immediately if any test and answer books or used Writing planning sheets are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure a PreID label has been applied to the test and answer book. If no PreID label has been applied, contact your school assessment coordinator.
5. Verify that each student has completed the required information (student name, date of birth, school name, district name, and the date) on the student demographic page.
6. **Do not open or check through test and answer books.**
7. Return the following materials to your school assessment coordinator, as applicable:
 - Test administration manual
 - Security Log
 - Seating chart
 - Required administration information
 - Used planning sheets
 - All TO BE SCORED and NOT TO BE SCORED test and answer books

See Appendix A for test administrator responsibilities pertaining to special documents (large print, one-item-per-page) after testing. Instructions related to administering tests to students with braille accommodations are included with braille test materials and are available on the FSA Portal.

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 E, before, during, and after testing.

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 information listed in TIDE is correct.

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.

You will receive the following materials for this administration, as applicable:

School Boxes:

- School Assessment Coordinator Box (White)
 - School Cover Memo
 - School Packing List
 - School Box Range Sheet
 - School Order Summary
 - School Security Checklist
 - PreID Rosters
 - PreID Labels
 - Blank PreID Labels
 - **Green Labels** (TO BE SCORED ELA Writing materials)
 - **Green-Striped** Labels (Calibration TO BE SCORED ELA Writing materials—selected grade)
 - **Gray** Labels (TO BE SCORED Grade 3 ELA Reading materials)
 - **Gray-Striped** Labels (Calibration TO BE SCORED Grade 3 ELA Reading materials)
 - **Striped** Labels (TO BE SCORED materials—for calibration schools **only**)
 - **Blue** Labels (TO BE SCORED large print/one-item-per-page materials)
 - **Pink** Labels (TO BE SCORED braille materials)
 - **White** Labels (NOT TO BE SCORED materials)
 - Roll of Plastic Return Bags
- Test administration manuals
- Planning sheets
- Test and Answer Books

Special Document Boxes:

- Large Print Kits
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Large Print Planning Sheet (if applicable)
 - Large Print Test and Answer Book

- Braille Kits
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Braille Scripts
 - Braille Notes
 - Braille Test Books
- One-Item-Per-Page Kits
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - One-Item-Per-Page Test and Answer Book

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

Assign Test Group Codes

Test group codes are used as a security measure to identify groups of students tested together. Your district assessment coordinator will provide instructions regarding four-digit test group codes that you will give to test administrators. **Each test administrator must be given one four-digit test group code to use in his or her testing room. Each testing room must use a different test group code.** If any students are missing during an assessment, a different unique test group code must be provided for each make-up session.

Print On-Demand PreID Labels

If necessary, print On-Demand PreID Labels for students who were not included in the original PreID upload for this administration, who transferred to your school after the PreID upload, or whose PreID label has been damaged. Blank labels for printing On-Demand PreID Labels will be included with your initial shipment of test materials. Your district assessment coordinator may also place an additional order for blank labels if needed. See the *TIDE User Guide* for instructions on how to print On-Demand PreID Labels.

Required Administration Information

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

- Students assigned to each testing room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Test group code
- Accommodations provided to students (codes provided on page 19)
- 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 (i.e., test and answer books) 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 pages 19–20 of this manual. Ensure that test administrators record all information indicated on pages 19–20 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 E 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 11, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly encourages use of proctors in ALL testing rooms, even those with 25 or fewer students.

Arrange to Test Special Program Students

Your district assessment coordinator may contact you to make arrangements for students in special programs (e.g., district 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 and have made provisions for the exact accommodations needed for individual students to avoid test invalidations.

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 large print, braille, or one-item-per-page accommodations must be trained in the use of those test materials, including requirements for administering test item practice tests and paper-based practice tests as described on page 4.
 - Test administrators who will be administering a test to students using allowable accommodations (e.g., flexible presentation) must be trained in the use of those accommodations.
 - Test administrators should refer to the *Test Administrator Checklist*, located in Appendix E, before, during, and after testing.
- Proctors
 - School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 11.
 - FDOE strongly encourages the use of proctors in testing rooms with 25 or fewer students 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 11).
- Electronic Devices and Breaks
 - Determine your school's policy for the storage of electronic devices during testing. According to the administration script, before testing begins, test administrators ask students to raise their hands if they have any electronic devices with them. Direct test administrators on what to do if students have electronic devices in their possession before testing begins.
 - Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
- Policies and Procedures
 - Train test administrators on how to administer practice tests at your school. Test administrators should access the practice test to become familiar with item types and format of the test prior to administering a practice test and prior to a test administration.
 - In the test administration scripts, test administrators are instructed to contact you in the circumstances listed below. Provide instructions for how to handle these circumstances:
 - A student has not participated in a test item practice session.
 - A student refuses to acknowledge the testing rules.
 - A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
 - A disruption occurs (e.g., disruptive behavior).
 - A defective test and answer book is found.
 - A PreID label contains incorrect information.

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

Arrange Test Item Practice Sessions

Schedule and arrange test item practice sessions as described in this manual. Students participating in a Grade 3 FSA ELA Reading assessment are required to participate in a test item practice session. During these practice sessions, test administrators will use a script to walk students through the *Directions for Completing Grade 3 FSA ELA Reading Paper-Based Test Item Practice* handout that will familiarize them and their students with the test format and item types. Directions handouts and scripts for test item practice sessions are available on the FSA Portal. Students participating in the Grades 4–7 FSA ELA Writing assessment are not required to participate in a practice test, though FDOE strongly encourages them to do so.

Students with a braille or large print accommodation are required to participate in a paper-based practice test using the appropriate practice materials, which must be ordered through TIDE by the district assessment coordinator.

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 student information listed in TIDE is correct. It is important that student information is correct to ensure that results are reported accurately.

Students to be tested who were not included in your district’s PreID upload will need to have their information added in TIDE, and On-Demand PreID Labels must be printed for these students. For information on adding student information to TIDE and printing On-Demand Labels, please see the *TIDE User Guide*.

Also see the *TIDE User Guide* for instructions on how to perform the following tasks prior to testing:

- Adding Students
- Editing Student Demographic Information
- Printing On-Demand PreID Labels

School Assessment Coordinator Responsibilities During Testing

Distribute Test Materials

On each day of testing, you are responsible for providing each test administrator the following test materials before testing begins, as applicable:

- Test and answer books
- Planning sheets
- Test group code

Supervise Test Administration and Maintain Test Security

Provide test administrators with test materials prior to testing.

