

Florida

Benchmarks for Excellent Student Thinking (B.E.S.T.)

2022–2023

Volume 5 Test Administration

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INTRODUCTION

Beginning with the 2022–2023 school year, Florida’s statewide, standardized assessments in English language arts (ELA) reading, writing, mathematics, and Algebra and Geometry End-of-Course (EOC) will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.

The State of Florida implemented a new online assessment for operational use beginning with the 2022–2023 school year. This new assessment program, referred to as the Florida Assessment of Student Thinking (FAST), replaced the Florida Standards Assessments (FSA) in ELA reading and mathematics. The FAST assessments are computer-adaptive, progress monitoring assessments administered three times each school year.

ELA writing in grades 4–10 and Algebra 1 and Geometry EOCs are considered B.E.S.T. assessments and are not part of the progress monitoring FAST system. Mathematics EOC assessments are computer-based, adaptive assessments available four times a year.

The B.E.S.T. Writing assessment was first administered in spring 2023 as a field test given to a representative sample of Florida students. Beginning with the 2023–2024 school year, B.E.S.T. Writing will be administered during each spring administration. B.E.S.T. Writing scores will be reported separately from ELA reading and will not contribute to an overall ELA score.

Florida Standards Assessment (FSA) Retakes for Algebra 1 EOC and ELA Reading and ELA Writing will continue to be administered until students for whom it is their graduation requirement have completed four years of high school. The FSA Retakes were administered in fall 2022 and spring 2023.

The Florida Civic Literacy Exam (FCLE) is a computer-based assessment that measures students’ civic literacy knowledge and is administered twice a year during winter and spring. In 2021, legislation was passed that requires all students enrolled in a U.S. Government course in high school to take the assessment (see s. 1003.4282(3)(d), F.S.).

For computer-based tests, a paper-based version is provided as an accommodation for eligible students according to their Section 504 Plans or Individual Educational Plans (IEPs). For FAST assessments in ELA reading grades 3–10 and mathematics grades 3–8 in spring 2023, student responses from the paper-based tests were transcribed into the Data Entry Interface (DEI) to ensure timely results. Appendix AA provides more information regarding the DEI.

Throughout this document, the phrase Florida Statewide Assessments may be used to refer to a collective of tests administered to Florida students (e.g., FAST ELA Reading and Mathematics, B.E.S.T. mathematics EOC).

1. TESTING PROCEDURES AND TESTING WINDOWS

All Florida public school students are required to participate in Florida Statewide Assessments unless they are granted a special exemption. Students enrolled in tested grade levels/subjects participate in the spring FAST PM3 administration with or without accommodations, per Section 1008.22(3)(a), Florida Statutes (F.S.). Students in special programs, English language learners (ELLs), and Students with Disabilities (SWD) are described in the following section. For eligible students participating in the computer-based B.E.S.T. Writing, FAST ELA Reading, FAST Mathematics, and B.E.S.T. EOC assessments, accommodations made available are described in the test administration manual, which is accessible before and during testing on the Florida Statewide Assessments portal (<https://ffast.org>).

All students who participate in a computer-based administration are encouraged to participate in a practice test conducted at their school. The practice test sessions contain sample test items and help students become familiar with the computer-based test system functionality and item types. Students can also access the practice test on the portal and practice on their own. Answer keys for ELA reading and mathematics practice tests—which list the item, correct answer, and item grade level/subject—are available for each published practice test. Writing rubrics and scoring guides with sample responses are provided on the portal (<https://fsassessments.org/fsa.html>).

Table 1 presents session lengths by grade for FAST ELA Reading and Mathematics. Table 2 presents session lengths by grade for the B.E.S.T. EOC assessments.

FAST ELA Reading & Mathematics

All FAST assessments were administered in one session in one day. It was recommended that students take only one subject test per day. Students who did not finish the test in the allotted time were permitted to continue working, up to the end of the school day.

Table 1: Test Lengths by Grade Level for FAST ELA Reading and Mathematics

Grades/Subject	PM1 and PM2	PM3*
Grades 3–10 ELA Reading	90 minutes	120 minutes
Grades 3–5 Mathematics	80 minutes	100 minutes
Grades 6–8 Mathematics	100 minutes	120 minutes

*The PM3 administration is slightly longer than PM1 and PM2 because the assessments contain embedded field-test items.

