

**PRIVATE SCHOOL APPLICATION TO ADMINISTER  
FLORIDA STATEWIDE ASSESSMENTS IN 2015-16**

**Attachment G: FSA Writing Component FT Test  
Administration Manual**

- See question #11 in the application.

Winter 2014–2015

**English Language Arts**  
**Writing Component**  
**Field Test**

Test Administration Manual

# Winter 2014-2015 Florida Standards Assessment English Language Arts Writing Component Field Test Administration Schedule

<b>Dates</b>	<b>Grade Level</b>	<b>FSA ELA Writing Field Test Mode</b>	<b>Session Length</b>
February 2–13, 2015	Grades 4–7	Paper-Based Test (PBT)	90 minutes
December 1–19, 2014 January 5–February 13, 2015	Grades 8–11	Computer-Based Test (CBT)	90 minutes

The Florida Standards Assessment (FSA) English Language Arts (ELA) Writing Component Field Test is administered in two 90-minute test sessions over two days; however, students who have not completed testing at the end of 90 minutes may have an additional 30 minutes to complete the test session.

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

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# 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.

**District/School Labels:** Districts and schools will receive District/School Labels, which must be applied to hand-gridded test and answer books. If a document is hand-gridded and an On-Demand PreID Label cannot be printed, then a District/School Label must be applied to ensure the student's results are reported to the correct district and school.

**DO NOT PROCESS Labels:** Districts and schools will receive DO NOT PROCESS Labels, which must be applied to any **USED NOT TO BE SCORED** test and answer books that should NOT be scanned or counted for participation (e.g., responses were transcribed into another test and answer book). The DO NOT PROCESS Label should be applied in the same location as the PreID or District/School Label and should cover the label currently on the test and answer book.

**FSA Portal:** Resources and information for district and school personnel are located in the FSA Portal, which is accessed at [www.FSAssessments.org](http://www.FSAssessments.org). The portal is organized by user roles and also includes links to the Test Delivery System (TDS), Test Information Distribution Engine (TIDE), and Online Reporting System (ORS).

**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.

**Online Reporting System (ORS):** ORS allows school and district personnel to track the progress of student computer-based testing and access student results. ORS is accessed via the FSA Portal using the same username and password used to access other AIR systems.

**School Box Range Sheet:** The School Box Range Sheet shows the number of boxes packaged for each site within a district. For district sites, the School Box Range Sheet will identify the number of boxes packaged for each school and the district. For school sites, the School Box Range Sheet will identify the total number of boxes shipped to the school.

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

**Session ID:** Session IDs are unique codes generated by the Test Administrator Interface. In addition to their Username and First Name, students use the Session ID to log into computer-based FSA assessments. Test Administrators must record the Session ID as part of their required administration information.



**Student Interface:** Students use the Student Interface to log into and take computer-based FSA tests.

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

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

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

**Test Tickets:** Test Tickets contain login information for students. Each student must have a test ticket to log into computer-based FSA assessments. Test tickets are generated in TIDE and contain the following fields: Username, Last Name, First Name (password), Grade, Date of Birth, Student ID Number, District and School.

# Introduction: The FSA Program

## Introduction

The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and are being 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 new statewide assessments. These assessments will provide parents, teachers, policy makers, and the general public with information regarding how well students are learning the Florida Standards.

The following FSA assessments will be administered for the first time in Spring 2015:

- Grades 3–11 English Language Arts (Writing component in Grades 4–11)
- Grades 3–8 Mathematics
- Algebra 1 End-of-Course Assessment
- Geometry End-of-Course Assessment
- Algebra 2 End-of-Course Assessment

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

## About This Manual

This test administration manual includes scripts and instructions for administering the Winter 2014–2015 FSA ELA Writing Component Field Test. Note that while test security policies and procedures for FSA administrations are very similar to those in place for FCAT/FCAT 2.0/Next Generation Sunshine State Standards (NGSSS) EOC assessments, it is imperative that all district and school personnel involved in FSA administrations familiarize themselves thoroughly with all test administration and security policies and procedures described in the FSA test administration manuals. School personnel should communicate with their district offices about any questions or concerns prior to test administration, and district personnel should contact FDOE if guidance or clarification is needed.

This manual includes a script for administering the paper-based Grades 4–7 FSA ELA Writing Component Field Test and a script for administering the computer-based Grades 8–11 FSA ELA Writing Component Field Test.

District and school personnel should refer to the *2014–2015 FSA Paper-Based Materials Return Instructions*, available in the FSA Portal, for guidance regarding the packaging and return of paper-based materials after testing. This information is not provided in the test administration manuals for the FSA assessments.

District and school personnel administering computer-based tests will also need to read and have access to the following user guides, which will be available on the FSA Portal, prior to and during test administration:

Introduction: The FSA Program

- *TIDE User Guide* (District and School Assessment Coordinators)
- *Test Administrator User Guide* (School Assessment Coordinators and Test Administrators)
- *Writing Field Test Quick Guide*

# Test Administration Policies and Procedures

## Administration Schedule

The windows for administering the Grades 8–11 computer-based Winter 2014–2015 FSA ELA Writing Component Field Test are December 1–19, 2014, and January 5–February 13, 2015. The window for administering the Grades 4–7 paper-based Winter 2014–2015 FSA ELA Writing Component Field Test is February 2–13, 2015. Any deviation from this schedule must be approved in writing by FDOE.

The test administration session length for both paper-based and computer-based ELA Writing Component Field Test sessions is 90 minutes; however, **students who have not completed testing at the end of 90 minutes may have an additional 30 minutes to complete the test session.**

Test administrators must allow the exact amount of time allotted for test sessions and must not collect test materials or instruct students to submit computer-based tests until the end of the 90-minute test session. 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 Grades 4–11 students at selected schools participate in the Winter 2014–2015 FSA ELA Writing Component Field Test administrations.

### **McKay Scholarship Program Students**

Students enrolled in PUBLIC schools through the McKay Scholarship Program are required to participate in statewide assessments as outlined in their individual education plans (IEPs).

### **English Language Learners (ELLs)**

All ELLs in Grades 4–11 in selected schools **must** participate in the FSA ELA Writing Component Field Test (if applicable). 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). Allowable administration accommodations may be provided to students identified as ELLs, as described in Appendix A.

### **Students with Disabilities**

Students with disabilities enrolled in Grades 4–11 at selected schools **may** participate in the FSA ELA Writing Component Field Test with or without accommodations. Allowable administration accommodations may be provided to eligible students with IEPs or Section 504 plans, as described in Appendix A. Students who require paper-based accommodations will not participate in this administration.

## **General Information about Accommodations**

Appendix A provides information concerning allowable administration 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.

Accommodated computer-based forms (text-to-speech, masking) and paper-based accommodations (passage booklets, regular print, large print, braille, one-item-per-page) are NOT provided for this field test administration.

## **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, test and answer books and planning sheets must be returned immediately to the school assessment coordinator and placed in locked storage. Test and answer books, test tickets, and used planning sheets are considered secure materials and must never remain in classrooms or be removed from the school's campus overnight.

For all FSA assessments, Session 1 MUST be completed before Session 2. Any students absent for Session 1 may not participate in Session 2 until they have completed Session 1.

## **Test Materials**

Grades 4–7 students receive test and answer books for the FSA ELA Writing Component Field Test.

## **Writing Planning Sheets**

ALL Grades 4–11 students receive one Writing Planning Sheet per session 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.

## **Computer Preparations**

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

## **Support During Testing**

During testing, a test administrator should not attempt to resolve technical issues if it is disruptive to students. The test administrator must have a way to contact the school assessment

coordinator or technology coordinator without leaving the room unattended. If a student has difficulty logging in or gets kicked out of his or her test more than once, students should not continue to attempt to log in until the issue is diagnosed and resolved.

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

## **Student Demographic Information**

For students taking paper-based tests, the student grid sheet on the front of the test and answer book captures student demographic information. 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 Student Labels” on pages 14–15). The demographic information described below must be verified on PreID Labels as they are applied to documents and in TIDE before printing On-Demand PreID Labels.

For non-preidentified test and answer books, student demographic information must be accurately gridded on student grid sheets with a No. 2 pencil. For instructions for gridding, refer to the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 63–64. A District/School Label must also be applied to a hand-gridded document and this student must be entered in TIDE.

For students taking computer-based tests, the following student demographic information must be verified in TIDE before testing according to the instructions in the *TIDE User Guide*:

- 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 described below and on the following page 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, Florida Administrative Code (FAC).

### Primary Exceptionality Classifications

Description	Code on Student Grid Sheet
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 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.

### 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 required administration information. See Appendix A for a description of allowable accommodations and the categories in which they fall.

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

Student grid sheets do not include fields for recording this information, nor is it recorded in TIDE. Documentation must be maintained at schools, however, 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 1 year
- One year or more

## **Preidentified Student Labels**

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

## **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 through TIDE, if needed.

## **Affix PreID Labels**

Please adhere to the following policies when preparing student materials:

- Affix labels in the box on the student grid sheet that states “APPLY PREID LABEL OR DISTRICT/SCHOOL LABEL HERE.” Please note that this box contains a barcode used



for scanning unused documents, which will be covered by the PreID Label on TO BE SCORED documents.

- Only the school assessment coordinator and other certified 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.
- Students and non-certified 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 grid sheet:

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.
2. Verify the information on the PreID roster against the school's student information database. Because the complete Social Security Number is not printed on the label, the PreID roster must be used to verify student information. It is not necessary to verify the labels 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 should be printed.
4. In order for a document to be properly scanned, carefully place the label on the grid sheet in the box that states "APPLY PREID LABEL OR DISTRICT/SCHOOL LABEL HERE." Ensure the label is not wrinkled or applied unevenly.
5. Do not remove labels once they have been affixed; however, if information on a label is incorrect, a new label may be printed and applied over the incorrect label. Note: if an On-Demand PreID Label cannot be used, apply a District/School Label in its place and hand-grid the student demographic information and update the student's information in TIDE.

## **District/School Labels**

Student grid sheets do not include fields for entering district and school numbers. If a document is hand-gridded and an On-Demand PreID Label cannot be printed, then a District/School Label must be applied to ensure the student's results are reported to the correct district and school.

