Florida Standards Assessments

2014–2015

Volume 5
Test Administration

Florida Department of
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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

APPENDICES

A. *Florida Standards Assessments Test Administrator User Guide 2014–2015*
B. *Spring 2015 Florida Standards Assessments Computer-Based Test Administration Manual*
C. *Grades 3&4 FSA ELA Reading and Mathematics Manual for Test Administrators*
D. *FSA Grades 3-5 ELA Reading Language and Listening Training Test Answer Key*
E. *FSA Grades 6-8 ELA Reading Language and Listening Trainiing Test Answer Key*
F. *FSA Grades 9-11 ELA Reading Language and Listening Training Test Answer Key*
G. *GSA Grades 5-6 Mathematics Training Test Answer Key*
H. *FSA Grades 7-8 Mathematics Training Test Answer Key*
I. *FSA EOC Mathematics Training Test Answer Key*
J. *FSA Quick Guide to the Training Tests*
K. *Spring 2015 FSA Scripts and Instructions for Administering Paper-Based Assessments*
L. *Spring 2015 FSA ELA Reading and Mathematics Braille Scripts*
M. *FSA EOC Braille Scripts*
N. *FSA Paper-Based ELA Writing Test Script*

O. *FSA Paper-Based Test Administraion Manual*
P. *System Requirements*
Q. *Technical Specifications Manual*
R. *Understanding FSA Reports*
S. *Spring 2015 FSA ELA Writing Component Test Administraion Manual*
T. *Online Reporting System Quick Guide*
U. *TIDE User Guide*
V. *Secure Browser Installation Manual*
W. *FSA Systems Quick Guide*
X. *Sample K-12 Student Assessment Monthly Summary*

INTRODUCTION

The State of Florida implemented a new online assessment for operational use during the 2014–2015 school year. This new assessment program, referred to as the Florida Standards Assessments (FSA), replaced the Florida Comprehensive Assessment Tests (FCAT) 2.0 in Writing, Reading, and Mathematics. The Florida Standards Assessments were comprised of ELA assessments for grades 3 through 10, which consisted of a Reading component for grade 3 and Writing and Reading Components for grades 4 through 10, Mathematics assessments for grades 3 through 8, and end-of-course (EOC) assessments for Algebra 1, Algebra 2, and Geometry. Grades 5 through 10 Reading, grades 8 through 10 Writing, grades 5 through 8 Mathematics, and the EOC assessments for Algebra 1, Algebra 2, and Geometry were mandatory computer-based assessments. Grades 3 and 4 Reading and Mathematics and grades 4 through 7 Writing tests were administered on paper. For computer-based tests, a paper-and-pencil version was provided as an accommodation for eligible students according to their Section 504 Plan or Individual Educational Plan (IEP).

1. KNOWN TEST ADMINISTRATION ISSUES

During the first year of FSA test administration, there were several issues (described in the sections below) that impacted computer-based testing. The impact of these issues across districts and schools varied based upon the grades and subjects tested, as well as district and school test administration schedules. As indicated in other volumes, especially Volume 7, test administration issues impacted a small percentage of individual students, and analyses performed by AIR and validated by Alpine Testing Solutions indicated that spring 2015 FSA results could be used to make group-level decisions, including for classrooms, schools, districts, and the state as a whole. During test administration, schools and districts had and have always had the option to invalidate a test if it was deemed that any test administration issue resulted in a student not being afforded the opportunity to demonstrate his or her knowledge, skills, and ability. Additionally, once scores were released, schools and districts had the opportunity to review student, classroom, school, and district performance. Through a formal process, districts had an opportunity to request that the Department investigate potential anomalies, and if warranted, consider any new, relevant information in making accountability decisions.