B.E.S.T. EOC Assessments

The B.E.S.T. EOC assessments were administered in one session with a 10-minute break after the first 80 minutes. Any student who has not completed the session by the end of the allotted time may continue working for up to the length of a typical school day.

Table 2: Test Length for B.E.S.T. EOCs

Subjects	Session Length	Number of Sessions
Algebra 1 and Geometry	160 minutes	1

FSA ELA Reading and Writing Retakes

From 2015–2023, the FSA ELA Reading Retake assessment was administered in two sessions over two days. Any student who had not completed the session by the end of the allotted time was allowed to continue working; however, each session could not last longer than half the length of a typical school day.

The FSA ELA Writing Retake was administered in one session on one day, and any student who had not completed the test by the end of the allotted time was allowed to continue working; however, each test session could not last longer than half the length of a typical school day. Table 3 outlines the length of the sessions for the FSA ELA Retake assessments.

Table 3: Session Lengths in FSA ELA Reading Retake

Grade(s)	Session Length	Number of Sessions
FSA ELA Reading Retake	90 minutes	2
FSA ELA Writing Retake	120 minutes	1

FSA Algebra 1 EOC Retake

From 2015–2023, the FSA Algebra 1 EOC Retake assessment was administered in two sessions over two days. Any student who had not completed the session by the end of the allotted time was allowed to continue working; however, each session could not last longer than half the length of a typical school day. Table 4 outlines the length of sessions for the FSA Algebra 1 EOC Retake assessment.

Table 4: Session Lengths in FSA Algebra 1 EOC Retake

Grade(s)	Session Length	Number of Sessions
FSA Algebra 1 EOC Retake	90 minutes	2

Table 5 presents the number of items per session in the paper-based spring 2023 FSA retake assessments.

Table 5: Number of Items Per Session in Spring 2023 Paper-Based FSA Retake Assessments

Subject	FSA Retakes	
	Session 1	Session 2
FSA ELA Reading Retake	1–31	32–64

The session breaks for the spring 2023 computer-based ELA Reading Retake were 1–31 for session 1 and 1–33 for session 2. Session 1 and session 2 are from two separate book maps, so the numbering of the sessions starts over at 1 for each. The session breaks for the spring 2022–2023 Algebra 1 EOC Retake were 1–34 for both sessions.

Table 6 provides the testing windows for the spring 2023 Florida statewide assessments.

Table 6: Florida Statewide Assessments Spring 2023 Administration Schedule

Dates	Assessments
February 20–March 10, 2023	FSA ELA Writing Retake FSA ELA Reading Retake FSA Algebra 1 EOC Retake
May 1–June 2, 2023	Grades 3–10 FAST ELA Reading & Grades 3–8 Mathematics End-of-Year Comprehensive Progress Monitoring Assessment (Third Administration, “PM3”)
May 1–May 26, 2023	B.E.S.T. Algebra 1 and Geometry EOCs

1.1 ELIGIBLE STUDENTS

- **Public School Students:** Students enrolled in tested grade levels/subjects are required to participate in the B.E.S.T. or FAST assessments.
- **Home Education Program Students:** Students who receive instruction at home and are registered appropriately with their district office as Home Education Program students are eligible to participate in statewide assessments. If parents or guardians identified a B.E.S.T./FAST PM3 assessment as a selected measure of their child’s annual progress, Home Education Program students can participate in a B.E.S.T./FAST PM3 administration, as directed by the district assessment coordinator.
- **Private School Students:** The Florida statute allows for private school students enrolled in scholarship programs such as Florida Tax Credit (per Section 1002.395(7)(e), F.S.), Hope (per Section 1002.40(6)(b), F.S.), and Gardiner (per Section 1002.385(7)(b), F.S.) to participate in statewide assessments.
- **English Language Learners (ELLs):** All ELLs participate in statewide assessments, regardless of how long they have been enrolled in school in the United States. Students identified as ELLs, or recently exited ELLs, are provided with the allowable accommodations listed in the test administration manuals.
- **Students with Disabilities:** Students with disabilities participate in the statewide assessment program by taking one of the following:
 - Assessment without accommodations
 - Assessment with accommodations
 - Florida Standards Alternate Assessment

All determinations regarding participation in the statewide assessment program should be documented in the student’s IEP or Section 504 Plan.