**However, PreID Labels should be used whenever possible.**

Schools will receive yellow-striped District/School Labels with their test materials. Each District/School Label identifies the district, school, and administration.

The District/School Label should be applied to hand-gridded student grid sheets in the box that states, “APPLY PREID LABEL OR DISTRICT/SCHOOL LABEL HERE.”

District/School Labels for the Winter 2014–2015 FSA ELA Writing Component Field Test administration may not be used for other FSA test administrations.

### **DO NOT PROCESS Labels**

Districts and schools will receive DO NOT PROCESS Labels. The DO NOT PROCESS Label must be applied to any **USED NOT TO BE SCORED** test and answer book that should NOT be scanned or counted for participation (e.g., responses were transcribed into another test and answer book). The DO NOT PROCESS Label should be applied in the same location as the PreID or District/School Label and should cover the label currently on the test and answer book.

Test and answer book(s) with DO NOT PROCESS Labels should be returned with other NOT TO BE SCORED materials.

DO NOT PROCESS Labels should not be applied to unused or blank NOT TO BE SCORED materials.

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

Examples of prohibited activities are listed below:

- Reading or viewing the passages or writing prompts before, during, or after testing
- Revealing the passages or writing prompts
- Copying the passages or writing prompts
- Explaining the passages or writing prompts for students
- Changing or otherwise interfering with student responses to writing prompts
- Copying or reading student responses

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

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

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

Used planning sheets are secure materials and must be treated as such. After ANY test administration, initial or make-up, test and answer books and planning sheets 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.** Test and answer books and used planning sheets 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 folders as described in the "Hazardous Materials" section on page 19.**

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

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to test administration and that all personnel sign and return a *Test Administration and*

*Security Agreement* stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists the school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement.

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

Each school is required to maintain an accurate Security Log, provided in Appendix D, and an accurate seating chart for each testing room. Anyone who enters a testing room for the purpose of monitoring the test is required to sign the log. This applies to test administrators, proctors, and anyone who relieves a test administrator, even for a short break, regardless of how much time he or she spends monitoring a testing room.

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

## **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.

<b>PBT (Grades 4–7)</b>	<b>CBT (Grades 8–11)</b>	<b>Proctors Required</b>
1–30 students	1–25 students	Test Administrator*
31–60 students	26–50 students	Test Administrator and 1 Proctor
61–90 students	51–75 students	Test Administrator and 2 Proctors

\* FDOE strongly recommends that proctors be assigned to testing rooms with fewer than 26 (CBT) or 31 (PBT) students whenever possible.

**School personnel and non-school personnel** may be trained as proctors (only certified school personnel may be trained as test administrators). Prior to testing, inform all proctors of their duties and of the appropriate test security policies and procedures. **School personnel** duties may include preparing and distributing materials (e.g., test and answer books, planning sheets). **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 test and answer books or planning sheets, assisting students with logging in to the test, providing

accommodations). Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties.

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

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

## **Security Numbers**

All test and answer books are secure documents and must be protected from loss, theft, and reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all secure documents. The security number consists of the last eight digits of the identification number. These eight digits are located under the barcode on the right. In the sample below, the security number is 00000001.



Security Number

A range sheet on top of each pack of test and answer books identifies the range of security numbers in the pack. Schools are 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 are returned to the contractor.

## **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 the FSA Help Desk, attention DRC at [fsahelpdesk@air.org](mailto:fsahelpdesk@air.org). At their discretion, school personnel may transcribe the response(s) 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 to DRC.

## **Missing Materials**

School assessment coordinators must verify that all secure materials on the packing list are received and should report any mispackaged or missing materials to their district assessment

coordinator immediately. The *Test Materials Chain of Custody Form* must be maintained at all times. Individuals responsible for handling secure materials are accountable for the materials assigned to them. Test administrators should report any missing materials to the school assessment coordinator immediately.

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

A written report must be submitted to the Bureau 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, and
- what steps are being implemented to avoid future losses.

A form to report missing secure materials can be found at [www.FSAssessments.org](http://www.FSAssessments.org). School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

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

## **Test Irregularities and Security Breaches**

### **Test Irregularities**

Test administrators should report any test irregularities (e.g., disruptive students, loss of Internet connectivity) to the school assessment coordinator immediately. A test irregularity may include testing that is interrupted for an extended period of time due to a local technical malfunction or severe weather. School assessment coordinators must notify district assessment coordinators of

any test irregularities that are reported. Decisions regarding test invalidation should not be made prior to communicating with the district assessment coordinator. If further guidance is needed or to report an irregularity requiring action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices), district assessment coordinators should contact the Bureau of K–12 Student Assessment. For any test irregularities that require investigation by the district, a written report must be submitted as indicated below.

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

# 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. Even though scores are not reported for this field test administration, it is still necessary to ensure validity to collect valid and reliable data.

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

For assistance identifying circumstances when invalidation is an appropriate course of action, review the guidelines below. For information on how to invalidate a computer-based test in TIDE, see the *TIDE User Guide*.

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

Please note, as stated in Rule 6A-10.042, FAC, in situations involving cheating, a report must be submitted to FDOE within 10 calendar days of the incident, as stated on pages 20–21.

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

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



4. **A student is given an accommodation not allowed on statewide assessments.** If a student is given an accommodation that is not allowed on statewide assessments 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, if appropriate, to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.
7. **An error occurs in test administration procedures that could compromise the validity of test results.** If the validity of the test results has been compromised (e.g., a student had access to an unauthorized visual aid that gave an unfair advantage), the test must be invalidated.
8. **A disruption occurs during testing.** If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.
9. **A student is given unauthorized help during testing.** If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator has told a student to check the answer to a specific item), the student's test must be invalidated.
10. **A student is disruptive during testing.** If a student is disruptive during testing, the school assessment coordinator should determine whether invalidation is an appropriate course of action.

### **Do Not Score (DNS) and UNDO Bubbles**

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

<b>SCHOOL USE ONLY</b>	
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. 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 the test and answer book is defective and USED, a DO NOT PROCESS Label MUST be applied.** Remember that the DO NOT PROCESS Label should be applied to any USED NOT TO BE SCORED test and answer books that should NOT be scanned or counted for participation (i.e., responses were transcribed into another test and answer book). The DO NOT PROCESS Label should be applied in the same location as the PreID or District/School Label and should cover the label currently on the test and answer book.

If a student discovers that the test and answer book is defective **during** testing, instruct the student to continue writing his or her response in the test and answer book. After the test session has ended, the student must, under the supervision of the test administrator, transfer the exact response from the defective test and answer book to a replacement test and answer book.

If the defective test and answer book has a student label applied, **do not remove the label.** You may either print a new On-Demand PreID Label via TIDE or grid all information on the student grid sheet and affix a District/School Label to the replacement test and answer book. (See the *Script for Gridding a Non-Preidentified Student Grid Sheet* on pages 64–65.) Instructions for printing On-Demand PreID Labels are available in the TIDE User Guide. Place a DO NOT PROCESS Label on the defective USED 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 pages 19.

# Test Administrator Responsibilities Before Testing

Please use the *Test Administrator Checklist* before, during, and after testing. This checklist is also available in the portal.

Test administrators **MUST** be certified educators. If you are not a certified educator, you may not administer an FSA assessment.

Remember, you must complete the following prior to testing:

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

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

## **Conduct Training Test**

Prior to this computer-based test administration, it is recommended that you conduct a training test based on instructions from your school assessment coordinator. The training test contains sample test items to prepare Grades 8–11 students for the FSA ELA Writing Component Field Test and will help familiarize you and your students with the CBT tools, as well as the process for responding to items on the computer. Students should practice on the type of computer or device they will use for testing (e.g., PC, tablet, laptop). Students should also be encouraged to access the training test on the portal and practice on their own.

## **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, including word lists, spelling lists, word definitions, punctuation charts, transitional devices, organizational patterns, etc. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

Sufficient workspace should be provided for students to use their test and answer books and planning sheets. Students must not be able to easily view other students' test and answer books, computers or device screens, or planning sheets. If administering a computer-based test, check the configuration of your testing room during the training test to make sure you will be able to provide a secure environment during testing. Make adjustments prior to the test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

If you are administering a computer-based test, when you arrive on the day of testing, open each student workstation or device in the testing room to the student login screen as indicated in the script. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

Outside each door to the testing room, post a sign that reads *TESTING—Please Do Not Disturb*. A sign is provided in Appendix D. For paper-based test administrations, display the district and school names. For all test sessions, display starting and stopping times for students.

Refer to the chart on page 18 for the number of proctors needed. It is recommended that at least one proctor be assigned to testing rooms with fewer than 26 (CBT) or 31 (PBT) students.

## **Required Administration Information**

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

- Students assigned to your room—provide Student Names and Student ID Numbers
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID (CBT), generated in TDS when you create a test session
- Accommodations provided to students
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator

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

## **Accommodations Codes**

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

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

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

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

- 1-AD = Assistive Devices

**For ELL students:**

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

## **Seating Charts**

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

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

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

If you are conducting computer-based testing on laptops or other mobile devices, record the devices on which students are testing.

## **Assemble Materials**

### **Test Administration Manual**

You will need this manual to read the test administration script 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 script BEFORE testing.

When testing students who are allowed certain accommodations, you may need to modify the administration scripts. It is especially important that you review the scripts BEFORE testing begins to determine the necessary modifications. If an accommodation is not provided as

indicated on a student's IEP, Section 504 plan, or ELL plan, that student's test may be invalidated. Contact your school assessment coordinator if you have questions about student accommodations.

## Pencils/Pens

Students taking computer-based tests should have a pen or pencil to sign below the Testing Rules Acknowledgment, take notes, and plan their responses on their planning sheets.

**For students taking paper-based tests, ensure that students use No. 2 pencils** to complete information on the student grid sheets, 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.

## Computer or Mobile Device

On the day of testing, CBT test administrators will need a computer or mobile device with access to the internet to create a test session, approve students for testing, and monitor the session. It is also recommended that test administrators have access to the *Test Administrator User Guide*, located in the portal and the TA Interface, to help troubleshoot issues during testing.