Login Server problems

On March 2 and 3, 2015, the first two days of the Spring 2015 FSA ELA Grades 8-10 Writing test administration, the Test Delivery System (TDS) experienced slow response on the login servers. Some students and test administrators experienced delays and/or failures during the login process. If students were able to log in to the test, TDS operated as intended and these students tested with no interruptions as a result of this issue. Once the issue was identified, the department issued a message to districts to report the problem and provide guidance. AIR implemented changes to resolve the issue on March 2 and 3, and login issues were resolved by March 4.

On April 20, the second week of Spring 2015 FSA ELA and Mathematics online testing and the first day of Spring 2015 FSA EOC online testing, an update was made by an AIR system engineer that affected a testing database and created log in difficulties for TAs and students. If students were able to log in to the test, TDS operated as intended and these students tested with no interruptions as a result of this issue. The issue was corrected that day.

Inactivity Timeouts/Connectivity Notifications

During the Spring 2015 FSA ELA Writing Component administration, the test delivery system was initially configured with a security feature that disconnected students from the testing server after a 60-minute period of inactivity. When this occurred, or if students lost connectivity due to local issues, they were not notified that they were no longer communicating with the testing servers until the system tried to save the work. The work was automatically saved every 2 minutes. This allowed students to continue typing in the student interface without saving any work for up to 2 minutes. The impact of this issue was seen in some reports to the Department and the AIR Help Desk that students reported "lost" or "missing" work upon logging back in to the test. The inactivity timer was reconfigured on March 3 to correct the issue. Of the relatively

few instances of lost or missing work reported to FDOE, AIR was able to restore students' responses in nearly every instance.

Distributed Denial of Service (DDoS) Attacks

A number of Distributed Denial of Service (DDoS) attacks on the FSA delivery system were detected during the Spring 2015 FSA administration. DDoS attacks are malicious attempts by a third party to interfere with technology or network availability during test administrations. DDoS attacks on Florida's testing systems were reported by AIR on March 2, 3, 5, 9, 11, and 12. The DDoS attacks on March 2 and 3 were likely unknown to test users due to the number of login issues that were encountered with the FSA system. The DDoS attack that occurred on March 5 caused disruption of test delivery in schools by not allowing some students to log into their tests. If students were able to log in to the test, TDS operated as intended and these students tested with no interruptions as a result of this issue. At no time were there any breaches of test security or exposure of any personally-identifiable information.

AIR implemented improvements to the security and monitoring of the system, and no problems were reported from the DDoS attacks that occurred on March 9, 11, and 12. In addition to these improvements, AIR continues to evaluate and improve its firewalls and mitigation system to prevent future attacks from affecting Florida students.

Session Transition

For multiple-session online tests, sessions are completed over multiple days, and students and test administrators were provided with instructions for closing out a session correctly. Students were instructed to select "Pause" at the end of Session 1. Once a test was paused, an "overnight pause rule" would take effect, moving the student to Session 2 upon logging in the next day. If students did not follow instructions to click "Pause" at the end of Session 1 and clicked "Next" instead, they were in essence requesting approval to enter the next session at that time, instead of the following day (as is FDOE policy). Test Administrators were instructed to "Deny" these requests. If test administrators did not follow instructions and selected to "Approve" students into the next session, students would then have access to the test content they should have seen the following day; or, if neither the student nor the test administrator realized this had happened and the student shut down his or her device, the overnight pause rule would take effect for Session 2, and student would encounter a submit test screen upon logging in to complete Session 2 the following day. This issue created two reported problems. First, students who saw the next day's test content were required to finish the test that day, which was not standardized administration practice. In some cases, if students interacted with content but did not finish that day, their tests were invalidated. Next, if students did not interact with content but reached the submit test screen on day two, their tests needed to be reopened by AIR or FDOE staff, which resulted in testing delays for some students.

AIR implemented session transition improvements beginning with the Winter 2015 FSA EOC administration. Students no longer have the opportunity to select "Next" at the end of a session, and it is impossible for test administrators to provide unauthorized access to the next session on the same day. This change has proven effective in eliminating the issue in subsequent

administrations. The impact of students who completed all sessions in one day is addressed in Volume 7, but in general, these students did not perform as well as students who tested over two days, as was the intended procedure.