All students enrolled in tested grade levels/subjects participate in the B.E.S.T./FAST test administration with or without accommodations, per Section 1008.22(3)(a), F.S. Students who have received a GED diploma are not eligible to participate in the B.E.S.T./FAST assessments administration.

For FAST assessments, students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For the FSA ELA Retake assessment, students must take both the ELA Writing Retake and ELA Reading Retake to receive an FSA ELA Retake score.

Per Section 1008.212, F.S., a student with a disability, whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment, shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not an adequate criterion for the granting of an extraordinary exemption.

A written request for an extraordinary exemption is required to be submitted to the district school superintendent by the student’s IEP team no later than 60 calendar days before the first day of the administration window of the assessment for which the request is made. An exemption request for the FSA ELA Retake assessment applied to both FSA ELA Writing and ELA Reading Retake assessments should be submitted no later than 60 calendar days before the first day of the FSA ELA Writing component of the FSA ELA Retake test administration. The commissioner of education determines whether the extraordinary exemption is granted or denied.

In addition to the extraordinary exemption option, a student with a medical complexity may be exempt from participating in statewide, standardized assessments pursuant to the provisions of Section 1008.22(11), F.S.

1.2 TESTING ACCOMMODATIONS

Students participating in the computer-based assessments in Florida can use the standard online testing features in the Test Delivery System (TDS). These features include the ability to select an alternate background and font color, mouse pointer size and color, and font size before beginning the test. During the tests, students can zoom in and out to increase or decrease the size of text and images, highlight items and passages (or sections of items and passages), cross out response options by using the strikethrough function, use a notepad to make notes, and mark an item for review using the flag function.

Accommodations are provided to students with disabilities enrolled in public schools with current IEPs or Section 504 Plans, as well as to students identified as ELLs or recently exited ELLs. Although students can decide not to use an accommodation, they are required to have been offered the opportunity to use the accommodations indicated on their IEPs or Section 504 Plans.

Florida assessments are constructed to ensure that all students have access to the test content via principles of universal design and appropriate accommodations. This can be supported by evidence from various stages of the entire assessment cycle, ranging from item and test development to accessibility features of the TDS, and to the standardization and accommodations of test administration procedures. The evidence of accommodations used in the B.E.S.T./FAST assessments not altering the constructs is presented throughout the technical report. For example, the evidence on all items built with universal design to mitigate the accommodation issue is discussed in the *Item Development Procedures* chapter of Volume 2. All accessibility features in the TDS are discussed in the subsequent paragraphs. A planned cognitive lab usability study that can ensure accessibility features do not alter the constructs will be conducted in November and December 2023.

Students who require computer-based accommodations (e.g., text-to-speech [TTS], masking) are provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. Computer-based test settings and accommodations are required to be identified in the Test Information Distribution Engine (TIDE) before starting a test session. Some settings and accommodations cannot be changed after a student starts the test. The Web Content Accessibility Guidelines (WCAG) define requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. Applications in the Florida B.E.S.T./FAST assessments have been evaluated by WCAG 2.1 and were found fully accessible.

If an ELL or a student with an IEP or Section 504 Plan uses any accommodations during the test administration, this information is recorded by the TA in his or her required administration information.

Guidelines recommended for making accommodation decisions include the following:

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

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

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

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

Shaftel, Benz, Boeth, Gahm, He, Loughran, Mellen, Meyer, Minor, & Overland (2015) note that paper-based or braille tests have been accepted accommodations for students with visual impairments. Consistent with this typical practice in the field, in addition to assistive devices and tools available for online testing, Florida assessments also provide braille forms as an accommodation to help visually impaired students access the assessed content. It is important to note that braille forms are developed by translating paper census forms or paper accommodated forms of online assessments into braille format.

Definitions for ELL and SWD

This section provides explicit definitions for the two major subgroups to which accommodations are available: ELL and SWD.

Per 1003.56, F.S.¹, ELL (or Limited English proficient, or limited English proficiency), when used with reference to an individual, means:

- 1.a. An individual who was not born in the United States and whose native language is a language other than English;*
 - b. An individual who comes from a home environment where a language other than English is spoken in the home; or*
 - c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and*
- 2. Who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English.*

Per Section 1003.01(3)(a), F.S.², exceptional student means:

¹ Interested readers can review the full Florida Statute at http://www.leg.state.fl.us/Statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.56,+F.S.&URL=1000-1099/1003/Sections/1003.56.html for more information on the definition of ELL.