Monitor each testing room to ensure that test administration and test security policies and procedures are followed. You must be available during testing to answer questions from test administrators. 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.

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.**

Supervise Make-Up Administrations

Ensure all test security and test administration policies and procedures are followed while conducting make-up tests. Be available to assist test administrators as needed during make-up administrations. For Grade 3 ELA Reading, Session 1 must be administered before Session 2, and the two sessions must still be administered over two days.

School Assessment Coordinator Responsibilities After Testing

Receive Materials from Test Administrators

Follow these steps as you receive materials from test administrators:

1. Verify that all secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing and complete the necessary investigation.
2. Make copies of the following completed documents and file the copies:
 - Records of required administration information
 - Security Logs
 - Seating charts
 - Chain of Custody forms

Return the originals in your District Assessment Coordinator only box according to the instructions on page 90.

3. Ensure each test and answer book has a PreID label. To print On-Demand PreID Labels, follow the instructions in the *TIDE User Guide*. **If a test administrator notifies you that the student ID number is incorrect on a PreID label**, the document **may** still be submitted for scoring, but you must first resolve the errors by correcting the student ID number in TIDE and then printing a new On-Demand PreID Label. Apply the new PreID label directly over the incorrect label. Do **not** try to remove the incorrect label.

NOTE: If a label contains an incorrect Social Security Number or Florida Student Number or has been applied in error, you may apply a new label directly over the incorrect label. This will not affect scanning. You should not attempt to remove the incorrect label.

4. If a test has been invalidated for any of the reasons listed on pages 15–16, verify that the DNS bubble has been gridded and that the document is placed with TO BE SCORED materials. Verify that no DNS bubbles have been gridded by mistake. If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble, and place the document with TO BE SCORED materials.
5. Verify that the DNS bubble has been gridded on any defective documents and place the documents with NOT TO BE SCORED materials. It is **not** necessary to grid the DNS bubble if the test and answer book is defective and unused and has been packaged properly for return with all other NOT TO BE SCORED materials.
6. Ensure that the PreID labels applied to special program students’ test and answer books indicate the correct district/school numbers. See the following table for guidance.

Program	District Number	School Number
FLVS Full Time K–5	71	0300
FLVS Full Time 6–12	71	0400
Florida Virtual Academy	50	7079
District VIP	Your district number	7001 or 7023
District Franchise of FLVS	Your district number	7004

Program	District Number	School Number
Virtual Charter Schools	Your district number	Charter School Number
Home Education	Your district number	9998
McKay Scholarship (Private school only)	Your district number	3518
FTC Scholarship	97	9999

7. Prepare materials for return using the *FSA Paper-Based Materials Return Instructions* in Appendix C of this manual (pages 85–90).

Update Student Information

If student information is discovered to be incorrect during testing, update the corrected information in TIDE immediately following test administration. Instructions for updating student information can be found in the *TIDE User Guide*.

Record Accommodations

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

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 E, 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.

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

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

School Boxes:

- School Assessment Coordinator Box (White)
 - School Cover Memo
 - School Packing List
 - School Box Range Sheet
 - School Order Summary
 - School Security Checklist
 - PreID Rosters
 - PreID Labels
 - Blank PreID Labels
 - **Green** Labels (TO BE SCORED ELA Writing materials)
 - **Green-Striped** Labels (Calibration TO BE SCORED ELA Writing materials—selected grade)
 - **Gray** Labels (TO BE SCORED Grade 3 ELA Reading materials)
 - **Gray-Striped** Labels (Calibration TO BE SCORED Grade 3 ELA Reading materials)
 - **Blue** Labels (TO BE SCORED large print/one-item-per-page materials)
 - **Pink** Labels (TO BE SCORED braille materials)
 - **White** Labels (NOT TO BE SCORED materials)
 - Roll of Plastic Return Bags
- Test administration manuals
- Planning sheets
- Test and Answer Books

Special Document Boxes:

- Large Print Kits
 - Special Document Return Envelope

- Regular Print Test and Answer Book
- Large Print Planning Sheet (if applicable)
- Large Print Test and Answer Book

- Braille Kits
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - Braille Scripts
 - Braille Notes
 - Braille Test Books

- One-Item-Per-Page Kits
 - Special Document Return Envelope
 - Regular Print Test and Answer Book
 - One-Item-Per-Page Test and Answer Book

District Boxes:

- District Assessment Coordinator Box (Blue)
 - District Cover Memo
 - District Packing List
 - School Packing Lists
 - School Box Range Sheet
 - District Order Summary
 - District Security Checklist
 - Blank PreID Labels
 - **Green** Labels (TO BE SCORED ELA Writing materials)
 - **Green-Striped** Labels (Calibration TO BE SCORED ELA Writing materials—selected grade)
 - **Gray** Labels (TO BE SCORED Grade 3 ELA Reading materials)
 - **Gray-Striped** Labels (Calibration TO BE SCORED Grade 3 ELA Reading materials)
 - **Blue** Labels (TO BE SCORED large print/one-item-per-page materials)
 - **Pink** Labels (TO BE SCORED braille materials)
 - **White** Labels (NOT TO BE SCORED materials)
 - UPS-Return Service (UPS-RS) Return Labels, if applicable
 - Roll of Plastic Return Bags
- Test administration manuals
- Planning Sheets
- Test and Answer Books

Required Administration Information

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

- Students assigned to each testing room—provide Student Names and Student ID Numbers
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Test group codes
- Accommodations provided to students (codes provided on page 19)
- 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 (i.e., test and answer books) 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 on the FSA Portal and in Appendix E.
- Determine your own method or allow school assessment coordinators to determine their own methods.

Prepare for Test Item Practice Sessions

Instruct school assessment coordinators to schedule and arrange test item practice sessions for Grade 3 ELA Reading as described in this manual (see page 50).

If any of the students in your district require large print or braille practice test materials, you must place an order for those materials in TIDE. To order these materials, select **Large Print and Braille Practice Test Materials** from the test administration drop-down list when you log in to TIDE. You can then place your order for these materials on the *Place Additional Orders* page.