<u>Department Resources and Support</u>
In addition to the resources listed in Table 3, the Department provided the following resources for districts:

- Regular email communications containing policy information, testing reminders, and guidance.
- A monthly summary containing a list of all email communications sent from the Department's assessment office that month, as well as a list of new or updated resources posted to the FSA Portal (see Appendix X for a sample monthly summary).
- Student PowerPoint presentations designed to help students understand important policy and testing information prior to the day of the test.
- Parent/Guardian letters that districts may use to inform parents/guardians of testing dates and policies.
- Training Materials for districts to use when training school assessment coordinators on test administration procedures and policies.
- Bureau of K-12 Student Assessment Spring 2015 FSA District Webinars (week of April 6, 2015)
- For the Spring 2016 administrations and beyond, the Office of K-12 Student Assessment will conduct monthly calls with district assessment coordinators to address important reminders and frequently asked questions.

2. TESTING PROCEDURES AND TESTING WINDOWS

All Florida public school students were required to participate in the FSA unless they were granted a special exemption. Students enrolled in tested grade levels/subjects participated in the Spring 2015 FSA administration with or without accommodations, per Section 1008.22(3)(a), Florida Statutes. Students in special programs, English language learners (ELLs), and students with disabilities are described in the following section. For eligible students participating in the computer-based FSA Writing, Reading, Mathematics, and EOC assessments, the accommodations made available are described in the test administration manual, which was accessible before and during testing at www.FSAssessments.org.

In order for students to become familiar with the computer-based test system, functionality, and item types, students were required to participate in practice test sessions with sample items in *training tests* prior to the administration. Training test questions were previously available via the online portal, accompanied by *The Training Tests Quick Guide*; please see appendices D-J for access to these documents. The *Training Tests Quick Guide* includes (1) an overview of what a test page looks like and information about available test tools, (2) a description of sample question types, and (3) keyboard commands to navigate between test elements, features, and tools. Training test items for the first year came from the Student Assessment of Growth and Excellence (SAGE) practice tests. FDOE negotiated a contract with the state of Utah to provisionally use test items from its SAGE bank until a Florida-specific item bank could be developed; Florida-specific practice tests have now been developed and were available for the 2015–2016 administration year. Training tests for both computer-based and paper-based tests were available online and contained test items for multiple grade levels or subjects for EOC. The training tests combined sample items for different grade bands and subject areas instead of a separate test for every grade. Answer keys for Reading and Mathematics training tests, which list the item, correct answer, and grade level/subject of each item, were also available for each published training test. Writing rubrics were available in the FSA Resources section (http://fsassessments.org/resources/).

All FSA Reading, Mathematics, and EOC operational assessments were administered over two days in multiple sessions. TAs were required to allow the exact amount of time allotted for each test session. Table 1 presents session lengths by grade and subject.

Table 1: Session Lengths by Grade Level and Subject

Subject/Grade	Session Length	Number of Sessions
Writing Grades 4–10	90 minutes (+30, if needed by individual students)	1
Reading Grades 3, 4, and 5	80 minutes	2
Reading Grades 6, 7, and 8	85 minutes	2
Reading Grades 9 and 10	90 minutes	2
Mathematics Grades 3, 4, and 5	80 minutes	2
Mathematics Grades 6, 7, and 8	60 minutes	3
Algebra 1, Geometry, and Algebra 2	90 minutes	2

The Spring 2016 FSA was administered during the test windows shown in Table 2.