² Interested readers can review the full Florida Statute at http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.01&URL=1000-1099/1003/Sections/1003.01.html for more information on the definition of exceptional students.

Any student who has been determined eligible for a special program in accordance with rules of the State Board of Education. The term includes students who are gifted and students with disabilities who have an intellectual disability; autism spectrum disorder; a speech impairment; a language impairment; an orthopedic impairment; another health impairment; traumatic brain injury; a visual impairment; an emotional or behavioral disability; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; students who are deaf or hard of hearing or dual sensory impaired; students who are hospitalized or homebound; children with developmental delays ages birth through 5 years, or children, ages birth through 2 years, with established conditions that are identified in State Board of Education rules pursuant to s. 1003.21(1)(e).

The definition provided refers to primary exceptionalities. Students with all primary exceptionalities are eligible for SWD-based accommodations, except the following exceptionalities: students who are gifted; students with speech impairment; and students who are hospitalized or homebound.

Available Accommodations

Beginning with PM3 in spring 2023, paper-based accommodations were available for grades 3–10 FAST ELA Reading and grades 3–8 FAST Mathematics. The district assessment coordinator designated staff to transcribe student responses from the paper-based forms into a new system called the Data Entry Interface (DEI) to ensure timely results. A new user role was assigned in TIDE for personnel responsible for transcribing responses into the DEI. Two personnel are required during the transcription process to transcribe and verify the transcription before submitting the student’s responses.

The TA and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made before the test administration dates. The Florida Department of Education (FDOE) provides a separate accommodations guide, as a supplement to the test administration manuals, for individuals involved in administering tests to students with accommodations.

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

- Large print
- Contracted Unified English Braille (UEB) in ELA reading, ELA writing, and mathematics
- Uncontracted UEB in ELA reading, ELA writing, and mathematics
- One-item-per-page
- Audio passage transcripts or animation kits for FSA ELA reading audio passages

Note that for mathematics assessments, UEB is offered in both UEB Nemeth and UEB Technical.

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

- Masking (online accommodation offered in TDS)
- Text-to-Speech (TTS, online accommodation offered in TDS)
- TTS on Writing Response (online accommodation offered in TDS for writing)
- Speech-to-text (STT, online accommodation offered in TDS for writing)
- Regular print passage booklets (for FSA ELA Reading Retake and FSA ELA Writing Retake)*
- Large print passage booklets (for FSA ELA Reading Retake and FSA ELA Writing Retake)*
- Paper-based test materials (regular print, large print, contracted braille, uncontracted braille, one-item-per-page)*
- American Sign Language (ASL, for audio passages in FSA ELA Reading Retake)
- Closed Captioning (CC, for audio passages in FSA ELA Reading Retake)

*Note: These accommodations were not available for the B.E.S.T. Writing Field Test but will be available for B.E.S.T. Writing operational assessments.

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

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

- flexible presentation;
- flexible responding;
- flexible scheduling;
- flexible setting; and
- assistive device(s) other than a standard calculator.

Administration accommodations offered to students identified as ELLs include:

- flexible scheduling;
- flexible setting;
- assistance in heritage language; and
- approved dictionary and glossary.

In spring 2023, the B.E.S.T. Writing Field Test was administered fully online with computer-based accommodations.

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts can request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines.

Districts are given the opportunity to submit a request in writing for accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. To be approved for use during testing, a unique accommodation is required to be documented on an IEP or Section 504 Plan, is required to be used regularly by the student in the classroom, and cannot negate assessment validity. Each unique accommodation requires approval by the commissioner of education or a designee before use.

Appropriate Accommodations

Shyyan, Thurlow, Christensen, Lazarus, Paul, & Touchette (2016) summarized the current body of knowledge on accessibility supports and highlighted the three-tiered approach to accessibility currently employed by many states and consortia: universal features, designated features, and accommodations. The Council of Chief State School Officers accessibility manual provides guidance on selecting, administering, and evaluating use of accessibility supports for instruction and assessment of all students. The guidance and recommendations in this manual are incorporated in the *Statewide Assessments Accommodations Guide*, which is provided annually as a supplement to the test administration manuals, for individuals involved in administering tests to students with accommodations as well as those who ensure that accommodations are implemented effectively.