Assign Test Group Codes

Test group codes are used as a security measure to identify groups of students tested together. You may either create and distribute test group codes to all your school assessment coordinators or instruct them to create their own unique four-digit codes for each testing room. **Instruct school assessment coordinators to provide each test administrator one unique four-digit test group code to use in his or her testing room. Each testing room must use a different test group code.** If any students are absent during an assessment, a different unique test group code must be provided for each make-up session. Please ensure school assessment coordinators understand this policy.

Seating Charts

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

Train School Assessment Coordinators

You are responsible for training school assessment 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 11.

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 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
- Adding new student information in TIDE
- 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 On-Demand PreID Labels
- Distributing test materials (i.e., test and answer books and planning sheets) to test administrators
- Providing correct accommodations to students
- Recording the accommodations provided to students and the accommodations used by students
- Packaging and returning paper-based NOT TO BE SCORED and TO BE SCORED materials
- Storing, returning, or otherwise handling other materials according to your instructions
- Packaging materials in the District Assessment Coordinator ONLY box (see page 95)

Prior to testing, ensure 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 read after they have completed a test session and their test materials have been collected (Grade 3 ELA Reading)
- Whether you will provide test group codes for test sessions or whether school assessment coordinators should create their own unique four-digit codes

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.

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.

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.

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, *Test Materials Chain of Custody Forms*, and required administration information, and returned the originals in the District Assessment Coordinator ONLY boxes
- Packaged, stored, and returned all materials, according to your instructions and the instructions in this manual

Prepare Boxes for Return

When preparing boxes for return, you must use the *FSA Paper-Based Materials Return Instructions*, available in Appendix C. If you have questions about preparing boxes for return, please contact the FSA Help Desk at 866-815-7246 (option 2).

District Assessment Coordinator ONLY Box

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, **until scores for this 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 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).

Accommodations for Students with Disabilities	Page(s)
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Accommodations for English Language Learners	
Accommodations for English Language Learners (ELLs)	67–68
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Test Accommodations for Students with Disabilities

(General Information)

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

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

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

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

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

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit www.fldoe.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.
- 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, reading/signing only when a student requests.
- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud directions, passages, prompts, items, and answer choices to him/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing, correcting, or editing responses.
- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking form.
- Colored transparencies/overlays may be used.
- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, passages, 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 ELA Writing test provides a typed response, transcription of the response onto the paper-based test is not required. Directions for returning typed ELA Writing responses are included on pages 78–79.
- A student may use speech-to-text technology to record responses.
- A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer or other device to provide responses.
- A student may use a computer switch or pointing device to provide responses.
- A student may use a communication device to provide responses.
- A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based or paper-based test.
- A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student’s IEP or Section 504 plan. **Extended time is not unlimited time;** it should align with the accommodation used regularly in the student’s classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time.
- Each test session must be completed within one school day.
- A student with a flexible scheduling accommodation that requires more than one day to complete a test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:
 - The student may not be permitted to change his or her responses to items that were completed on a previous day.

- The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
- The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should **not** be used. Clips must be removed after testing.

D. Flexible Setting

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

E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.

- For Sessions 2 and 3 of Grades 7–8 Mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. No other calculator may be used. 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 shapes 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. The following accommodations are allowable 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 translation dictionary 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.

Large Print Test Administrator Instructions

These instructions serve as a guideline for administering paper-based Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading assessments to students who use large print materials. These instructions should be used with the *General Information* section, *Test Administrator Responsibilities* sections, and the additional information on general test administration procedures and accommodations provided in this appendix.

Assemble Large Print Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using large print materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 18–22 for additional information.

Students using large print materials record their responses directly in the large print test and answer books. A regular print test and answer book is also included in each large print test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book has been filled in accurately and completely so that the student’s responses can be transcribed into the regular print document by the contractor. **School/district personnel should not transcribe student responses from the large print test and answer books into the regular print test and answer books, except when indicated for an accommodation.**

Assemble the following large print test materials:

- **Test Administrator**
 - Required Administration Information
 - Regular Print Grade 3 FSA ELA Reading Test and Answer Books
 - Grades 4–7 ELA Writing Test and Answer Books
 - Special Document Return Envelopes
- **Student FSA ELA Test Materials**
 - Large Print Grade 3 FSA ELA Reading Test and Answer Books
 - Grades 4–7 ELA Writing Test and Answer Books

Large Print Scripts

You will use the test administration scripts provided in this manual to administer Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading assessments to students using large print materials. **No modifications to the test administration scripts are necessary to administer large print tests.**

Prepare Student Large Print Documents

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

PreID labels must be applied and all information on the front of each student's regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 8–9 of this manual.

Distribute Large Print Materials

Refer to the information on page 5 and to the *Test Administrator Responsibilities Before Testing* section on pages 18–22 to ensure that you have all necessary materials.

Large Print Student Responses

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

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

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

See page 65 for additional information on flexible responding accommodations.

Return Large Print Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 19). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using large print materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.

4. Ensure that the student name, date of birth, school name, district name, and today's date are written in the box on the front cover of each student's large print test and answer book.
5. Ensure that a PreID Label has been applied and all information on the front of each student's regular print test and answer book has been filled in accurately and completely.
6. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
7. Ensure that student responses are written legibly. If student responses are not recorded clearly, they may not be scored.
8. Place each student's test materials (e.g., large print test and answer book, regular print test and answer book) in the Special Document Return Envelope. **Do not place materials for more than one student in the same envelope.** Do not seal the envelope(s).
9. Complete the front of the Special Document Return Envelope for each student.
10. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator.
11. 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.

One-Item-Per-Page Test Administrator Instructions

These instructions serve as a guideline for administering paper-based Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading assessments to students who use one-item-per-page materials. These instructions should be used with the *General Information* sections, *Test Administrator Responsibilities* sections, and the additional information on general test administration procedures and accommodations provided in this appendix.

Assemble One-Item-Per-Page Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using one-item-per-page materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 18–22 for additional information.

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and answer books. A regular print test and answer book is also included in each one-item-per-page test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of the student’s regular print test and answer book has been filled in accurately and completely before transcribing the student’s responses into the regular print document. **School/district personnel must transcribe student responses from the one-item-per-page test and answer books into the regular print test and answer books.**

Assemble the following one-item-per-page test materials:

- **Test Administrator**
 - Required Administration Information
 - Regular Print Grade 3 FSA ELA Reading Test and Answer Books
 - Grades 4–7 ELA Writing Test and Answer Books
 - Special Document Return Envelope
- **Student FSA ELA Test Materials**
 - One-Item-Per-Page Grade 3 FSA ELA Reading Test and Answer Books
 - Grades 4–7 ELA Writing Test and Answer Books

One-Item-Per-Page Script

You will use the test administration scripts provided in this manual to administer Grades 4–7 FSA ELA Writing and Grade 3 FSA ELA Reading assessments to students using one-item-per-page materials.