Table 2: FSA Administration Schedule

Dates	Florida Standards Assessments (FSA)	Grade Level
March 2–13, 2015	FSA English Language Arts (ELA) Writing Component	4–7* 8–10
March 23–April 10, 2015	FSA ELA Reading Component* FSA Mathematics*	3–4
April 13–May 8, 2015	FSA ELA Reading Component	5–10
April 13–May 8, 2015	FSA Mathematics	5–8
April 20–May 15, 2015	FSA Algebra 1, Geometry, and Algebra 2 End-of-Course (EOC) Assessments	Multiple grade levels (students tested based on course enrollment)

*indicates a paper-based test

2.1 ELIGIBLE STUDENTS

- **Public school students** enrolled in tested grade levels/subjects were required to participate in the FSA.

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

- **McKay Scholarship Program Students**: Students enrolled in private schools through the McKay Scholarship Program had the opportunity to participate in statewide assessments. Students enrolled in public schools through the McKay Scholarship Program were required to participate in statewide assessments as outlined in their IEPs.

- **Florida Tax Credit (FTC) Scholarship Program Students**: Section 1002.395(7)(e), F.S., allows for a private school student enrolled in the FTC Scholarship Program to participate in the statewide assessments.

- **Virtual School Program Students**: Students enrolled full-time in a virtual school program and who met the requirements for students to be tested were guaranteed testing in the district in which they lived. Students who received part-time instruction from a virtual program and enrolled in a brick-and-mortar district public school or the district Home Education Program were to have been coded with the district/school numbers.

- **English Language Learners (ELLs)**: All ELLs participated in statewide assessments. ELLs who had been enrolled in school in the United States for less than one year were exempt from FSA ELA assessments (Reading and Writing). However, exempt ELLs were required to participate in the annual English language proficiency assessment. Additionally, all ELLs enrolled in tested grade levels and subjects were expected to participate in Mathematics, Science, and EOC assessments, regardless of how long these students had been enrolled in a U.S. school.

- **Students with Disabilities**: Students with disabilities participated 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 should have been documented in the student's IEP or Section 504 Plan.

Per Section 1008.212, F.S., a student with a disability, who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment, shall be granted an extraordinary exemption from the

administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

A written request for an extraordinary exemption was required to 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 was made. An exemption request for FSA ELA applied to both Writing and Reading assessments and should have been submitted no later than 60 calendar days before the first day of the FSA Writing Component test administration. The Commissioner of Education determined whether the extraordinary exemption was granted or denied.

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

2.2 TESTING ACCOMMODATIONS

Students participating in the computer-based FSA were able to use the standard online testing features in the Test Delivery System (TDS). These features, which were previously used as accommodations on statewide assessments, included the ability to select background, font color, and font size prior to testing, zoom in and out to increase or decrease the size of text and images, highlight items and passages (or sections of items and passages), cross out response options by using the strikethrough function, and mark a question for review using the flag function.

For accommodated students, test settings and accommodations were required to be identified in the Test Information Distribution Engine (TIDE) prior to starting a test session. Some settings and accommodations could not be changed after a student started the test. Although students could have decided not to use an accommodation, they were required to have been offered the opportunity to use the accommodations indicated on their IEPs.

Accommodations were provided to students with disabilities enrolled in public schools with current IEPs or Section 504 Plans, as well as to students identified as English Language Learners with ELL plans. Students who required accommodations were provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations.

If a student with an IEP, a student with a Section 504 Plan, or a student with an ELL plan used any accommodations during the test administration, this information was recorded with the TA's required administration information.

Guidelines recommended for making accommodation decisions included 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 negate 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 not enrolled in public schools or receiving services through public school programs and who required accommodations in order to participate in a test administration were permitted access to accommodations if the following information was provided:

1. Evidence that the student had been found eligible as a student with a disability as defined by Section 1003.01(3)(a), F.S., or Rule 6A-19.001(6), FAC

2. Documentation that the requested accommodations had been regularly used for instruction.

Available Accommodations

The TA and the school assessment coordinator were responsible for ensuring that arrangements for accommodations had been made prior to the test administration dates.

For eligible students with IEPs or Section 504 Plans participating in paper-based assessments, the following accommodations were available:

- Large print;
- Contracted braille;
- Uncontracted braille; and
- One-item-per-page.