Lazarus and Thurlow (2016) reviewed the 2015–2016 high school assessment accommodation policies across ACT, SAT, Partnership for Assessment of Readiness for College and Careers (PARCC), and assessments from the Smarter Balanced Assessment Consortium (SBAC). Please note that all B.E.S.T. assessments administered in Florida were administered using the same test delivery platform (i.e., CAI’s Test Delivery System) as SBAC. All of these assessments allowed accommodations such as braille, calculator, scribe, and TTS. In addition, three of the four assessments allowed extended time, large print, multiplication table, speech-to-text, read aloud, and braille. PARCC and SBAC also allowed assistive technology, closed captioning (CC), paper-based version, and sign language. In all cases, SWDs with IEPs or Section 504 Plans could access all the accessibility features and accommodations available for a given assessment. Kieffer, Rivera, & Francis (2012) drew on 20 studies and updated the practical guidelines for test accommodations for ELLs in large-scale assessments. Their research-based recommendations include: (1) use simplified English in test design, eliminating irrelevant language demands for all students; (2) provide English dictionaries/glossaries to ELLs; (3) match the language of tests and accommodations to the language of instruction; and (4) provide extended time to ELLs or use untimed tests for all students.

Based on the review of literature summarized here, the accommodations provided in the B.E.S.T. and FAST assessments are consistent with industry practices and recommendations.

Appropriate Selection and Use of Accommodations

To ensure that accommodations are appropriate and effective, the first and foremost requirement is that selected accommodations should be consistent with instructional approaches. The accommodations guidelines are available in manuals and guides, which are readily available to all decision-makers to ensure that appropriate accommodations are provided. These resources document the State’s policies and procedures for the selection and use of accommodations, and how the TAs or proctors are trained.

The *Statewide Assessments Accommodations Guide* provides clear instructions for the TAs or proctors to ensure that the use of accommodations for students is consistent with instructional approaches, as determined by a student’s IEP or Section 504 Plan. Specifically, the guide differentiates accommodations for different groups of students (e.g., students with disabilities, ELLs), as appropriate. It also provides guidelines such that accommodations do not provide the student with an unfair advantage or interfere with test validity.

The evidence outlined in the previous sections indicate that the decision-makers have adequate resources to decide appropriate accommodations for different students, thus ensuring that accommodations are appropriate.

Appropriate Implementation of Accommodations

The *Florida Statewide Assessments Production Specifications* (FSAPS) is a guide designed for the development and production of the assessments and all other Florida products. It also serves as a resource for individuals who are involved in the audit process to ensure that accommodations are implemented effectively. It provides extensive guidelines for TTS and CC specifications for all computer-based forms and guidelines for ASL translation for assessment items.

For security reasons, the FSAPS guide is not released to the public. The evidence outlined in the previous sections indicates that the decision-makers have adequate resources to decide appropriate accommodations for different students, thus ensuring that accommodations are appropriate and effective.

FDOE planned to implement its first statewide test administration monitoring audit process in spring 2020. Auditing of the appropriate implementation of accommodations was part of the planned audit process. Due to the cancelation of spring 2020 testing, this audit was conducted for the first time in spring 2021. FDOE collected documentation from districts and schools regarding the training of teachers and IEP teams in support of appropriate implementation of accommodations. See Section 3.3, Test Administration Monitoring, for more details about FDOE’s monitoring of districts and schools in 2022–2023.

2. ADMINISTRATOR TRAINING

Key personnel involved with the B.E.S.T./FAST administration include district assessment coordinators (DACs), school assessment coordinators (SACs), and test administrators (TAs). The roles and responsibilities of staff involved in testing are further detailed in this section.

Throughout the year, monthly assessment updates are provided on conference calls conducted by the Bureau of K–12 Student Assessment. Additionally, TAs are encouraged to complete the online Cambium Assessment, Inc. (CAI) TA Certification Course before administering the test.