## Watch or Clock

You will need a watch or clock to ensure that students are allowed the full amount of time indicated for each session of the FSA ELA Writing Component Field Test.

Each FSA ELA Writing Field Test session is 90 minutes, and students are allowed individual restroom breaks as needed. **Any student not finished by the end of the allotted time may continue working for an additional 30 minutes (for a total of 120 minutes).** You will receive instructions from your school assessment coordinator on providing additional time.

## Security Log

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

## Do Not Disturb Sign

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

## **Electronic Devices Sign**

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

## **Receive Materials**

### **Planning Sheets**

Your school assessment coordinator will provide you with Writing Planning Sheets for ALL students participating in this test administration (both PBT and CBT).

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

### **Test and Answer Books**

Your school assessment coordinator will provide you with test and answer books for Grades 4–7 students. Test and answer books are secure materials and should be delivered or picked up immediately before the beginning of a test. If additional materials are needed, please contact your school assessment coordinator.

### **Test Tickets**

Your school assessment coordinator will provide you with test tickets for the Grades 8–11 students testing in your room. Each test ticket includes a student's Username and First Name for logging in to a computer-based test. Test tickets are generated in TIDE. For instructions on generating and printing test tickets, please refer to the *TIDE User Guide*.

## **Communicate Testing Policies to Parents/Guardians and Students**

Prior to testing, make sure students and their parents/guardians understand the following policies:

- **Electronic Devices Policy**—If students are found with ANY electronic devices, including but not limited to cell phones and smartphones, during testing OR during breaks, their tests will be invalidated. The best practice would be for students to leave devices at home or in their lockers on the day of testing.
- **Leaving Campus**—If students leave campus before completing the test (for lunch, an appointment, illness, etc.), they **WILL NOT** be allowed to complete the test. Students and

parents/guardians should be made aware of this policy. If a student does not feel well on the day of testing, it may be best for the student to wait and be tested on a make-up day.

- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the acknowledgment reads, “After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.” Please make sure that students understand this policy prior to testing and remind them that “discussing” test content includes any kind of electronic communication, such as texting, emailing, or posting to blogs or social media websites, etc.



# Test Administrator Responsibilities During Testing

If a student starts a test session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that session. No exceptions will be made once the student leaves the school's campus. If you have concerns about a student, you should not allow the student to begin. Instead, arrange to administer the test to that student on a make-up day.

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

## **Read Script**

Read the administration script 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 script to students.

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

## **Distribute Materials**

After students are seated, ensure that each student has a No. 2 pencil; for CBT administrations, students may also use a pen. Read the administration script and distribute test and answer books, planning sheets, and test tickets, as applicable, when instructed to do so. 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, 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 sign below the Testing Rules Acknowledgment that is printed on the back of the planning sheet and on page two of the test and answer books. The acknowledgment reads, "I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated." As you read the portion of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students sign below the acknowledgment.

Students taking paper-based tests 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 sign to acknowledge the testing rules, contact your school assessment coordinator.

## **CBT Only: Create, Start, Monitor, and Close the Test Session**

In the Test Administrator Interface within TDS, you will create, start, monitor, and close the test session you are administering. These instructions are also included in the test administration script and the *Test Administrator User Guide*. Ensure you understand how to complete these steps BEFORE administering a test, and discuss any questions or concerns you have with your school assessment coordinator or technology coordinator.

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

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

### **Create Test Session**

To create the test session, complete the following steps:

- Go to the FSA Portal, click the “Test Administrators” icon, and then click the “Test Administration” icon.
- Log in to the Test Administrator Interface with your username and password.
- Select the test you will be administering, and then click “Start Session.”
- Record the Session ID, which students will need in order to log in to the test. The Session ID should be displayed where it is visible to all students and should also be recorded with your required administration information and on your seating chart.
- To log in to the test, students will enter their Usernames, their First Names (passwords), and the Session ID. It is important that students enter their Usernames and First Names exactly as they appear on their test tickets.

### **Approve Students to Test**

Once students have logged in to the test, you must approve them. In the Test Administrator Interface, select the “Approvals (#)” button to review the list of students ready to begin testing.

Ensure that all students have logged in correctly; then select “Approve All Students.”

### **Monitor Test Session**

During testing, monitor student progress by viewing the “Student Status” column in the Test Administrator Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school**

**assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during testing.

## **Close Test Session**

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

## **Keep Time**

Keep accurate time when administering a test session. Record starting and stopping times in the spaces provided in the script and also display these times for students.

For all FSA ELA Writing Field Test sessions, students may be provided an additional 30 minutes to complete the test (120 minutes total). Students are NOT required to have an extended time accommodation in order to receive the additional 30 minutes.

## **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 17–21 and the Statute and Rule in Appendix C, and abide by the *Test Administration and Security Agreement* and the *Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

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

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

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

## **Supervise Test Administration**

**Your full attention should be on students at all times during testing.** If issues arise during testing, you may need to use your computer or phone to contact your school assessment coordinator; however, it is not appropriate to use the computer or phone for unrelated activities

(such as grading or personal communication) during a test session. While students are working, ensure the following:

- Students have cleared their desks or workstations of all materials except for the appropriate test materials (test and answer books, planning sheets, test tickets, and pencils)
- Students do not have books, notes, scratch paper (other than their planning sheets), or electronic devices of any kind during testing, even if they do not use them
- **For PBT only**, students are using only No. 2 pencils (**mechanical pencils, ink pens, highlighter, 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 in their test and answer books or on their planning sheets
- Students are working independently
- Students who use their planning sheets allow themselves enough time to enter their responses in the test

Students may use the planning sheet as a workspace to take notes and plan their responses. Students taking paper-based tests may underline and/or circle words or phrases, etc. in the passages and prompts.

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

If a student's computer is disconnected from the test, contact the technology coordinator to help diagnose any technical issues. Then assist the student with logging in again. Once a student logs back in to his or her test, you will need to approve the students again in TDS. **If a student still has difficulty logging in or gets kicked out of his or her test more than once, do not have the student continue attempting to log in until the issue is diagnosed and resolved.** Additional troubleshooting information is available in the portal.

**You may not read or comment on student responses or help students plan what to write. Further, you may not 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.**

# Script for Administering the Paper-Based Grades 4–7 FSA ELA Writing Field Test

## Session 1

**90 Minutes**

**(+ 30 Minutes if needed)**

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

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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test session. **No exceptions will be made once the student leaves the school’s campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed and maintain the security of the test during breaks. Students should not discuss or exchange information with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smart phones, tablets) during breaks.**
- When reading the following script, please note that optional words are italicized and in parentheses.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared as described on pages 25–26 and that you have all test materials needed for this test session (see pages 27–28).
2. Display the district name and school name.
3. Ensure you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.
4. 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 D.)
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 each student has a No. 2 pencil.

7. Provide each student with a planning sheet.

SAY	<p>Today, you are going to take Session 1 of the Florida Standards Assessments Grade __ English Language Arts Writing Field Test. Remove all materials from your desk except your No. 2 pencil and your planning sheet.</p> <p><b>You will have 90 minutes to complete this test session. However, if you need additional time, you may have an additional 30 minutes to finish writing your response.</b></p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including individual breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</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 test and answer books for the FSA ELA Writing Field Test.

**Follow the instructions in Option A or Option B, depending on whether test and answer books have been preidentified.**

**Option A**

If you are distributing test and answer books with the labels already affixed, or if the student grid sheets have already been gridded, ensure that each student receives the preidentified book with his or her name on it.

SAY	Make sure that you have the test and answer book with your name on it.
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OR

**Option B**

If you are distributing test and answer books that are not preidentified, distribute them in the order in which they are packaged.

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

**After distributing books according to Option A OR Option B,**

<b>SAY</b>	<p>The only things on your desk should be your No. 2 pencil, your Writing Planning Sheet, and your test and answer book for the FSA ELA Writing Field Test. Do not open your book.</p> <p>Turn your test and answer book so that the box for student name, school name, and district name appears in the upper right corner of your grid sheet. Print your first and last names next to <b>Student Name</b>.</p> <p>Print _____ (name of the school) next to <b>School Name</b>.</p> <p>Print _____ (name of the district) next to <b>District Name</b>.</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 or student demographic information has already been gridded by school personnel.**

If school personnel have not already verified student information prior to testing, read the *Script for Verifying a Preidentified Label* on pages 66–67 before reading the remainder of this script.

After reading the *Script for Verifying a Preidentified Label*, OR if school personnel have already verified student information,

<b>SAY</b>	<p>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 plastic seal. Do not break the second plastic seal.</p>
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, obtain a replacement book from your school assessment coordinator and record the new security number with your required administration information.

<b>SAY</b>	<p>Next, open your test and answer book to page 2. Check each page through the end of Session 1 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.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your record of required administration information.

Do not remove the student PreID Label from 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 the school assessment coordinator. 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"> <li>▪ talk to other students or make any disturbance</li> <li>▪ look at another student's test and answer book or planning sheet</li> <li>▪ allow another student to look at your test and answer book or planning sheet</li> <li>▪ ask for help responding to the writing prompt</li> <li>▪ give help to another student in responding to the writing prompt</li> <li>▪ have notes or scratch paper other than your planning sheet</li> <li>▪ have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them</li> <li>▪ fail to follow any other instructions given</li> </ul> <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
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Answer all questions.

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



<b>SAY</b>	<p>Read each passage carefully and respond completely to the writing prompt. 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> <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>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. Place your planning sheet inside your test and answer book and close your test and answer book before you leave. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

<b>SAY</b>	<p>You have 90 minutes to complete this test session, and you will be permitted to continue working for 30 additional minutes if you need extra time. I'll let you know when there are 10 minutes left in the 90-minute test session. Now, open your test and answer book and begin working.</p>
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Complete the following:

STARTING time: \_\_\_\_\_

Add 80 minutes: +80 minutes

Time for 10 minute reminder: \_\_\_\_\_

Add 10 minutes: +10 minutes

STOPPING time: \_\_\_\_\_

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students AT ALL TIMES.