For eligible students with IEPs or Section 504 Plans participating in computer-based assessments, the following accommodations were available:

- Masking (online accommodation offered in TDS);
- Text-to-speech (online accommodation offered in TDS);
- Regular print passage booklets (for Reading and Writing);
- Large print passage booklets (for Reading and Writing); and
- Paper-based test materials (regular print, large print, contracted braille, uncontracted braille, one-item-per-page).

Scripts were provided to the TAs for the administration of accommodated versions of the test.

Additional administration accommodations offered to students with IEPs or Section 504 Plans included:

- Flexible presentation;
- Flexible responding;
- Flexible scheduling;
- Flexible setting; and
- Assistive device(s) other than standard calculator.

Administration accommodations offered to students identified as ELLs included:

- Flexible scheduling;
- Flexible setting;
- Assistance in heritage language; and
- Approved dictionary.

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts could request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Districts were given the opportunity to submit a request in writing for accommodations that were outside of the scope of currently available test materials and/or established test administration procedures. In order to be approved for use during testing, a unique accommodation was required to be documented on an IEP or Section 504 Plan, was required to be regularly used by the student in the classroom, and could not negate the validity of the assessment. Each unique accommodation required approval by the Commissioner of Education or a designee prior to its use.

3. ADMINISTRATOR TRAINING

Prior to testing, school and district assessment coordinators were required to verify that student eligibility was correct in the TIDE, and that any accommodations or test settings were correct. In order to participate in a computer-based test, students were required to have been listed as eligible for that test in TIDE. See the *TIDE User Guide* for more information.

Key personnel involved with FSA administration included District Assessment Coordinators, School Assessment Coordinators, and TAs. Information about the roles and responsibilities of testing staff are further detailed in the next section.

A secure browser developed by AIR was required to access the online FSA tests. The secure browser provided a secure environment for student testing by disabling the hot keys, copy and screenshot capabilities, and access to desktop functionalities, such as the Internet and email. Other measures that protected the integrity and security of the online test are presented in "Test Security Procedures" below.

Prior to the Spring 2015 assessment administrations, District Assessment Coordinator training sessions were conducted in eight locations across the state. A "train the trainer" model was employed to train coordinators on the use of TDS, Online Reporting System (ORS), and TIDE. Trainings were posted on the portal as a resource for school and district staff. Additionally, TAs were encouraged to complete the online TA Certification Course before administering a test.

Test administration manuals and guides were available online for school and district staff; some test administrations manuals were printed and shipped to districts. The *Florida Standards Assessments Test Administrator User Guide* (Appendix A of this volume) was designed to familiarize TAs with TDS and contained tips and screenshots throughout the text. The user guide provided the following information:

- Steps to take prior to accessing the system and logging in;
- Navigating the TA interface application;
- The Student Interface, used by students for online testing;
- Training sites available for TAs and students; and
- Secure browsers and keyboard shortcut keys.

The *Spring 2015 Florida Standards Assessments Computer-Based Test Administration Manual* (Appendix B of this volume) provided information about policies and procedures for the FSA. The test administration manuals, which are updated annually before each school year, included test administration information, guidance, and directions.

3.1 FSA ONLINE ADMINISTRATION

The test administration manual provided instructions about creating testing sessions, monitoring sessions, verifying student information, assigning test accommodations, and starting, pausing, and submitting tests. Personnel involved with statewide assessment administrations play an important role in ensuring the validity of the assessment by maintaining both standardized administration conditions and test security. Their roles and responsibilities are summarized below.

Roles and Responsibilities in the Online Testing Systems

District Assessment Coordinators, School Assessment Coordinators, and Test Administrators each had specific roles and responsibilities in the online testing systems. See the test administration manual for their specific responsibilities before, during, and after testing.