Modifications to the test administration scripts should be made as specified below. It is important that you review the scripts and modifications **before** testing begins.

- Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test and answer book. The box in the upper right corner of the title page must be completed by each student, and school/district staff will be responsible for preparing the demographic page on the front cover of each student’s regular print test and answer book.

- Omit instructions to grid the test group code. School staff should grid the appropriate test group code(s) on the front of each student’s regular print test and answer book.
- Omit instructions to remove the seal. The one-item-per-page test and answer books do not contain seals.
- Omit instructions to check pages in the one-item-per-page test and answer book (if all pages of the test and answer book were checked prior to the test administration).
- Refer to or distribute the appropriate test and answer book page(s) to students as the remaining directions in the scripts are read aloud.

Prepare Student One-Item-Per-Page Documents

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

PreID labels must be applied and all information on the front of each student’s regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 8–9 of this manual.

Distribute One-Item-Per-Page Materials

Refer to the information on pages 23–25 and to the *Test Administrator Responsibilities Before Testing* section on pages 18–22 to ensure that you have all necessary materials.

One-Item-Per-Page Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and answer book. School/district personnel are responsible for preparing the demographic page of the student’s regular print test and answer book and for transcribing the student’s responses into the regular print document before placing it in the student’s Special Document Return Envelope.

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

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

See page 65 for additional information on flexible responding accommodations.

Return One-Item-Per-Page Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 19). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.

2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using one-item-per-page materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure that the student name, school name, and district name are written in the box on the title page of each student's one-item-per-page test and answer book.
5. Ensure that a PreID label has been applied and all information on the front of each student's regular print test and answer book has been filled in accurately and completely.
6. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
7. Ensure that student responses have been transcribed from the one-item-per-page test and answer book into the student's regular print test and answer book.
8. Place each student's test materials (e.g., one-item-per-page test and answer book, regular print test and answer book) in the Special Document Return Envelope. **Do not place materials for more than one student in the same envelope.** Do not seal the envelope(s).
9. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
10. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator.
11. 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.

Instructions for Oral Presentation Accommodations

Use the instructions and examples below when providing oral presentation of the Grade 3 FSA ELA Reading test 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 before 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 not read anything in this portion of the item aloud. (A passage that appears in an item may not be read aloud.)</p>

Example:

<p>Part A</p> <p>Fill in the circle before 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>Part B</p> <p>Fill in the circle before 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 not read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may not be read aloud.)</p>

Example:

<p>Part A</p> <p>How has learning from distant places changed over time?</p> <ul style="list-style-type: none"> Ⓐ Students can ask questions and get answers faster. Ⓑ Students can hear their teacher during the same class time. Ⓒ Students use the mail to receive and send work. Ⓓ Students live far apart from their classmates. <p>Part 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"> Ⓐ "The students can live in one country, and the teacher can be located in a different country." Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart." Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher." Ⓓ "Everyone can see and hear everything that's being said as it happens." Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once." 	<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>

Directions for Returning Typed FSA ELA Writing Responses

These instructions may be used to return typed responses for students taking a paper-based FSA ELA Writing Assessment.

If a student taking a paper-based FSA ELA Writing Assessment provides a typed response and the response will not be transcribed into the regular print test and answer book, follow the steps below and on the following page:

1. Print a copy of the student’s typed Writing response.
2. Ensure that a PreID label has been applied and all information on the front of the student’s regular print test and answer book has been filled in accurately and completely.
3. Write the test and answer book lithocode number on each page of the student’s typed Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book. The security number located next to the barcode should not be used.

FSA Grade 4 English Language Arts Writing Test and Answer Book

T-Mark

Security Number

Students must fill in the information below (PLEASE PRINT):

STUDENT NAME _____

DATE OF BIRTH: (e.g., 09/01/99) _____

SCHOOL NAME _____

DISTRICT NAME _____

TODAY'S DATE _____

Spring 2017
Florida
Standards Assessments
ELA Writing
Grade 4

41000001
1E2615S

PreID Labels MUST be applied to all TO BE SCORED documents.

ALIGN TOP OF LABEL HERE ▼

APPLY PREID LABEL HERE

U519731BLANK---

Test Group Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

SCHOOL USE ONLY

DNS

UNDO

DRC USE ONLY

Large Print

Braille

One-Item-Per-Page

Lithocode Number

519731-10403010013

49000001

4. Cut out and tape the student's response into the regular print test and answer book so that it fits within the lined boxes. In order for the student's response to be scanned, the typed pages must be trimmed to fit completely within the lined boxes. Only the writing that is inside the lined boxes will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each typed page. Scotch tape is recommended.
5. Use a No. 2 pencil to write "Typed Response" above the lined box on each page in the regular print test and answer book that contains a part of the student's typed response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured.

The diagram illustrates a test page layout. At the top center, the text "Typed Response" is written in bold. Below this text is a large rectangular area with horizontal lines, intended for the student's typed response. In the top-left corner of this lined area, there is a black oval labeled "T-Mark" with an arrow pointing to the corner. At the bottom of the page, there is a footer section containing the text "Page 11", "Secure Material—DO NOT COPY", a "Go On" button with a right-pointing arrow, and a "SERIAL#" field with the number "519527-10003010118" inside a box. Small black L-shaped markers are present in the corners of the page.

6. Return the regular print test and answer book containing the student's typed response to your school assessment coordinator with all other TO BE SCORED materials.

Appendix B: FSA Help Desk

FSA Help Desk

Questions related to the 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

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 concerns related to paper-based testing, please provide the affected student(s) Username(s) in TIDE.

Do not send secure student information (e.g., Social Security Number) to the Help Desk via email.

Appendix C: FSA Paper-Based Materials Return Instructions

Introduction

This appendix contains instructions for preparing and packaging materials for return for the Spring 2017 administration of the following Florida Standards Assessments (FSA) tests:

- FSA English Language Arts (ELA) Writing
- FSA ELA Reading and FSA Mathematics
- FSA End-of-Course (EOC) Assessments

District assessment coordinators and school assessment coordinators should familiarize themselves with these instructions prior to preparing materials for return after any paper-based test administration. Note that the process for returning FSA paper-based test materials differs from the materials return process for FCAT 2.0/NGSSS test materials. Therefore, it is important to carefully follow these instructions.