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 80 minutes from the STARTING time,

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

SAY	<p>STOP. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Raise your hand if you would like additional time to complete your response. Please sit quietly and do not continue working at this time.</p> <p>If you have finished working, I will collect your test and answer book and planning sheet now.</p>
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Based on instructions from your school assessment coordinator, either dismiss students who have finished testing, OR move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location and ensure that students using extra time are allowed the correct amount of time (30 minutes) to complete the test. Students who will continue testing should keep their test and answer books closed.

Once students are ready to continue working,

SAY	Now we will continue testing. You have 30 minutes to finish working. I'll let you know when you have 10 minutes left so that you can review and edit your writing, if necessary. Now, open your test and answer book and continue working.
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After 20 more minutes,

SAY	You have 10 minutes to finish writing your response and to review it.
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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. Return materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering the Paper-Based Grades 4–7 FSA ELA Writing Field Test

## Session 2

**90 Minutes**

**(+ 30 Minutes if needed)**

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.

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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test session. **No exceptions will be made once the student leaves the school’s campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks.**
- When reading the following script, please note that optional words are italicized and in parentheses.

## Before Testing

1. Verify that you have all materials you were assigned.
2. Ensure you have a copy of the sample planning sheet in Appendix D to display for students when instructed in the script.
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 D.)
4. 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.
5. Ensure that each student has a No. 2 pencil.
6. Provide each student with a planning sheet. Students must be given a new planning sheet for this test session (i.e., they may not reuse planning sheets from Session 1).

SAY	<p>Today, you are going to take Session 2 of the Florida Standards Assessments Grade __ English Language Arts Writing Field Test. Remove all materials from your desk except your No. 2 pencil and your planning sheet.</p> <p><b>You will have 90 minutes to complete this test session. However, if you need additional time, you may have an additional 30 minutes to finish writing your response.</b></p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including individual breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</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 test and answer books for the FSA ELA Writing Field Test. Each student should receive the 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.

SAY	<p>The only things on your desk should be your No. 2 pencil, your Writing Planning Sheet, and your test and answer book for the FSA ELA Writing Field Test. Do not open your book.</p> <p>Find the plastic pull tab right side of your book that seals Session 2. Carefully pull the tab <b>OUT</b> and <b>DOWN</b>. Do not try to remove any remaining pieces of the plastic seal.</p>
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Make sure that all students pull the tab correctly. If a student tears his or her book, obtain a replacement book from your school assessment coordinator and record the new security number with your required administration information.

SAY	<p>Next, open your test and answer book to the beginning of Session 2. Check each page through the end of Session 2 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.</p> <p>If you see any problems, raise your hand. If not, close the book and sit quietly.</p>
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**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a

replacement, and add the new security number to your record of required administration information.

Do not remove the student PreID Label from 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. Set the defective book aside and notify your school assessment coordinator. The student’s response from Session 1 will need to be transcribed into the new test and answer book.

Now, hold up a sample planning sheet.

SAY	<p>Print your name in the upper right corner. Remember, 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>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test session you must not</p> <ul style="list-style-type: none"> <li>▪ talk to other students or make any disturbance</li> <li>▪ look at another student’s test and answer book or planning sheet</li> <li>▪ allow another student to look at your test and answer book or planning sheet</li> <li>▪ ask for help responding to the writing prompt</li> <li>▪ give help to another student in responding to the writing prompt</li> <li>▪ have notes or scratch paper other than your planning sheet</li> <li>▪ have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them</li> <li>▪ fail to follow any other instructions given</li> </ul> <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p>
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	<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> <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>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. Place your planning sheet inside your test and answer book and close your test and answer book before you leave. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>Remember, you have 90 minutes to complete this test session, and you will be permitted to continue working for 30 additional minutes if you need extra time. I'll let you know when there are 10 minutes left in the 90-minute test session. Now, open your test and answer book and begin working.</p>
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Complete the following:

STARTING time: \_\_\_\_\_

Add 80 minutes: +80 minutes

Time for 10 minute reminder: \_\_\_\_\_

Add 10 minutes: +10 minutes

STOPPING time: \_\_\_\_\_

Display the STARTING and STOPPING times for students.

During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students AT ALL TIMES.

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 80 minutes from the STARTING time,

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

SAY	<p>STOP. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Raise your hand if you would like additional time to complete your response. Please sit quietly and do not continue working during this time.</p> <p>If you have finished working, I will collect your test and answer book and planning sheet now.</p>
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Based on instructions from your school assessment coordinator, either dismiss students who have finished testing, OR move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location and ensure that students using extra time are allowed the correct amount of time (30 minutes) to complete the test. Students who will continue testing should keep their test and answer books closed.

Once students are ready to continue working,

SAY	Now, we will continue testing. You have 30 minutes to continue working. I'll let you know when you have 10 minutes left so that you can review and edit your writing, if necessary. Now, open your test and answer book and continue working.
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After 20 minutes,

SAY	You have 10 minutes to finish writing your response and to review it.
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After 10 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 right corner of the student grid sheet has been completed by each student and that the gridded or preidentified information is accurate and complete, as describe on pages 64–67.
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. Return materials to your school assessment coordinator as instructed on page 68.

# Script for Administering the Computer-Based Grades 8–11 FSA ELA Writing Field Test

## Session 1

**90 Minutes**

**(+ 30 Minutes if needed)**

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

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 session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test session. **No exceptions will be made once the student leaves the school’s campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed and maintain the security of the test during breaks. Students should not discuss or exchange information with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smart phones, tablets) during breaks.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing a student’s test. If a student is paused in TDS, the student must log back in and be approved in TDS before he or she can continue testing.
- **If a student has difficulty logging in or gets kicked out of his or her test more than once, do not have the student continue to attempt to log in until the issue is diagnosed and resolved.**
- When reading the following script, please note that optional words are italicized and in parentheses.

## **Before Testing**

1. Before students arrive, ensure that the testing room is prepared as described on page 25.
2. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and pausing tests.
5. Ensure that all software applications, including Internet browsers, are closed on all computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session.
7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students you will be testing. **Do not distribute tickets until instructed to do so in the script.**
8. Ensure that each student has a pen or pencil.
9. Provide each student with a planning sheet. Ensure you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.

### **Create a Test Session**

- Go to the FSA Portal, click the “Test Administrators” icon, and then click the “Test Administration” icon.
- Log in to the Test Administrator Interface with your Username and password.
- Select the test you will be administering, and then click “Start Session.”
- Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, test administrators are automatically logged out of TDS after **90 minutes** of test administrator and student inactivity. **If you are logged out and there is no student activity, the session will close and all in-progress tests in the session will be paused. You will need to log back in to the Test Administrator Interface, create a new session, and approve students to resume their test once they have logged back in.** A session will remain active if students are waiting for approval, if students are actively taking the test, or if the Test Administrator is actively interacting with the Test Administrator Interface.

<b>SAY</b>	<p>Today, you are going to take Session 1 of the Florida Standards Assessments Grade __ English Language Arts Writing Field Test. Remove all materials from your desk except your pen or pencil and your planning sheet.</p> <p><b>You will have 90 minutes to complete this test session. However, if you need additional time, you may have an additional 30 minutes to finish writing your response.</b></p>
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	You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including individual breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.
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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.

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

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

SAY	Now, look at the login screen. If you do not see this screen, raise your hand.
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If a computer or device is not opened to the login screen, open the secure browser on that computer or device.

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

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

SAY	Now, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID _____. The Session ID is displayed for you. Click “Sign In.” Raise
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	your hand if you need assistance.
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Pause and assist students with logging in as needed.

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

<b>SAY</b>	Now, you will see the test you are going to take today: the FSA Grade ____ ELA Writing Field Test. Click the green arrow for this test to proceed.  Now, sit quietly while I approve your tests.
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In the Test Administrator Interface, select the “Approvals (#)” button to review the list of students ready to begin testing.

Once you ensure that all students have logged in correctly, approve students to test by selecting “Approve All Students.”

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

<b>SAY</b>	Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not <ul style="list-style-type: none"> <li>▪ talk to other students or make any disturbance</li> <li>▪ look at another student’s computer or device screen or planning sheet</li> <li>▪ allow another student to look at your computer or device screen or planning sheet</li> <li>▪ ask for help responding to the writing prompt</li> <li>▪ give help to another student in responding to the writing prompt</li> <li>▪ have notes or scratch paper other than your planning sheet</li> </ul>
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SAY	<ul style="list-style-type: none"> <li>▪ have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>▪ fail to follow any other instructions given</li> </ul> <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
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Answer all questions.

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

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write 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> <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>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your planning sheet and test ticket before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.</p> <p>Now, click “Yes, Start My Test.” Now you will see the “Test Instructions and Help”</p>
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	<p>screen. Do not click “Begin Test Now” until I instruct you to do so.</p> <p>Take a moment to review the “Test Instructions and Help.” These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do NOT begin your test at this time.</p>
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Pause to allow students a moment to review the instructions, and answer all student questions.

SAY	<p>You have 90 minutes to complete this test session, and you will be permitted to continue working for 30 additional minutes if you need extra time. I’ll let you know when there are 10 minutes left in the 90-minute test session. Now, click “Begin Test Now,” and begin working.</p>
-----	---

Complete the following:

STARTING time: \_\_\_\_\_

Add 80 minutes: +80 minutes

Time for 10 minute reminder: \_\_\_\_\_

Add 10 minutes: +10 minutes

STOPPING time: \_\_\_\_\_

Display the STARTING and STOPPING times for students.

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

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

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

After 80 minutes from the STARTING time,

SAY	<p>There are 10 minutes left in the 90-minute test session.</p>
-----	---

After 10 more minutes,

SAY	<p>STOP. Raise your hand if you would like additional time to work on your response. Please sit quietly and do not continue working at this time.</p> <p>If you have finished working, ensure you are on the Review screen and pause your test by clicking the “Pause” button. I will collect your planning sheet and test ticket.</p>
-----	--

Students will be returned to the login screen once they submit their tests. Collect planning sheets and test tickets from students who are finished. Based on instructions from your school assessment coordinator, either dismiss students who have finished testing, OR pause the test in the Test Administrator Interface and move students who require additional time to an alternate testing location.