District Assessment Coordinators

District Assessment Coordinators were responsible for coordinating testing at the district level, ensuring that the School Assessment Coordinators in each school were appropriately trained and aware of policies and procedures and that they were trained to use AIR's systems.

School Assessment Coordinators

School Assessment Coordinators were ultimately accountable for ensuring that testing was conducted in accordance with the test security and other policies and procedures established by the Florida Department of Education. School Assessment Coordinators were primarily responsible for identifying and training TAs. School Assessment Coordinators worked with technology coordinators to ensure that the necessary secure browsers were installed and any other technical issues were resolved. During the testing window, School Assessment Coordinators monitored testing progress, ensured that all students participated as appropriate, and handled testing problems as necessary.

Test Administrators

TAs administered the FSA. These personnel who administered the FSA conducted a training test session based on instructions from each school assessment coordinator.

All TAs were required to be certified educators. Non-certified school personnel were not allowed to serve as TAs, but non-certified school personnel and volunteers approved by the district could serve as proctors. While proctors were not required in rooms where 25 (CBT) or 30 (PBT) or fewer students were being tested, FDOE strongly encouraged the use of proctors in all test administrations to help reduce testing irregularities and aid in investigations, if necessary.

TAs were responsible for reviewing necessary manuals and user guides to prepare the testing environment and ensure that students did not have books, notes, scratch paper (other than their work folders, worksheets, or planning sheets), or electronic devices. They were required to administer the FSA following the directions found in the manual. Any deviation in test administration was required to be reported by TAs to the School Assessment Coordinator, who was to report it to the District Assessment Coordinator. Then, if necessary, the District Assessment Coordinator was to report it to FDOE.

TAs also ensured that only resources that were allowed for specific tests were available and no additional resources were being used during the FSA. In grades 7 and 8 FSA Mathematics and Algebra 1, Geometry, and Algebra 2 EOC assessments, a scientific calculator was included in TDS. The scientific calculator was available for Sessions 2 and 3 of the Grades 7 and 8 Mathematics and for Session 2 of the Algebra 1, Geometry, and Algebra 2 EOCs. Handheld scientific calculators could also be provided to students during the appropriate test sessions. FDOE did not provide a list of approved handheld calculators; instead, a list of required and prohibited functionalities was provided. The list of required and prohibited calculator functionalities is

available on the FSA Portal. Providing a calculator with prohibited functionality or in the incorrect test session (Session 1) was cause for test invalidation.

For the CBT ELA Reading Component assessment, students in grades 5 through 10 were required to have headphones or earbuds. There were no technical specifications for headphones or earbuds. FDOE did not provide headphones or earbuds; rather, the schools provided them or students could use their own. These should have been checked to ensure they worked with the computer or device the students would use for the assessment prior to the first day of testing. To further verify headphones were working, a sound test was built in to the sign-in process of the assessment and students were asked to verify that headphones and earbuds were working prior to entering the test.

3.2 PAPER-AND-PENCIL ADMINISTRATION

The test administration manual for the computer-based tests covered specific accommodations information as well as general test security policies and procedures that were common in both paper-pencil and online administrations. The *Grades 3 & 4 ELA Reading and Mathematics Manual for Test Administrators* (Appendix C) included TA responsibilities specific to paper-pencil test administration. Additional instructions for administering tests to students using large print, braille, and one-item-per-page accommodations are provided in Appendix A of the *Grades 3 & 4 ELA Reading and Mathematics Manual for Test Administrators*. For Grades 5 through 10 ELA Reading, Grades 5 through 8 Mathematics, and EOC assessments, paper-based scripts and instructions were available online at www.FSAssessments.org (see Appendix K).

TAs were required to ensure that students used no. 2 pencils to complete information on the student grid sheets, signed the Testing Rules Acknowledgment, and recorded their responses. School assessment coordinators were required to provide TAs with the materials needed to administer each test session. Secure materials were required to be delivered or picked up immediately before the beginning of each test session. After testing, TAs returned the testing materials to the school assessment coordinator immediately. Schools were required to track all secure materials by maintaining required administration information and chain of custody forms, and to report any missing materials or security breaches to the district assessment coordinator immediately. District staff were then to notify FDOE.