For questions regarding pickup dates, please contact the Bureau of K–12 Student Assessment at 850-245-0513. Other questions regarding materials pickups may be directed to the FSA Help Desk at 866-815-7246 (option 2) or **FLProjectTeam@DataRecognitionCorp.com**.

Return Instructions for School Assessment Coordinators

Prepare Materials for Return

Package all materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

Once you have verified that all documents are correctly labeled, sort the following materials for return:

- TO BE SCORED regular print test and answer books
- TO BE SCORED large print and one-item-per-page test materials
- TO BE SCORED braille test materials
- NOT TO BE SCORED materials—includes all unused regular print test and answer books, special documents, passage booklets, audio passage transcripts, and used documents that should not be processed for scoring

Follow these steps:

1. Separate TO BE SCORED and NOT TO BE SCORED materials.
2. Separate TO BE SCORED regular print materials from TO BE SCORED special documents (large print, braille, one-item-per-page). Materials that have the same color return label do not need to be sorted by grade level, special program, etc. For instance, all TO BE SCORED regular print Grades 4–10 ELA Writing materials may be placed in the same box, unsorted, with a green return label affixed. However, materials with different colored return labels (e.g., FSA ELA Writing and FSA ELA Reading) must **not** be packaged together.
3. If your school was selected for grade 4, 5, 6, or 7 ELA calibration, separate FSA ELA Writing materials for the selected grade level so they can be packaged separately and returned using striped green labels. Noncalibration grade level Writing tests are returned using solid green labels.

Package Materials for Return

Prepare boxes for return to your district assessment coordinator. Refer to the following table for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials from each administration.

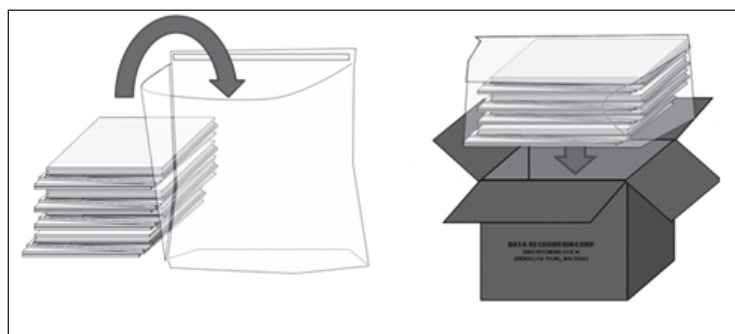
Materials Types	ELA Writing Grades 4–7 & Retake	ELA Reading Grade 3	ELA Reading Grades 4–10 & Retake & Mathematics Grades 3–8	EOCs & Algebra 1 Retake
TO BE SCORED Regular Print Test Materials	Green Labels	Gray Labels	Orange Labels	Purple Labels
TO BE SCORED Calibration Test Materials	Striped Labels*			
TO BE SCORED Large Print and One-Item-Per-Page Test Materials	Blue Labels			

Materials Types	ELA Writing Grades 4–7 & Retake	ELA Reading Grade 3	ELA Reading Grades 4–10 & Retake & Mathematics Grades 3–8	EOCs & Algebra 1 Retake
TO BE SCORED Braille Test Materials	Pink Labels			
All NOT TO BE SCORED Materials	White Labels			

*Striped labels for calibration materials will be the same color as the applicable administration but will include a stripe across the middle of the label. For instance, a label for Grade 3 ELA Reading calibration materials will be gray with a stripe across the middle.

TO BE SCORED Regular Print Test Materials (Green, Gray, Orange, Purple, or Striped Return Labels)

1. If your district assessment coordinator provided plastic return bags, place all TO BE SCORED regular print materials in the plastic return bags. Use the provided zip ties to securely close the bags. **Return bags should contain only TO BE SCORED regular print documents.**



If your district assessment coordinator did not provide plastic return bags, place all TO BE SCORED regular print materials directly in boxes.

Materials that have the same color return label do not need to be sorted by grade level, special program, etc. For instance, all TO BE SCORED regular print Grades 4–10 ELA Writing materials may be placed in the same box, unsorted, with a green return label affixed. However, materials with different colored return labels (e.g., FSA ELA Writing and FSA ELA Reading) must **not** be packaged together. Do **not** use paper bands, rubber bands, or any other extra materials to separate documents. Document count forms are not provided or required to process FSA test materials.

2. When placing materials in boxes (whether plastic return bags are used or not), use filler such as crumpled paper or bubble wrap to make sure the materials do not shift during transport. Then tape boxes securely using heavy-duty shipping tape.
3. Affix the appropriate colored return label for the administration to the top of the box (see the table on pages 85–86). Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
4. Return the labeled boxes to your district assessment coordinator.

Sample TO BE SCORED Label

SPRING 2017 FSA ELA WRITING SCHOOL: 77-9002 FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399 TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428  R51973161234567 TO BE SCORED	E F L 7 3 1
--	--

TO BE SCORED Large Print and One-Item-Per-Page Materials (Blue Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following large print or one-item-per-page test materials:
 - **Large Print Test Materials**
 - Large print test and answer book
 - Regular print test and answer book (with PreID label applied)
 - **One-Item-Per-Page Test Materials**
 - One-item-per-page test and answer book
 - Regular print test and answer book (with PreID label applied and answers transcribed)
2. Verify the following:
 - Student name is included on the large print and one-item-per-page test and answer books.
 - Regular print test and answer books have the correct PreID labels applied. Do not place PreID labels on the large print or one-item-per-page test and answer books. PreID labels must be applied to the regular print test and answer books.
 - If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book must accompany the special document with a PreID label applied.
 - The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
 - If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a **blue** label. If the invalidated test should not be processed, place the test and answer book and special document in a NOT TO BE SCORED box.
 - Student responses have been entered into the correct document type. Large print student responses should be recorded in the large print test and answer books. One-item-per-page student responses should be transcribed into the regular print test and answer books. If student responses are not recorded properly, they will not be scored.
3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked **Student Envelope _of_** should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).