If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the Test Administrator Interface, and ensure that students using extra time are allowed the correct amount of time (30 minutes) to complete the test.

Once students are ready to continue working,

SAY	Now, we will continue testing. You have 30 minutes to continue working. I’ll let you know when you have 10 minutes left so that you can review and edit your writing, if necessary.
-----	---

After 20 minutes,

SAY	You have 10 minutes to finish writing your response and to review it.
-----	---

After 10 minutes,

SAY	STOP. Ensure you are on the Review screen and pause your test by clicking the “Pause” button. I will collect your planning sheet and test ticket.
-----	---

Students will be returned to the login screen once they pause their tests.

Once all students have paused their tests, end the test session by clicking “Stop Session” in the Test Administrator Interface. This will pause any remaining tests, so only select “Stop Session” once all students have finished Session 1. Then log out of the Test Administrator Interface by clicking “Log Out” in the upper right corner of the screen.



Complete the following steps:

1. Ensure you have all planning sheets and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Return materials to your school assessment coordinator until the beginning of Session 2.

# Script for Administering the Computer-Based Grades 8–11 FSA ELA Writing Field Test

## Session 2

**90 Minutes**

**(+ 30 Minutes if needed)**

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.

Remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test session. **No exceptions will be made once the student leaves the school’s campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks.**
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing a student’s test. If a student is paused in TDS, the student must log back in and be approved in TDS before he or she can continue testing.
- **If a student has difficulty logging in or gets kicked out of his or her test more than once, do not have the student continue attempting to log in until the issue is diagnosed and resolved.**
- When reading the following script, please note that optional words are italicized and in parentheses.

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at [fsassessments.org/student-comment-form](https://fsassessments.org/student-comment-form).

## **Before Testing**

1. Before students arrive, ensure that the testing room is prepared as described on page 25.
2. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are provided in Appendix D.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and pausing tests.
5. Ensure that all software applications, including Internet browsers, are closed on all student workstations/devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session.
7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students you will be testing. **Do not distribute tickets until instructed to do so in the script.**
8. Ensure that each student has a pen or pencil.
9. Provide each student with a planning sheet. Students must be given a new planning sheet for this test session (i.e., they may not reuse planning sheets from Session 1). Ensure you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.

## **Create a Test Session**

- Go to the FSA Portal, click the “Test Administrator” icon, and then click the “Test Administration” icon.
- Log in to the Test Administrator Interface using your Username and password.
- Select the test you will be administering, and then click “Start Session.”
- Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

Note: As a security measure, Test Administrators are automatically logged out of TDS after **90 minutes** of Test Administrator and student inactivity. **If you are logged out and there is no student activity, the session will close and all in-progress tests in the session will be paused. You will need to log back in to the Test Administrator Interface, create a new session, and approve students as they log in to resume their tests.** A session will remain active if students are waiting for approval, if students are actively taking the test, or if the Test Administrator is actively interacting with the Test Administrator Interface.

SAY	<p>Today, you are going to take Session 2 of the Florida Standards Assessments Grade ____ English Language Arts Writing Field Test. Remove all materials from your desk except your pen or pencil and your planning sheet.</p> <p><b>You will have 90 minutes to complete this test session. However, if you need additional time, you may have an additional 30 minutes to finish writing your response.</b></p> <p>You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. <b>If you are found with any electronic or recording devices at any time during this test session, including individual breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	---

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

Now, hold up a sample planning sheet.

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

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

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

If a computer or device is not opened to the login screen, open the secure browser on that computer or device.

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

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY	Now, you will see the test you are going to take today: the Grade ____ FSA ELA Writing Component Field Test. Click the green arrow for this test to proceed.  Now, sit quietly while I approve your tests.
-----	--

In the Test Administrator Interface, select the “Approvals (#)” button to review the list of students ready to begin testing.

Ensure that all students have logged in correctly; then, approve students to test by selecting “Approve All Students.”

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

If a student is in the wrong test, have the student select “No” on the screen, log in again and make adjustments, and approve that student’s test again. Ensure the correct information displays for that student on the “Is This Your Test?” screen.

SAY	Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not
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SAY	<ul style="list-style-type: none"> <li>▪ talk to other students or make any disturbance</li> <li>▪ look at another student’s computer or device screen or planning sheet</li> <li>▪ allow another student to look at your computer or device screen or planning sheet</li> <li>▪ ask for help responding to the writing prompt</li> <li>▪ give help to another student in responding to the writing prompt</li> <li>▪ have notes or scratch paper other than your planning sheet</li> <li>▪ have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li> <li>▪ fail to follow any other instructions given</li> </ul> <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
-----	--

Answer all questions.

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

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

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write a response in English. Responses written in languages other than English will not be scored.</p> <p>You may NOT use a dictionary. If you aren’t sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and</p>
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make corrections to improve your writing.

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

Now, click “Yes, Start My Test,” but do not select “Begin Test Now” until I instruct you to do so. Take a moment to review the “Test Instructions and Help.” These instructions remind you how to navigate from one item or passage to the next, and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do NOT begin your test at this time.

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

SAY	Remember, you have 90 minutes to complete this test session, and you will be permitted to continue working for up to 30 additional minutes if you need extra time. I’ll remind you when there are 10 minutes left in the 90-minute session. Now, click “Begin Test Now,” and sit quietly while I approve your test.
-----	---

In the Test Administrator Interface, select the “Approvals (#)” and approve students to test by selecting “Approve All Students.”

SAY	Now, begin working.
-----	---------------------

Complete the following:

STARTING time: \_\_\_\_\_

Add 80 minutes: +80 minutes

Time for 10 minute reminder: \_\_\_\_\_

Add 10 minutes: +10 minutes

STOPPING time: \_\_\_\_\_

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the “Student Status” column in the Test Administrator Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from other students.

Ensure that students who use their planning sheets allow enough time to enter their responses completely in the test. Although it is your responsibility to ensure that students are working

independently, you are prohibited from reading test content and planning sheets before, during, and after the test.

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

After 80 minutes from the STARTING time,

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

After 10 more minutes,

SAY	<p>STOP. Raise your hand if you would like additional time to work on your response. Please sit quietly and do not continue working during this time.</p> <p>If you have finished working, click the button that says “End Test Now” and follow the instructions on the screen to submit your test. I will collect your planning sheet and test ticket and provide you with instructions for accessing the comment form. Please complete the comment form and submit it as instructed.</p>
-----	--

Students will be returned to the login screen once they submit their tests. Collect planning sheets and test tickets from students who are finished, and assist them with accessing the comment form at **fsassessments.org/student-comment-form**.

Based on instructions from your school assessment coordinator, either dismiss students who have finished testing, OR pause the test in the Test Administrator Interface and move students who require additional time to an alternate testing location.

If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the Test Administrator Interface, and ensure that students using extra time are allowed the correct amount of time (30 minutes) to complete the test.

Once students are ready to continue working,

SAY	Now, we will continue testing. You have 30 minutes to continue working. I’ll let you know when you have 10 minutes left so that you can review and edit your writing, if necessary.
-----	---

After 20 minutes,

SAY	You have 10 minutes to finish your writing and to review it.
-----	--

After 10 minutes,



<b>SAY</b>	<p><b>STOP.</b> Click the button that says “End Test Now” and follow the instructions on the screen to submit your test.</p> <p>I will collect your planning sheet and test ticket and provide you with instructions for accessing the comment form. Please complete the comment form and submit it as instructed.</p>
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Students will be returned to the login screen once they submit their tests. Collect student planning sheets and assist students with accessing the comment form at **fsassessments.org/student-comment-form**.

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

Complete the following steps:

1. Ensure you have all planning sheets and test tickets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the following accommodations codes to record this information:

**For ESE/504 students:**

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

**For ELL students:**

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

4. Return materials to your school assessment coordinator as instructed on page 68.

# Script for Gridding a Non-Preidentified Student Grid Sheet

Do not read this script if school personnel have already gridded the student information prior to testing.

<b>SAY</b>	<p>Now, you'll be completing information on the front of your test and answer book. It is very important that you record the information correctly. Listen carefully as I read the instructions and raise your hand if you have any questions. Mark only in the spaces that I tell you to mark.</p> <p>In the section labeled <b>LAST NAME</b>, print your last name. Starting at the left, print one letter of your name in each box. If your last name has more than twelve letters, print only the first twelve letters. If you don't need all the boxes, leave the last boxes blank. In the section labeled <b>FIRST NAME</b>, print each letter of your full, legal first name. Do not use a nickname. If your full, legal first name has more than eleven letters, print only the first eleven letters. In the box labeled <b>M</b>, print the first letter of your middle name. If you don't have a middle name, leave the box blank.</p> <p>Now, grid the corresponding bubble in the column below each letter of your full, legal name. If any box is empty, don't grid a bubble.</p> <p>Look at the <b>SOCIAL SECURITY NUMBER OR FLORIDA STUDENT NUMBER</b> box. If you have a Social Security Number, write the nine-digit number <b>followed by an X</b> in the boxes. If you don't have a Social Security Number, write your ten-digit Florida Student Number in the boxes. Now, grid the corresponding bubble in the column below each box.</p>
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If a student does not know his or her Social Security Number or Florida Student Number, instruct the student to leave this field blank. After testing, fill in the correct number before returning materials to your school assessment coordinator.

<b>SAY</b>	<p>In the box labeled <b>DATE OF BIRTH</b>, grid the bubble for the month you were born, and write in the two-digit day and the last two digits of the year you were born. If the day you were born is a one-digit number, put a zero in the first box and the number in the second box. Now, grid the corresponding bubble in the column below each box.</p> <p>In the box labeled <b>GENDER</b>, grid <b>Female</b> if you are a female (<i>girl</i>), or <b>Male</b> if you are a male (<i>boy</i>).</p> <p>In the <b>ETHNICITY</b> section, grid <b>Y</b> for Yes if you are Hispanic or Latino; grid <b>N</b> for No if you are not.</p>
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	<p>Now, grid <b>Y</b> for Yes or <b>N</b> for No for each <b>RACE</b> category. You may grid <b>Y</b> for more than one of these categories:</p> <ul style="list-style-type: none"> <li>▪ American Indian or Alaska Native</li> <li>▪ Asian</li> <li>▪ Black or African American</li> <li>▪ Native Hawaiian or Other Pacific Islander</li> <li>▪ White</li> </ul>
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If a student has difficulty determining his or her ethnicity, you may read the following definition of **Hispanic/Latino**:

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.”