Test administration manuals and guides are available online for school and district staff. The *Florida Statewide Assessments Test Administrator User Guide 2022–2023* (Appendix A of this volume) is designed to familiarize TAs with the Test Delivery System (TDS) and contains tips and screen captures throughout the text. The user guide contains:

- steps to take prior to accessing the system and logging in;
- navigation instructions for the TA Interface application;
- details about the Student Interface used by students for online testing;
- instructions for using the training sites available for TAs and students; and
- information on CAI Secure Browser features and keyboard shortcuts.

The *Spring/Summer 2023 Test Administration Manual* (Appendix B of this volume) provides information about policies and procedures for the Florida Statewide Assessments. Test administration manuals, which are updated annually before each administration, include test administration information, guidance, policies, scripts, and directions. The *FAST Progress Monitoring 3 Test Administration Manual* (Appendix R of this volume) provides similar information regarding the FAST ELA Reading and Mathematics assessments.

2.1 COMPUTER-BASED ADMINISTRATION

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

Roles and Responsibilities in the Online Testing Systems

DACs, SACs, and TAs each have specific roles and responsibilities in the online testing systems. See the test administration manual for their specific responsibilities before, during, and after testing.

District Assessment Coordinators

DACs are responsible for coordinating testing at the district level, ensuring that the SACs in each school are appropriately trained and aware of policies and procedures and that they are trained to use CAI's systems.

School Assessment Coordinators

Before each administration, SACs and DACs are required to verify that student eligibility is correct in TIDE and that any accommodations or test settings are correct. To participate in a computer-based test, students are required to have been listed as eligible for that test in TIDE. See the *TIDE User Guide* (Appendix G of this volume) for more information.

SACs are responsible for ensuring that testing at their schools is conducted in accordance with the test security and other policies and procedures established by FDOE. SACs are primarily responsible for identifying and training TAs. SACs work with technology coordinators to ensure that computers and devices are prepared for testing and technical issues are resolved. During the testing window, SACs monitor testing progress, ensure that all students participated as appropriate, and handle testing issues as necessary.

Test Administrators

TAs administer the B.E.S.T./FAST assessments and conduct a practice test session based on instructions from each SAC. TAs are offered the opportunity to complete the online TA Certification Course prior to administering assessments.

TAs are responsible for reviewing necessary manuals and user guides to prepare the testing environment and ensure that students do not have books, notes, scratch paper (other than their work folders, worksheets, planning sheets, or provided scratch paper for FAST mathematics), or electronic devices. They are required to administer the B.E.S.T./FAST assessments following the directions found in the manual. Any deviation in test administration is required to be reported by TAs to the SAC, who is to report it to the DAC. Then, if necessary, the DAC is to report it to FDOE.

TAs also ensure that only the resources allowed for specific tests are available and no additional resources are being used during administration of the B.E.S.T./FAST assessments. In grades 7 and 8 FAST Mathematics, and B.E.S.T. Algebra 1 and Geometry EOC assessments, a scientific calculator is included in TDS. Beginning in the FAST PM2/Winter EOC testing windows of school year 2022–2023, the scientific calculator is available for the entire test for these grades/courses. Additionally, the tests for these grades/courses are no longer segmented, meaning there are no longer different sessions. All tests are administered in one session. Also, beginning in the 2022–2023 school year, grade 6 FAST Mathematics included a four-function calculator. Handheld scientific calculators can also be provided to students during the appropriate test sessions. FDOE provides a list of approved handheld calculators as well as a list of required and prohibited functionalities. The list of required and prohibited calculator functionalities is available on the State portal.

For the computer-based FSA ELA Reading Retake assessment, students are required to have headphones or earbuds to access audio passages in the test. There are no technical specifications for headphones or earbuds. FDOE does not provide headphones or earbuds; rather, the schools provide them, or students can use their own. Headphones are checked prior to the first day of testing to ensure that they work with the computer or device the students will use for the assessment. To further verify that headphones are functional, a sound check is built into the sign-in process of the assessment, and students are asked to confirm that headphones and earbuds are

working prior to entering the test. The FAST ELA Reading assessments do not include audio passages.

2.2 PAPER-BASED ADMINISTRATIONS

The test administration manual for the computer-based tests covers specific accommodations information as well as general test security policies and procedures that are common in both paper-based and computer-based administrations. The *Spring/Summer 2023 Test Administration Manual* (Appendix B of this volume) includes TA responsibilities specific to paper-based test administrations. The district assessment coordinator will designate staff to transcribe student responses from the paper-based forms.