4. Place the Special Document Return Envelopes containing TO BE SCORED large print and one-item-per-page materials in the boxes in which they arrived. Do **not** return TO BE SCORED large print or one-item-per-page materials in the same boxes as TO BE SCORED regular print or braille materials. Mispackaged materials will delay reporting of student results.
5. Affix a **blue** TO BE SCORED large print/one-item-per-page return label for the correct administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
6. Place NOT TO BE SCORED large print and one-item-per-page materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in white-labeled boxes.
7. Place non-secure large print and one-item-per-page materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.
8. Return the labeled boxes to your district assessment coordinator.

Sample Blue TO BE SCORED Label (Large Print/One-Item-Per-Page)



TO BE SCORED Braille Materials (Pink Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for **one student only**. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials:
 - Braille Answer Sheets containing student responses (separated by subject)
 - Braille Test Books
 - Braille Testing Rules Acknowledgment Sheet
 - Regular Print Test and Answer Book (with PreID label applied)
2. Verify the following:
 - Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.
 - Regular print test and answer books have the correct PreID labels. Do not place PreID labels on the braille test books or answer sheets. PreID labels must be applied to the regular print test and answer books.
 - If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book must accompany the special document with a PreID label applied.

- The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
 - If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a pink label. If the invalidated test should not be processed, place the test and answer book and special document in a NOT TO BE SCORED box.
 - Student responses have been entered into the correct document type. Braille student responses should be recorded on braille answer sheets or, if recorded for the student, in the regular print test and answer books. If student responses are not recorded properly, they will not be scored.
3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked Student Envelope _of_ should be used to number each student's envelopes 1 of n , 2 of n , etc., where n is the total number of envelopes for that student. Seal the envelope(s).
 4. Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived. Do **not** return TO BE SCORED braille materials in the same boxes as other TO BE SCORED materials. Mispackaged materials will delay reporting of student results.
 5. Affix the **pink** TO BE SCORED braille return label for the administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
 6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in white-labeled boxes.
 7. Place non-secure braille materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.
 8. Return the labeled boxes to your district assessment coordinator.

Sample Pink TO BE SCORED Label (Braille)

SPRING 2017 FSA W/R/M SPECIAL DOCUMENTS SCHOOL: 77-9002 FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399 TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428  R51973141234567 To Be Scored - Braille	E F L 7 3 1
--	----------------------------

All NOT TO BE SCORED Materials (White Labels)

Note: Secure documents should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the “Hazardous Materials” section of this test administration manual.

1. Place all NOT TO BE SCORED materials (unused non-identified test and answer books and used test and answer books that should not be processed for scoring) in boxes. **Include passage booklets, audio passage transcripts, and NOT TO BE SCORED special document materials.**

2. Affix the **white** NOT TO BE SCORED return label for the correct administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
3. Be sure that the white return label indicates the correct administration for the included materials (e.g., FSA ELA Writing/Reading/Mathematics or FSA EOC NOT TO BE SCORED labels).
4. Return the labeled boxes to your district assessment coordinator.

Sample White NOT TO BE SCORED Label

SPRING 2017 FSA WRITING/READING/MATHEMATICS	E F L 7 3 1
SCHOOL: 77-9002	
FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399	
TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428	
	
R51973131234567	
NOT TO BE SCORED	
100004	7/29/16 3:23:38 PM

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 and EOCs)
 - Used and unused reference sheets (computer-based FSA Mathematics and EOCs)
 - Used and unused worksheets (computer-based FSA ELA Reading)
 - 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.

Return Instructions for District Assessment Coordinators

Prepare Boxes for Return

Refer to the table on pages 85–86 for the types of materials and corresponding colored return labels that should be affixed to the boxes you will receive from your school assessment coordinators after testing.

You will receive several types of boxes from school assessment coordinators, as applicable for the administration:

- **Green**-labeled boxes (ELA Writing TO BE SCORED materials)
- **Green striped**-labeled boxes (Calibration grade level ELA Writing TO BE SCORED materials)
- **Gray**-labeled boxes (Grade 3 ELA Reading TO BE SCORED materials)
- **Gray striped**-labeled boxes (Calibration Grade 3 ELA Reading TO BE SCORED materials)
- **Orange**-labeled boxes (Grades 4–10/Retake ELA Reading and Grades 3–8 Mathematics TO BE SCORED materials)
- **Purple**-labeled boxes (EOC TO BE SCORED materials)
- **White**-labeled boxes (All NOT TO BE SCORED materials)
- **Blue**-labeled boxes (large print/one-item-per-page TO BE SCORED materials)
- **Pink**-labeled boxes (braille TO BE SCORED materials)
- District Assessment Coordinator ONLY boxes (required forms and ancillary materials)

Complete the following steps as school assessment coordinators return boxes to you:

1. Ensure the appropriate colored return labels are affixed.
2. In separate boxes, package all unused secure district overage materials, including unopened shrink-wrapped packages and any unused materials from opened packages, or defective secure materials. Affix white return labels for NOT TO BE SCORED materials to the top of the boxes. Labels may be placed over existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels.
3. Keep all secure materials in locked storage until your scheduled pickup.

Return Materials to Contractor

FDOE will communicate pickup dates for each administration. All materials must be returned by your established pickup dates.

Return TO BE SCORED special documents (large print, braille, one-item-per-page) on the same date as all other TO BE SCORED materials. Do not package special documents with regular print TO BE SCORED materials; however, special document boxes may be placed on top of pallets for return.

If necessary, you may request additional return labels, materials return boxes, and special document materials return boxes through the *Place Additional Orders* page in TIDE.

Follow the instructions on the following page based on the shipping carrier that will pick up your materials.

The shipping carrier that delivered your test material shipments will also pick up the materials for return.