If a student has difficulty determining his or her racial category, you may read the following definitions:

**American Indian or Alaska Native**

A person having origins in any of the original peoples of North America and South America (including Central America) and who maintains tribal affiliation or community attachment.

**Asian**

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

**Black or African American**

A person having origins in any of the black racial groups of Africa.

**Native Hawaiian or Other Pacific Islander**

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**White**

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

SAY	<p>Do not grid any other bubbles on your test and answer book. Please raise your hand if you have any questions.</p>
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After answering all questions, return to the appropriate administration script.

# Script for Verifying a Preidentified Label

Do not read this script if school personnel have already verified the student information prior to testing.

Display the district number and school number where they are visible to all students.

Because the complete Social Security Number is not printed on student labels, school personnel must use the student PreID Roster to verify the complete number before testing begins. The following instructions apply to all other information on preidentified test and answer books.

**If students report any incorrect information, record this information and provide it to your school assessment coordinator after testing. Students should still use the test and answer books.**

SAY	<p>Now, you'll be checking the PreID Label on the front of your test and answer book. It is very important that you review the information carefully. Listen as I read the instructions and raise your hand if you have any questions.</p> <p>If any of the following information is <b>INCORRECT</b>, please let me know; however, you will still use the test and answer book for this administration.</p> <p>Turn your book so the label is in the upper left corner of the grid sheet.</p> <p>Your name must be spelled correctly on the label.</p> <p>Your <b>ID</b> is the last four digits of your nine-digit Social Security Number followed by an <b>X</b> OR your ten-digit Florida Student Number. Your Social Security Number has already been verified by school personnel. If your Florida Student Number is printed on the label, verify this information.</p> <p>Your district and school (<b>DIST/SCH</b>) numbers must match the information I have displayed for you.</p> <p>Your current grade level should appear next to the letters <b>GRD</b>.</p> <p>For your gender (<b>GEN</b>), <b>F</b> is used if you're a female (<i>girl</i>), and <b>M</b> is used if you're a male (<i>boy</i>).</p> <p><b>DOB</b> stands for date of birth. Verify that the correct month, day, and year are printed here.</p> <p>The next information we will check is <b>ETHNICITY</b>. If you are Hispanic or Latino, there is a <b>Y</b> for Yes next to <b>Hisp/Latino</b> on the label. If you are not, there is an <b>N</b> for No.</p>
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	<p>Now, we will check the information printed for <b>RACE</b>. Next to <b>Race</b> on the label, one or more of the following letters are printed to reflect your racial category or categories:</p> <ul style="list-style-type: none"><li>▪ <b>I</b> is for <b>American Indian or Alaska Native</b></li><li>▪ <b>A</b> is for <b>Asian</b></li><li>▪ <b>B</b> is for <b>Black or African American</b></li><li>▪ <b>P</b> is for <b>Native Hawaiian or Other Pacific Islander</b></li><li>▪ <b>W</b> is for <b>White</b></li></ul> <p>Verify the information printed next to <b>Hisp/Latino</b> and <b>Race</b>.</p> <p>If any information is incorrect or if you have any questions, please raise your hand.</p>
--	---

If a student has difficulty determining his or her ethnicity, you may read the following definition of **Hispanic/Latino**:

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.”

If a student has difficulty determining his or her racial category, you may read the following definitions:

- **American Indian or Alaska Native** (shown as **I** on label)—A person having origins in any of the original peoples of North America and South America (including Central America) and who maintains tribal affiliation or community attachment.
- **Asian** (shown as **A** on label)—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** (shown as **B** on label)—A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander** (shown as **P** on label)—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** (shown as **W** on label)—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

After answering all questions, return to the appropriate administration script. **If any incorrect information is reported, provide this information to your school assessment coordinator after testing.**

# Test Administrator Responsibilities After Testing

## **Return Materials to the School Assessment Coordinator**

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 26–27). Make a copy for your files. Notify the school assessment coordinator immediately if any test and answer books, test tickets, or used planning sheets are missing.
2. Ensure that the administration accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Return the following materials to your school assessment coordinator:
  - Security log
  - Seating chart
  - Test tickets
  - Required administration information
  - Used and unused planning sheets
  - Test and answer books

## **Comment Form**

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

# School Assessment Coordinator Responsibilities Before Testing

Please use the *School Assessment Coordinator Checklist* before, during, and after testing. This checklist is available in the portal.

## **Prepare for CBT Administration**

Work with your district assessment coordinator to ensure that all test administrators have active usernames and passwords to log in to TDS. Test administrators will need to access the Test Administrator Interface in TDS to administer tests.

Also, work with your district assessment coordinator to ensure that all students are uploaded into TIDE. Prior to testing, school and district assessment coordinators should verify that student eligibility is correct in TIDE. To participate in a computer-based test, students must be listed as eligible for that test in TIDE.

After students have been added to TIDE, you will print test tickets to distribute to test administrators. Test tickets contain login information for students. Each student must have a test ticket to log into computer-based FSA assessments. Test tickets are generated in TIDE. See the *TIDE User Guide* for instructions on generating and printing test tickets.

## **Receive Materials**

Planning sheets were shipped to schools in November; contact your district assessment coordinator if you need additional planning sheets.

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

- School Assessment Coordinator Box (White)
  - School Cover Memo
  - School Packing List
  - School Box Range Sheet
  - School Security Checklist
  - PreID Rosters
  - PreID Labels
  - Blank PreID Labels
  - **Green** Labels (TO BE SCORED Materials)
  - **Yellow** Labels (NOT TO BE SCORED Materials)
  - District/School Labels
  - DO NOT PROCESS Labels
  - Roll of Plastic Return Bags
- Test and Answer Books

Inventory 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.

## **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—Student Names and Student ID Numbers
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Session ID (CBT), generated in TDS when test administrators create test sessions
- Accommodations provided to students (see pages 26–27)
- Accommodations used by students
- Grade level
- Signatures of test administrator and school assessment coordinator

Maintain a record of the security numbers of the test and answer books you receive. File all required administration information for future reference.

## **Seating Charts**

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing, as described on page 27 of this manual. Ensure that test administrators record all information indicated on pages 26–27 and that they create a new seating chart if the seating configuration changes during a test session. After testing, you must make copies of all seating charts, file the copies, and package the originals in the District Assessment Coordinator ONLY box.

## **Assign Proctors**

Assign proctors to testing rooms according to the guidelines for proctors on pages 18–19, 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.

## **Ensure Implementation of Accommodations**

Appendix A provides information concerning allowable administration 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 are aware of and have



made provisions for the exact accommodations needed for individual students to avoid test invalidations.

Accommodated computer-based forms (text-to-speech, masking) and paper-based accommodations (passage booklets, regular print, large print, braille, one-item-per-page) are NOT provided for this field test administration.

## **Meet with Technology Coordinator**

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

## **Provide Appropriate Test Settings and Prepare Computers**

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

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

For more information, see the testing room requirements on pages 25–26 and the system specifications found in the portal.

Ensure that the technology coordinator has verified that all computers meet the requirements needed to administer the computer-based tests, as indicated in the *System Requirements for Online Testing* document available in the portal.

Before each computer-based test session, test administrators should launch the secure browser on each computer or device and have installed the correct secure browser.

## **Students Using Additional Time**

All FSA ELA Writing Field Test sessions are 90 minutes, and students who need additional time to complete their responses may have an additional 30 minutes (for a total of 120 minutes). Students do not need an extra time accommodation indicated in an IEP or Section 504 plan to be given the additional 30 minutes.

Test administrators may dismiss all students who are finished at the end of the 90-minute test session and then continue the test session for students requiring the additional 30 minutes once those students have been dismissed, OR test administrators may move the students who require additional time to an alternate testing location at the end of the 90-minute test session. If students are moved to an alternate location, a new seating chart must be created, and test administrators must ensure students are given the correct amount of time to complete the session. For computer-based test sessions, students who are moved must be paused and then approved to test again once they have logged back in to the test in the new location. Make sure test administrators understand your instructions before testing.

## **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
  - ALL test administrators must be certified educators. Non-certified school personnel must NOT be allowed to serve as test administrators.
  - Test administrators must be familiar with all appropriate sections of this manual.
  - Test administrators should refer to the *Test Administrator Checklist*, available in the portal, before, during, and after testing.
  - For CBT administrations, test administrators must be familiar with and have access to the *Test Administrator User Guide* before and during testing.
- Proctors
  - Non-certified school personnel and volunteers approved by the district may serve as proctors, according to the instructions on pages 18–19.
  - FDOE strongly encourages the use of proctors in testing rooms with 25 or fewer students (CBT) and 30 or fewer students (PBT) 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 pages 18–19).
- 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.
- Ensure test administrators are aware of how to secure a student’s computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student’s computer or device screen. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved in TDS.
- If students submit their tests before the end of the 90-minute test session, they may not continue to work on their computers or devices (e.g., access the Internet, check email, log in to social media sites, access their personal electronic devices). Ensure test administrators understand this policy.
- CBT Policies and Procedures
  - Train test administrators on how to create, monitor, and close test sessions, as well as how to approve and pause student tests.
  - Test administrators may be able to assist students with errors when logging in but should not try to resolve technical issues during testing. Determine and provide guidance on how test administrators can get assistance during testing, if necessary.
  - Train test administrators on how to administer training tests at your school. Test administrators should access the training test to become familiar with the available tools prior to administering a training test and prior to 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 trouble logging in the first time or gets kicked out of his or her test more than once.
    - 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., a technical disruption, power outage, disruptive behavior).
- Student Comment Forms (CBT only)
  - Instruct school technology coordinators to bookmark or create shortcut icons for the student comment forms, and instruct test administrators on how to locate the bookmark or shortcut. FDOE and AIR collect and review data from the anonymous comment forms, so it is important that all students are encouraged to complete a form after testing.
- 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 CBT Training Test Sessions**

Before a student participates in this computer-based administration, it is recommended that the student complete the appropriate training test to learn how to use the computer-based system. Instruct school personnel to make students aware that they can access training tests on their own any time prior to testing. The training tests and script for administering the training test will be available in the portal.