Additional instructions for administering tests to students using large print, braille, and one-item-per-page accommodations are provided in the *2022–2023 Statewide Assessments Accommodations Guide*. For accommodated paper-based tests, separate scripts and instructions are available (see Appendix C of this volume).

TAs are required to ensure that students use No. 2 pencils to complete information on the front cover of the test documents, sign the Testing Rules Acknowledgment, and record their responses on the test. SACs are required to provide TAs with the materials needed to administer each test session. Secure materials are required to be delivered or picked up immediately before the beginning of each test session. After testing, TAs immediately return the testing materials to the SAC. Schools are required to track all secure materials by maintaining required administration information and chain of custody forms, and to report any missing materials or security breaches to the DAC immediately. District staff are then required to notify FDOE.

2.3 TEST ADMINISTRATION RESOURCES

The list of training sessions, meetings, webinars, and training resources for the spring 2023 B.E.S.T./FAST assessments administration is provided here:

- Systems overview and changes for the upcoming school year, as outlined at the annual DAC meeting on August 31, 2022
- DAC monthly assessment calls
- TA Certification Course

In addition to training sessions, Table 7 presents the list of user guides and manuals related to the B.E.S.T./FAST assessments administration.

Table 7: Guides and Manuals

Resource	Description
<i>Florida Statewide Assessments Test Administrator User Guide 2022–2023</i>	This user guide supports TAs who manage testing for students participating in Florida statewide assessments practice tests and operational computer-based assessments (see Appendix A).
<i>Spring/Summer 2023 Test Administration Manual</i>	The <i>Spring/Summer 2023 Test Administration Manual</i> includes scripts and instructions for administering the spring/summer 2023 EOC, FCLE, and FSA retake assessments (see Appendix B).

Resource	Description
<i>Sample K–12 Student Assessment Monthly Summary</i>	A sample of communications and reminders from the Bureau of K–12 Student Assessment (Appendix P).
<i>Fall 2022 Florida Statewide Assessments Computer-Based Scripts</i>	Scripts and instructions for administering computer-based tests (see Appendix O).
<i>Spring 2023 Scripts and Instructions for Administering Paper-Based Assessments</i>	Scripts and instructions for administering the spring 2023 ELA Writing Retake, FSA ELA Reading Retake, and FSA Algebra 1 EOC Retake assessments to students who require paper-based accommodations (see Appendix C).
<i>Spring/Summer 2023 Accommodated Computer-Based Scripts</i>	Scripts and instructions for administering the spring 2023 ELA Writing Retake, FSA ELA Reading Retake, and FSA Algebra 1 EOC Retake assessments to students who require paper-based accommodations (see Appendix N).
<i>Spring 2023 Desk Monitoring Requirements Documentation for School and District Levels</i>	Sample documentation for the spring 2023 desk monitoring requirements for school and district levels (Appendix Q).
<i>FAST Progress Monitoring 3 Test Administration Manual</i>	The spring 2023 test administration manual includes scripts and instructions for administering the spring FAST PM3 assessments (see Appendix R).
<i>Spring 2023 FAST Braille Scripts and Instructions</i>	Scripts and instructions for administering spring 2023 assessments to students who require braille test materials (see Appendix D).
<i>Spring 2023 B.E.S.T. Braille Scripts and Instructions</i>	Scripts and instructions for administering the spring 2023 assessments to students who require braille test materials (see Appendix E).
<i>TDS Quick Guide</i>	A guide to assist users with logging in to and navigating through the TA Interface and Student Interface (see Appendix F).
<i>TIDE User Guide</i>	User Guide to describe tasks performed in TIDE for Florida Statewide Assessments (see Appendix G).
<i>TIDE Quick Guide</i>	A Quick Guide providing brief instructions on the main tasks in TIDE (see Appendix H).
<i>PearsonAccess Next Reporting Guide</i>	This user guide describes how to access and understand the reports in the PearsonAccess Next Reporting System (see Appendix I).
<i>AVA User Guide</i>	This user guide supports TAs who access the Assessment Viewing Application (AVA) to administer paper-based accommodations (listening items, animations, closed captioning, and ASL videos) to students taking the reading portion of the ELA assessment (see Appendix J).
<i>Practice Tests Guide</i>	This guide provides information for individuals accessing the FSA practice tests (see Appendix L).
<i>Florida Statewide Assessments Paper-Based Practice Tests</i>	Examples of scripts and instructions for administering the spring 2023 assessments to students who require braille test materials (Appendix K).
<i>Sample Answer Keys for FAST Practice Tests</i>	Examples of answer keys for FAST paper-based practice tests (Appendix M).
<i>Spring 2023 B.E.S.T. Writing Field Test Administration Manual</i>	This test administration manual includes the script and instructions for administering the spring 2023 grades 4–10 B.E.S.T. Writing Field-Test assessments (Appendix S).
<i>Spring 2023 B.E.S.T. Writing Field Test Computer-Based Accommodated Scripts</i>	Script and instructions for administering the spring 2023 grades 4–10 B.E.S.T. Writing Field Test to students who require computer-based accommodations (Appendix T).