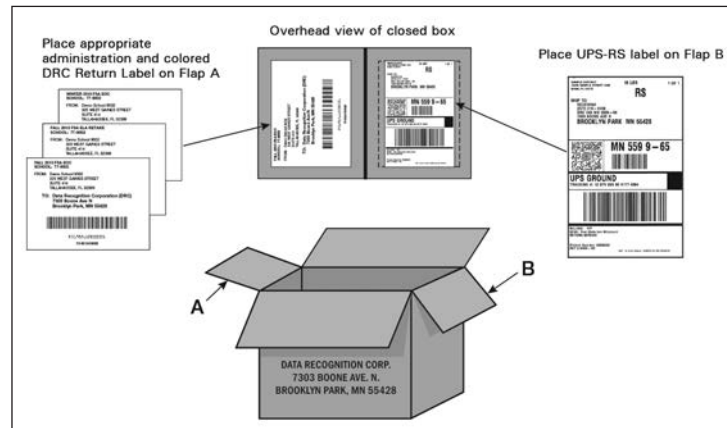
King Solutions	UPS
<p>If you received your materials via King Solutions, you will be contacted by King Solutions at least one week prior to your scheduled pickup date to arrange your pickup.</p> <p>You may return your NOT TO BE SCORED materials with your TO BE SCORED materials pickup or as a separate shipment.</p> <p>No additional labels are required if King Solutions is your carrier.</p>	<p>If you received your materials via UPS, your TO BE SCORED materials will automatically be picked up on your established pickup dates.</p> <p>You may return your NOT TO BE SCORED materials on the same date as your established TO BE SCORED pickup date. However, if you choose to return your NOT TO BE SCORED materials separately, you must call UPS to arrange a separate pickup no later than the established pickup date.</p> <p>Ensure that all boxes have UPS-RS labels affixed in addition to the appropriate colored return labels.</p>

If you are unsure of your shipping vendor, please contact the FSA Help Desk at 866-815-7246 (option 2) or FLProjectTeam@DataRecognitionCorp.com.

UPS Return Instructions for TO BE SCORED Materials

- Ensure the appropriate colored TO BE SCORED return label for the document type and administration is affixed to each box. (See the chart on pages 85–86.)
- Affix a UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do **not** send any boxes via UPS without a UPS-RS label. Please keep records of the tracking number(s). There is a detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.
 - Affix “**Next Day Air**” UPS-RS labels to boxes with one of the following return labels affixed:
 - **Green-striped** (Grades 4–7 ELA Writing **calibration**)
 - **Gray-striped** (Grade 3 ELA Reading **calibration**)
 - **Orange** (Grades 3–10 ELA Reading; Grades 3–8 Mathematics)
 - **Purple** (EOCs)
 - **Blue** or **Pink** (special documents)
 - Affix “**Ground**” UPS-RS labels to boxes with one of the following return labels affixed:
 - **Green** (Grades 4–7 ELA Writing)
 - **Gray** (Grade 3 ELA Reading)
 - **White** (NOT TO BE SCORED)

- See the label placement on the box diagram graphic below.



- TO BE SCORED materials will automatically be picked up according to your scheduled pickup dates. You may return your NOT TO BE SCORED materials with your TO BE SCORED materials or you may call UPS to arrange a separate pickup (see the instructions below and on the next page).

If you miss your automatic pickup or need to arrange a different pickup date, please call UPS at **866-857-1501**. (Do **not** call the UPS general pickup number found on the UPS website.) Schedule a date and time for pickup, and inform UPS that you have UPS-RS labels. **Please schedule your pickup at least one day in advance.**

- Provide the UPS service representative with the tracking number printed on one of the UPS-RS labels and the number of boxes ready for pickup. The service representative will use this number to bill the pickup and return charges to the contractor.

King Solutions Return Instructions for TO BE SCORED Materials

- King Solutions will contact you prior to your scheduled pickup date to make specific arrangements. If you do not hear from King Solutions regarding this pickup, please contact them at **866-237-6503** or **DRCGroup@kingsolutionsglobal.com**.
- King Solutions requires only the appropriate colored TO BE SCORED return label (i.e., there are no King-specific return labels). Ensure the appropriate colored TO BE SCORED return label for the document type and administration is affixed to each box.
- If palletizing materials, please note the following instructions:**
 - Palletize calibration boxes separately from noncalibration boxes.
 - Palletize NOT TO BE SCORED boxes separately from TO BE SCORED boxes.
 - Palletize boxes containing special documents separately from calibration and noncalibration boxes.
- Securely wrap pallets with multiple layers of shrink-wrap. Pallets should be marked with two labels indicating the district name and address. Labels should be placed on two sides where the forklift operator can see them. Also tape a copy of all the bill of lading (supplied by King Solutions) to each pallet.
- Prior to pickup, King Solutions will email you a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

UPS Return Instructions for NOT TO BE SCORED Materials

- Ensure the appropriate **white** NOT TO BE SCORED return label for the administration is affixed to each box.
- Affix a white UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do **not** send any boxes via UPS without a UPS-RS label. Please keep records of the tracking number(s). There is a detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.
- You may return your NOT TO BE SCORED materials with your TO BE SCORED materials or you may call UPS to arrange a separate pickup.

Contact UPS at **866-857-1501**.

(Do **not** call the UPS general pickup number found on the UPS website.)

Schedule a date and time for pickup, and inform UPS that you have UPS-RS labels. **Please schedule your pickup at least one day in advance.**

- Provide the UPS service representative with the tracking number printed on one of the UPS-RS labels and the number of boxes ready for pickup. The service representative will use this number to bill the pickup and return charges to the contractor.
- If you have a daily scheduled UPS pickup, you may send your return shipment with the rest of your packages. However, if you have more than 10 boxes, you may want to call UPS to schedule a pickup to ensure all of your boxes are picked up according to your scheduled pickup dates.

King Solutions Return Instructions for NOT TO BE SCORED Materials

NOT TO BE SCORED test and answer books and other secure NOT TO BE SCORED materials (e.g., Writing Passage Booklets, Reading Passage Booklets) should be picked up **no later than** your established pickup date.

- King Solutions will contact you one week before the NOT TO BE SCORED pickup date to schedule a pickup date and time to make specific arrangements.
- King Solutions shipments require only a **white** NOT TO BE SCORED label (i.e., there are no King-specific return labels).
- Securely wrap pallets with multiple layers of shrink-wrap. Pallets should be marked with two labels indicating the district name and address. Labels should be placed on two sides where the forklift operator can see them. Also tape a copy of all the bill of lading (supplied by King Solutions) to each pallet.
- Prior to pickup, King Solutions will email you a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

If you have any questions or encounter difficulties with these shipping procedures, please call the FSA Help Desk at 866-815-7246 (option 2) or **FLProjectTeam@DataRecognitionCorp.com**.