## **Manage Student Information in TIDE**

Please refer to the *TIDE User Guide* for information on managing student information in TIDE.

# School Assessment Coordinator Responsibilities During Testing

## **Supervise Test Administration and Maintain Test Security**

Provide test administrators with test and answer books, planning sheets, and test tickets, as applicable, for students prior to testing.

Monitor each testing room to ensure that test administration and test security policies and procedures are followed. You and the technology coordinator must be available during testing to answer questions from test administrators and to assist with technology issues. Make sure that Security Logs and seating charts are being completed properly and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during testing, students will not be able to continue testing. If the Internet connection is not restored in time for students to complete the test, the test administrator should contact you or the technology coordinator for assistance. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact the FSA Help Desk at 866-815-7246 and notify the district assessment office immediately.

The test administrator should contact you or the technology coordinator if an error message appears on a student's computer or device screen during testing.

Test administrators are instructed to contact you if a student does not sign below the Testing Rules Acknowledgment. Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student's refusal should be retained at the school.

## **Monitor Student Progress**

Student progress and test completion rates can be monitored via the Online Reporting System (ORS). School Assessment Coordinators should use the Participation Reports feature of ORS to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *Quick Guide for Winter Field Test Administration*.

## **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.

# School Assessment Coordinator Responsibilities After Testing

## **Update Student Information**

If student demographic information is discovered to be incorrect during testing, update that information in TIDE immediately following test administration. Instructions on updating student information are available in the *TIDE User Guide*.

## **Invalidate Tests**

Review policies regarding test invalidation on pages 22–23. Grid the DNS bubble on any paper-based tests that are invalidated. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.

Test invalidations for CBT assessments are handled in TIDE. To invalidate a test, you will need the student’s ID number and the reason for invalidation. You may also search by Session ID. Complete instructions on invalidating tests via TIDE are available in the *TIDE User Guide*.

## **Record Accommodations**

Ensure all administration accommodations provided to and used by students are recorded on each record of required administration information, as applicable.

## **Prepare Materials for Return**

For instructions on preparing and packaging materials for return, please refer to the *2014–2015 FSA Paper-Based Materials Return Instructions*, which will be available at **[www.FSAssessments.org/resources](http://www.FSAssessments.org/resources)** prior to the paper-based test administration window. If you have questions about preparing materials for return, please contact your district assessment coordinator.

## **Comment Form**

Go to the FSA Portal and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to district procedures, please contact your district assessment coordinator.

# District Assessment Coordinator Responsibilities Before Testing

Please use the *District Assessment Coordinator Checklist* before, during, and after testing. This checklist is available in the portal.

## Receive Materials

Planning sheets were shipped in November. Ensure schools in your district have an adequate supply of planning sheets, and order additional planning sheets, if necessary.

District materials will be packaged in separate boxes labeled with the district's name. You can access your packing lists in the blue District Assessment Coordinator box or in TIDE. Review the packing lists to ensure that the correct materials were shipped for each participating school. After your shipment arrives, make sure that each school receives the range of boxes assigned. If boxes are missing, call the FSA Help Desk at 866-815-7246, and press "2" to reach DRC. Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

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 Security Checklist
  - PreID Rosters
  - PreID Labels
  - Blank PreID Labels
  - **Green** Labels (TO BE SCORED Materials)
  - **Yellow** Labels (NOT TO BE SCORED Materials)
  - District/School Labels
  - DO NOT PROCESS Labels
  - Roll of Plastic Return Bags
- Test and Answer Books

### District Boxes

- District Assessment Coordinator Box (Blue)
  - District Cover Memo
  - District Packing List
  - School Packing Lists

- School Box Range Sheet
- District Security Checklist
- Blank PreID Labels
- **Green** Labels (TO BE SCORED Materials)
- **Yellow** Labels (NOT TO BE SCORED Materials)
- UPS-RS Return Labels, if applicable
- DO NOT PROCESS Labels
- Roll of Plastic Return Bags
- 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 the room—Student Names and Student ID Numbers
- Attendance information
- Accommodations provided to students (codes provided on page 26–27)
- Accommodations used by students
- Session ID (CBT only, generated in TDS when test administrators create test sessions)
- Grade level
- Signatures of test administrator and school assessment coordinator

It is your responsibility to decide how schools will collect the required administration information. You may:

- Instruct school assessment coordinators to copy and use the blank Administration Record/Security Checklist located in the portal.
- Determine your own method or allow school assessment coordinators to determine their own methods.

## **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.

## **Create TIDE/TDS Accounts**

The Bureau of K–12 Student Assessment will provide instructions for creating new accounts in TIDE.

User accounts are required for all school personnel who will be administering FSA Assessments, as well as any personnel who will be updating student records or accessing student scores.



Further information regarding creating user accounts can be found in the *TIDE User Guide*, available in the FSA Portal.

## **Train School Assessment Coordinators and Technology Coordinators**

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. Ensure that school assessment coordinators are aware of the policy that ALL test administrators must be certified educators. Non-certified school personnel and volunteers approved by the district may serve as proctors, according to the instructions on pages 18–19. Non-certified school personnel must NOT be allowed to serve as test administrators. Stress the importance of having staff available to assist test administrators with computer issues, if necessary. Also, stress the importance of school assessment coordinators training both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. Test security requires the use of trained administrators to minimize test irregularities and possible test invalidations.

TIDE user accounts should be created for school assessment coordinators, school technology coordinators, and district technology coordinators, using the instructions you received from FDOE.

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
- Administering training test sessions
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Recording the required administration information
- Completing Security Logs and seating charts with the required information (Completed Security Logs and seating charts are copied and filed at the school and district levels.)
- Providing additional time (30 minutes) for students not finished at the end of the 90-minute test session (dismissing students who have finished or moving students who require extra time to an alternate location)
- Recording the accommodations used by students in TIDE
- Packaging materials in the District Assessment Coordinator ONLY box (see page 82)

User Guides and other training resources are available at **FSAssessments.org**.

## **Ensure Implementation of Accommodations**

Appendix A provides information concerning allowable administration 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.

Accommodated computer-based forms (text-to-speech, masking) and paper-based accommodations (passage booklets, regular print, large print, braille, one-item-per-page) are not provided for this administration.

# 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.

## **Test Status Monitoring**

Student progress and test completion rates can be monitored via the Online Reporting System (ORS). District assessment coordinators may use the Participation Reports feature of ORS to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *Quick Guide for Winter Field Test Administration*.

## **Communicate with FDOE**

Contact the Bureau of K–12 Student Assessment at 850-245-0513 if security breaches take place or if you need guidance when test invalidation is being considered.

If testing is interrupted due to a technical issue or technology failure, please report the issue to the Bureau of K–12 Student Assessment immediately.

# District Assessment Coordinator Responsibilities After Testing

After testing, verify that school assessment coordinators have completed the following tasks:

- Filed the signed copies of the *Test Administration and Security Agreement* and *Test Administrator Prohibited Activities Agreement*
- Filed copies of the seating charts, Security Logs, and required administration information, and returned the originals along with all used Writing Planning Sheets, in the District Assessment Coordinator ONLY boxes

## **Invalidate Tests**

Review policies regarding test invalidation on pages 22–23. Grid the DNS bubble on any paper-based tests that are invalidated. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.

Test invalidations for CBT assessments are handled in TIDE. To invalidate a test, you will need the student’s ID Number and the reason for invalidation. You may also search by Session ID. Complete instructions on invalidating tests via TIDE are available in the *TIDE User Guide*.

## **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.
2. Verify that the Security Logs and seating charts were completed and file them.
3. Do not recycle or destroy used or unused planning sheets until scores for this administration have been reported.
4. If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

## **Prepare Paper-Based Test Materials for Return**

For instructions on preparing boxes for return, please refer to the *2014–2015 FSA Paper-Based Materials Return Instructions*, which will be available at [www.FSAssessments.org/resources](http://www.FSAssessments.org/resources) prior to the paper-based field test administration window. If you have questions about preparing boxes for return, please contact the FSA Help Desk at 866-815-7246.

## **Comment Form**

Go to the FSA Portal, and complete the appropriate form. Information from this form will be summarized by the contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor.

# **Appendix A: Accommodations**

## **Overview**

This appendix includes information about accommodations to the testing procedures that are allowable when administering the FSA ELA Writing Field Test. The accommodations described in this appendix are organized into sections by category (see table below).

<b>Accommodations for Students with Disabilities</b>	
Test Accommodations for Students with Disabilities (General Information)	Pages 84–85
Allowable Accommodations for Students with Disabilities	Pages 85–87
<b>Accommodations for English Language Learners</b>	
Allowable Accommodations for English Language Learners (ELLs)	Pages 87–88

### **Test Accommodations for Students with Disabilities (General Information)**

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

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

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

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

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

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit the following website: [www.fldoe.org/ese](http://www.fldoe.org/ese).

## **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 students with disabilities participating in the FSA ELA Writing Field Test. Accommodated computer-based forms (text-to-speech, masking) and paper-based accommodations (passage booklets, regular print, large print, braille, one-item-per-page) are not available for the field test administration. Not all allowable accommodations are listed.

### **A. Flexible Presentation**

- Oral presentation may be provided for directions and for the Writing prompts. Prompts may not be reworded, summarized, or simplified. Passages may NOT be read aloud to students.
- Signed presentation may be provided for directions and the Writing prompts. The test administrator may sign using the same method of sign language that the student regularly uses in the classroom. Passages may NOT be signed to students.
- For oral or signed presentation, the test administrator may sign or read aloud directions and prompts 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 items only when a student requests.
- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud the directions, passages, and prompts 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”) may be used; however, it may not be used to assist a student in producing, correcting or editing a response.