3.3 TEST ADMINISTRATION RESOURCES

The list of in-person training sessions, webinars, and training resources for the spring 2015 FSA administration is provided below. Training materials were all available online at www.FSAssessments.org.

- District systems training at the annual District Assessment Coordinator (DAC) meeting

- FSA regional trainings covering all AIR systems held in eight different locations in Florida: Tallahassee, Jacksonville, Ocala, Tampa, Palm Beach, Miami, Fort Lauderdale, and Pensacola (These trainings were provided to District Assessment Coordinators on all FSA Systems.)

- TIDE webinars for School Assessment Coordinators

- TIDE online training module

- TDS webinar for School Assessment Coordinators

- TA certification course

- Secure browser and TA Interface webinar demonstration for School Assessment Coordinators

In addition to training sessions, Table 3 presents the list of user guides and manuals related to the FSA administration.

Table 3: Guides and Manuals

Resource	Description
System Requirements	This document was developed by the American Institutes for Research (AIR) and the Florida Department of Education (FDOE) and contains technology requirements to help Florida districts and schools prepare for online testing using AIR's TDS. (See Appendix P)
Technical Specifications	This manual provides information about supported operating systems and related requirements, network and Internet requirements, and general hardware and software requirements. (See Appendix Q)
ORS User Guide	This user guide supports district- and school-level users who will use ORS and its features to access participation reports and/or state-, district-, school-, and student-level scores. (See Vol 6, Appendix A)
ORS Quick Guide	This quick guide includes screenshots of ORS to provide step-by-step instructions. (See Appendix T)
TIDE User Guide	This user guide describes tasks performed in TIDE for FSA assessments. (See Appendix U)
Secure Browser Manual	This manual provides instructions for installing the FSA secure browser on supported computers and devices used for online assessments. (See Appendix V)
Test Administrator User Guide	This user guide supports TAs who manage testing for students participating in Florida Standards Assessments (FSA) training tests, field tests, and operational computer-based assessments. (See Appendix A)
Training Test Quick Guide	This user guide provides information for individuals accessing the Florida Standards Assessments (FSA) training tests. (See Appendix J)
FSA Systems Quick Guide	This quick guide provides brief instructions for the most commonly used features of the FSA systems: TIDE, TDS, and ORS. The user roles that can perform each tasks are indicated in parentheses in each section. (See Appendix W)
Understanding FSA Reports	This document includes explanations of the reports, information about the content assessed in Mathematics and English Language Arts (ELA) relating to the Florida Standards, and a glossary of the terms used in these reports. (Appendix R)
Spring 2015 FSA Computer-Based Test Administration Manual	This test administration manual includes scripts and instructions for administering the Spring 2015 computer-based FSA ELA Reading, FSA Mathematics, and FSA EOC assessments. (See Appendix B)
Spring 2015 Grades 3 & 4 FSA Manual for Test Administrators	This manual includes scripts for administering Spring 2015 Grades 3 & 4 FSA ELA Reading and Mathematics tests, as well as TA responsibilities before, during, and after testing. (See Appendix C)
Spring 2015 FSA ELA Writing Component Test Administration Manual	This test administration manual includes scripts and instructions for administering the Spring 2015 FSA ELA Writing Component Test. (See Appendix S)