Designate a person to be available at the pickup site on the scheduled dates. For questions regarding pickup dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

District Assessment Coordinator ONLY Boxes

1. If you instructed schools to return these boxes to you, open the boxes when you receive them, review the records of required administration information, and make sure that you have notified FDOE if any secure materials are missing. A form for reporting missing materials is available on the FSA Portal. Complete the necessary investigation and file the records.
2. Verify that the Security Logs, *Test Materials Chain of Custody Forms*, and seating charts were completed and file them.
3. Do not recycle or destroy any ancillary materials, such as used work folders, worksheets, or planning sheets, **until scores for the administration have been reported**.
4. If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

Answer Document Tracking Report

The *Answer Document Tracking Report* (in TIDE) is available to assist **district assessment coordinators** with tracking the return of used and unused test and answer books. The purpose of this report is to identify—before student score reports are received—any discrepancies that may exist between a district’s records of what was returned and the contractor’s records of what was received. Shortly after the testing window, used answer documents can be tracked through TIDE by student names as they are scanned by the contractor. Please allow at least five days between the time test and answer books are shipped and the time they will be updated in TIDE. Regular updates will be provided in TIDE as materials are received and scanned.

Appendix D: 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 E: 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 materials must be maintained before, during, and after the test administration. Please remember that after any administration, initial or make-up, materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials should not remain in classrooms or be taken out of the building overnight.

The use of untrained test administrators increases the risk of test invalidation due to test irregularities or breaches in test security. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

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

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

School Name and Number

Print Name

Date

Signature

Test Administrator Prohibited Activities Agreement

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

I understand that before testing I may not:

- Leave test materials unattended
- Remove test materials from the school's campus
- Open and check through 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
- 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), 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 accommodations for ELA Writing to Grades 8–10 students, ELA Reading to Grades 4–10 students, Mathematics to Grades 3–8 students, or an EOC assessment, read the Spring/Summer 2017 FSA Test Administration Manual **and** 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 D of all spring manuals), then sign the *Test Administration and Security Agreement*.
- Read and sign the *Test Administrator Prohibited Activities Agreement*.
- Conduct Test Item Practice sessions as described on page 18 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 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, Electronic Devices sign, No Calculators sign, and Session signs (as applicable) 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 accommodations information in Appendix A.
- Receive your test group code from your school assessment coordinator.

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 used by each student. Make a copy for your files.

- Report any missing materials (test tickets, used planning sheets, used CBT Worksheets, used work folders, 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.
- Inspect student demographic pages for stray marks, verify that each student has completed the required information in the upper left corner of the demographic page, and, if applicable, remove any stray planning sheets or reference sheets (if applicable) from test and answer books. **Do not review test content or student responses.**
- Check to make sure DNS bubbles have not been gridded by mistake and that DNS bubbles are gridded on invalidated or defective test documents.

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 paper-based accommodations and/or 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(s) and the *Test Administrator User Guide*. Those administering accommodated paper-based tests or 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 Test Item Practice sessions as described on page 50 to familiarize students and test administrators 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.
- Verify information on PreID labels and affix labels to test and answer books according to your district's procedures. If information on a PreID label is incorrect, update the student information in TIDE, print an On-Demand PreID Label, and affix the new label.
 - If you print On-Demand PreID Labels, ensure student information is updated/entered in TIDE.
 - Distribute test group codes to test administrators.
 - Ensure 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.
- Distribute test materials for students in each testing room immediately before testing is scheduled to begin. Do **not** distribute these materials ahead of time.

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 Appendix C.
- Complete a comment form on the FSA Portal, and encourage test administrators to complete a comment form.
- Ensure test materials are labeled accurately. If a test administrator notifies you of an incorrect PreID label, update the student information in TIDE, print an On-Demand PreID Label, and affix the new label over the incorrect label. A PreID label **must** be applied, and student information **must** also be added to or updated in TIDE.
- Inspect student answer documents for stray marks **only** on student demographic pages, verify that each student has completed the required information in the upper left corner of the demographic page, and, if applicable, remove any stray planning sheets or reference sheets from test and answer books. **Do not review test content or student responses.**

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 CBT Coordinator, Test Administrator, and School 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.

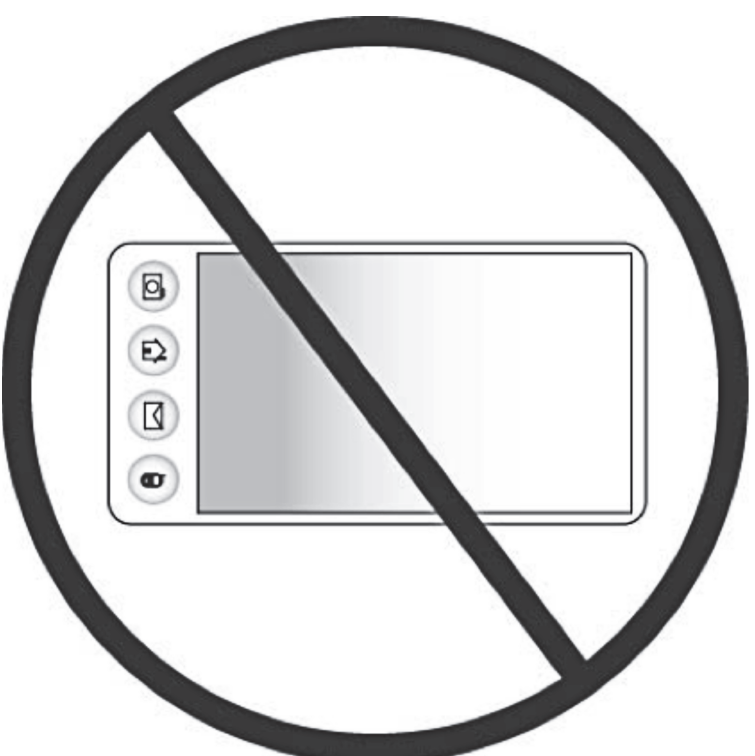
After Testing:

- 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, used reference sheets) until after scores for this administration have been reported.
- Return TO BE SCORED and NOT TO BE SCORED materials according to the instructions in Appendix C.
- Complete a comment form on the FSA Portal, and encourage school assessment coordinators and technology coordinators to complete the form.

TESTING

Please
Do Not Disturb

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



Florida
Standards Assessments

You should now
be working in

Session 1



You should now
be working in

Session 2

STUDENT NAME _____

PLANNING SHEET

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

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

This sheet will not be scored.

Testing Rules Acknowledgment

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

Notes

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