## B. Flexible Responding

- A student may use varied methods to respond to the test, including written, signed, and verbal responses. A test administrator or proctor may transcribe student responses into the test. Recorded responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor.
- A student may dictate responses to a proctor.
- A student may use speech-to-text technology to record responses.
- A student may produce a response using a mouse, keyboard, or assistive technology that uses either device.
- A student may use other communication devices to record a response
- A student may use special paper such as raised-line, shaded-line, or color-coded (would require that the response is transcribed by school/district personnel).
- Test administrators may check periodically to be sure that students are entering responses correctly on a computer-based or paper-based 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 Writing Field Test session must be completed within one school day.

## D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must also be followed and precautions taken in order to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a size comparable to the normal instruction group size indicated on the student's IEP or Section 504 plan.
- If a student requires use of an accommodation that may disturb other students, the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.



- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items on the student’s desk or computer station).
- White noise/sound machines or approved music may be used to reduce auditory distractions.

## **E. Assistive Devices and Tools**

- A student 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.
- Devices designed to check grammar or spelling must not be used.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in instructional setting and may **not** contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that are standalone devices without the ability to access the Internet may be used.

## **Accommodations for English Language Learners (ELLs)**

Districts are required to offer accommodations to students identified as ELLs. Listed below and on the following page are allowable accommodations for ELLs participating in the FSA ELA Writing Field Test.

### **A. Flexible Setting**

- ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

### **B. Flexible Scheduling**

- ELLs may take a test during several brief periods within one school day; however, each test session must be completed within one school day.
- ELLs may be provided additional time; however, each test session must be completed within one school day.

### C. Assistance in Heritage Language

- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language for directions and for the Writing prompts. This should **not** be interpreted as permission to provide oral presentation of the Writing prompts in English or in the student’s heritage language. Assistance may NOT be provided for passages.
- The ESOL or heritage language teacher may answer questions about the general test directions in the student’s heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher may answer specific questions about a word or phrase in a Writing prompt 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 a response.

### D. Approved Dictionary

- ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Electronic translation dictionaries that are standalone devices without the ability to access the Internet may be used.

# **Appendix B: Customer Support**

Questions related to 2014–2015 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

Email Support: [fsahelpdesk@air.org](mailto:fsahelpdesk@air.org)

Emails to the Help Desk will be automatically logged and responded to within one working day (typically sooner). Urgent requests will be given priority. If you contact the Help Desk, you will be asked to provide as much detail as possible about the problem you encountered.

Please provide the following information:

- Test Administrator name and IT/Network contact person and contact information
- Username(s) of affected student(s)
  - Do not send identifiable student information via email. Only the student's Username may be emailed to the Help Desk. Student names and other secure student information may not be sent to the Help Desk via email.
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual machines or network)
  - Wired or wireless Internet network setup

## Supported Operating Systems

As a reminder, official technical support is provided only for the systems listed in the Systems Requirements document found in the FSA Portal.

# **Appendix C: Florida Test Security Statute and Rule**

## **Florida Test Security Statute**

### **1008.24 Test Administration and Security; Public Records Exemption**

1. A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Fail to follow test administration directions specified in the test administration manuals; or
  - (g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.
  
2. Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.
  
3. A school district may contract with qualified contractors to administer and proctor statewide standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.
  
4. (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall - 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.

## **Florida State Board of Education Test Security Rule**

### **6A-10.042 Test Administration and Security.**

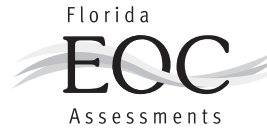
1. Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.
  - (a) Test questions shall be preserved in a secure manner by individuals 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.
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.*

## **Appendix D: 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 test books
- Read test items
- Copy, photocopy, or photograph test content

I understand that during testing (including during breaks) I may not:

- Read test items or student responses as I monitor the room
- Assist students in answering test items
- Give students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
- Give students more time than is allotted for the session (unless a student has an extended time accommodation)
- Encourage students to finish early
- Display or fail to cover visual aids (e.g., word lists, multiplication tables) that may help students
- Use my cell phone, check email, grade papers, or engage in other activities that will result in my attention not being on students at all times
- Leave the room unattended for any period of time
- Allow students to talk or cause disturbances
- Allow students to use cell phones or other electronic devices, even if they have already submitted their tests
- Instruct students to test in a session other than the one designated for that day/allotted testing time (going on to Session 2 during Session 1, reviewing work in Session 1 during Session 2)
- Coach students during testing regarding test-taking strategies
- Administer the assessment to my family members

I understand that after testing I may not:

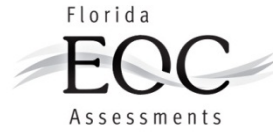
- Leave test materials unattended
- Remove test materials from the school's campus
- Read through student test documents
- Change student answers
- Discuss the content of the test with anyone, including students or other school personnel
- Reveal the content of the test via electronic communication, including but not limited to email, text, or post to social media sites (Facebook, Twitter, Instagram, etc.)

If you are administering a test to students with flexible responding or flexible presentation accommodations that require you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

*I acknowledge the information above and will not engage in any of the prohibited activities on this page.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Certification Number: \_\_\_\_\_

**Return this agreement to your school assessment coordinator.**



## Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available at [FSAssessments.org](http://FSAssessments.org)), but the content of this form may NOT be altered.

Contact your district assessment coordinator if you have any questions.

Your name (school assessment coordinator): \_\_\_\_\_

District name: \_\_\_\_\_

School name: \_\_\_\_\_

School number: \_\_\_\_\_

Location of locked storage room: \_\_\_\_\_

Names of people with access to locked storage room/location:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Date and time materials arrived at the school: \_\_\_\_\_

Date and time shrink-wrapped test material packages are opened: \_\_\_\_\_

Packages opened by: \_\_\_\_\_

Date and time materials are prepared (PreID labels applied, etc.): \_\_\_\_\_

Materials prepared by: \_\_\_\_\_

Date and time materials are packaged for return: \_\_\_\_\_

Materials packaged by: \_\_\_\_\_

Date and time materials are returned to the district: \_\_\_\_\_





# **TESTING**

Please

Do Not Disturb



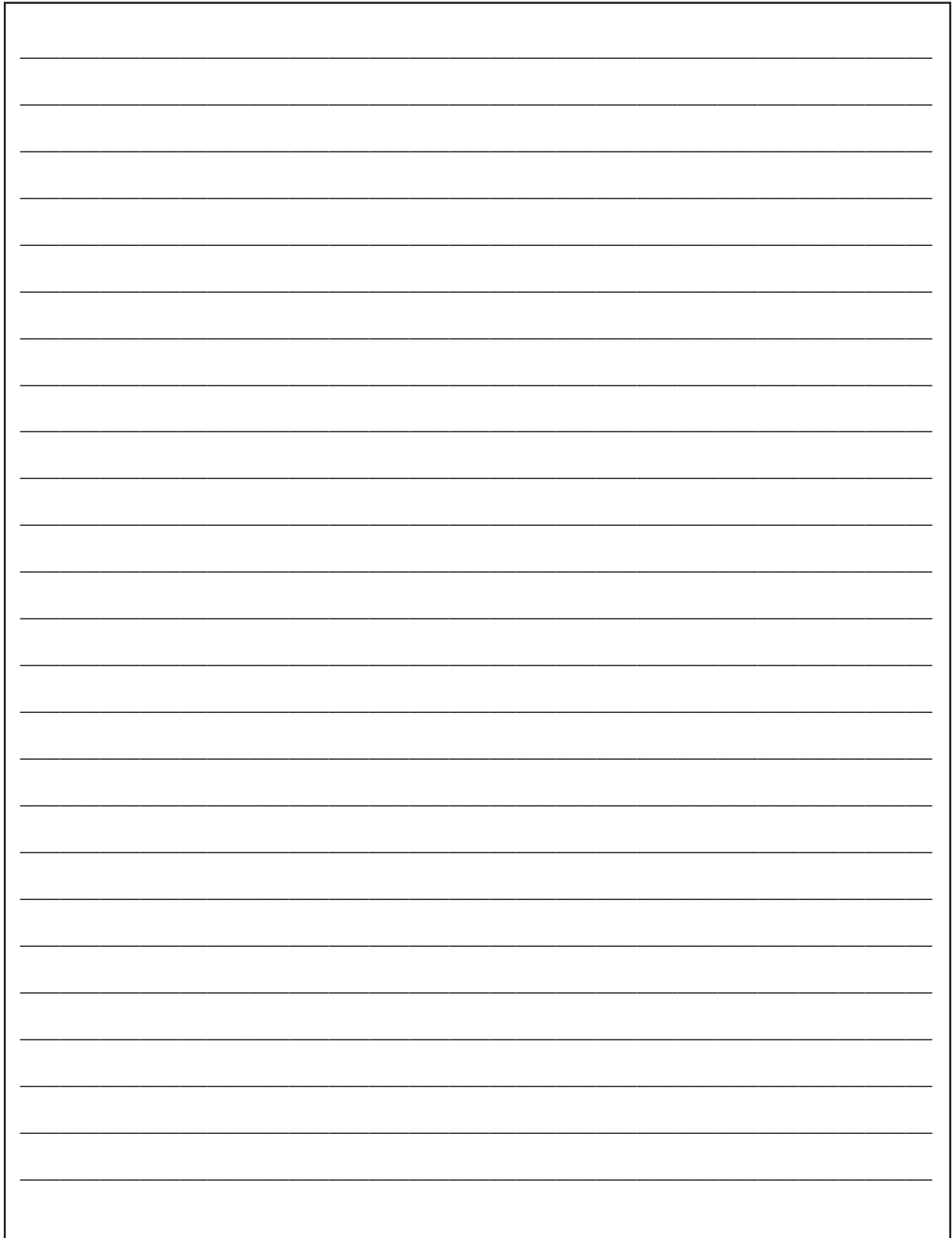
Electronic devices of any kind are NOT permitted during testing. Possession of such devices is cause for invalidation.



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 black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across 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.

Signature\_\_\_\_\_

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**PRIVATE SCHOOL APPLICATION TO ADMINISTER  
FLORIDA STATEWIDE ASSESSMENTS IN 2015-16**

**Attachment G: EOC Test Administration Manual**

**SIGNATURE PAGE**

I hereby confirm that I have read and will abide by Attachment G: Writing Component FT Test Administration Manual.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name – Please Print

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date