Resource	Description
Spring 2015 ELA FSA Writing Computer-Based Accommodated Scripts	Scripts for administering the FSA ELA Writing assessments to students who require accommodated computer-based forms (See Appendix N)
Spring 2015 FSA ELA Reading & Mathematics Braille Scripts	Scripts for administering braille Grades 3–10 ELA Reading and Grades 3–8 Mathematics tests. (See Appendix L)
Spring 2015 FSA EOC Braille Scripts	Scripts for administering braille for Algebra 1, Algebra 2, and Geometry. (See Appendix M)
Spring 2015 Scripts and Instructions for Administering Paper-Based Assessments	Scripts and Instructions for Administering Paper-Based Grades 3-10 ELA Reading, Grades 5-8 Mathematics, and EOC Algebra 1, Algebra 2, and Geometry Assessments, Test Administrator instructions for large print, braille, and one-item-per-page accommodations. (See Appendix K)
Spring 2015 Grades 3-4 ELA Reading and Mathematics Test Administration Manual	The Spring 2015 FSA PBT Manual includes scripts and instructions for administering Grades 3 and 4 ELA Reading and Grades 3 and 4 Mathematics. (See Appendix O)

4.   TEST SECURITY PROCEDURES

Maintaining a secure test environment is critical to ensure that scores represent what students know and are able to do. Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the Test Security Statute, Section 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. Because the FSA was administered in both computer-based and paper-based formats, test security procedures were necessary to guard against item exposure, cheating, or security breaches for all testing modes.

The test security procedures for the FSA included the following:

- Procedures to ensure security of test materials;
- Procedures to investigate test irregularities; and
- Guidelines to determine if test invalidation is appropriate/necessary.

See the test administration manual for the test security policies and procedures.

4.1   SECURITY OF TEST MATERIALS

All test items, test materials, and student-level testing information were considered secure and were required to be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration was required to have been reported to ensure the validity of the assessment results.

The security of all test materials was required before, during, and after test administration. Under no circumstances were students permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing. After any administration, initial or make-up, secure materials (e.g., passage booklets, test tickets, used worksheets, used work folders) were required to be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials were never to be left unsecured and were not permitted to remain in classrooms or be taken off the school's campus overnight. Secure materials were not allowed to be destroyed (e.g., shredded, thrown in the trash), except for soiled documents. In addition, any monitoring software that would have allowed test content on student workstations to be viewed or recorded on another computer or device during testing must be turned off.

It is considered a testing security violation for an individual to fail to follow security procedures set forth by FDOE, and no individual was permitted to:

- read or view the passages or test items before, during, or after testing;
- reveal the passages or test items;
- copy the passages or test items;
- explain the passages or test items for students;
- change or otherwise interfere with student responses to test items;
- copy or read student responses; or
- cause achievement of schools to be inaccurately measured or reported.

All regular print test books, Writing/Reading passage booklets, and special document (large print, braille, and one-item-per-page) test materials were secure documents and processes were in place to protect them from loss, theft, and reproduction in any medium. A unique identification number and a bar code were printed on the front cover of all secure documents. Schools were expected to maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they were returned to the contractor.

To access the computer-based FSA tests, a secure Internet browser was required. The secure browser provided a secure environment for student testing by disabling the hot keys, copy and screenshot capabilities, and access to the desktop (Internet, email, and other files or programs installed on school machines). The secure browser did not display the IP address or other URLs for the site. Users could not access other applications from within the secure browser, even if they knew the keystroke sequences. The "back" and "forward" browser options were not available, except as allowed in the testing environment as testing navigation tools. Students were not able to print from the secure browsers. During testing, the desktop was locked down. The secure browser was designed to ensure test security by prohibiting access to external applications or navigation away from the test. See the *Florida Standards Assessments Test Administrator User Guide* in Appendix A for further details.

4.2 INVESTIGATING TEST IRREGULARITIES

Throughout the testing window, TAs were to report any test irregularities (e.g., disruptive students, loss of Internet connectivity) to the school assessment coordinator immediately. A test irregularity could have included testing that was interrupted for an extended period of time due to a local technical malfunction or severe weather. School assessment coordinators were required to notify district assessment coordinators of any test irregularities that were reported. If further guidance was needed or an irregularity occurred which would require action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices), district assessment coordinators were to contact the Bureau of K–12 Student Assessment.