Resource	Description
<i>Spring 2023 Computer-Based Accommodated Scripts– EOC and FCLE</i>	Scripts and instructions for administering the spring/summer 2023 B.E.S.T. Algebra 1, B.E.S.T. Geometry, Biology 1, Civics, U.S. History, and FCLE assessments to students who require computer-based accommodations (Appendix U).
<i>Spring 2023 Paper Based Accommodated Scripts–EOC and FCLE</i>	Scripts and instructions for administering the spring/summer 2023 B.E.S.T. Algebra 1, B.E.S.T. Geometry, Biology 1, Civics, U.S. History, and FCLE assessments to students who require paper-based accommodations (Appendix V).
<i>Winter 2022 Test Administration Manual</i>	The winter 2022 EOC assessments and FCLE test administration manual includes scripts and instructions for administering the winter 2022 B.E.S.T. EOC assessments (Algebra 1 and Geometry), and FCLE (Appendix W).
<i>Winter 2022 Computer-Based Accommodated Scripts</i>	Scripts and instructions for administering the winter 2022 EOC assessments and FCLE to students who require computer-based accommodations (Appendix X).
<i>Winter 2022 Paper-Based Accommodated Scripts</i>	Scripts and instructions for administering the winter 2022 EOC assessments and FCLE to students who require paper-based accommodations (Appendix Y).
<i>Spring 2023 Assistive Technology Manual</i>	This manual provides an overview of the embedded assistive technology tools that can be used to help students with accessibility needs complete online tests in the TDS (Appendix Z).
<i>Spring 2023 DEI User Guide</i>	This user guide supports authorized users to enter student responses for grades 3–10 Florida FAST ELA and mathematics and B.E.S.T. paper-based assessments and submit them for processing and immediate reporting (Appendix AA).
<i>Spring 2023 Florida Reporting System Quick Guide</i>	A guide to navigating reports in the Florida Reporting System for B.E.S.T. mathematics EOC, FAST ELA Reading and FAST Mathematics, and FCLE (Appendix BB).
<i>Spring 2023 Florida Reporting System User Guide</i>	This user guide gives instructions on how to use the Florida Reporting System to access FAST, B.E.S.T., and FCLE results (Appendix CC).
<i>Spring 2023 Infrastructure Trial Guide</i>	Guide to walk school personnel through an infrastructure trial using the Student and TA Practice Tests Site (Appendix DD).

Department Resources and Support

In addition to the resources listed in Table 7, FDOE provided the following resources for districts:

- Regular email communications containing policy information, testing reminders, and guidance
- A monthly summary containing a list of all email communications sent from the Department’s assessment office that month, as well as a list of new or updated resources posted to the FSA or FAST portal (see Appendix P for a sample monthly summary)
- Parent/guardian letter templates that districts can use to inform parents and guardians of testing dates and policies
- Training materials for districts to use when training school assessment coordinators and TAs on test administration procedures and policies

- Monthly calls from the Bureau of K–12 Student Assessment to convey important reminders and address frequently asked questions

Florida Statewide Assessments Practice Tests and Answer Keys

The purpose of the practice tests is to familiarize students with a grade-specific testing experience, including a variety of item types. The practice tests are not intended to guide classroom instruction. The *Practice Tests Guide* (see Appendix L of this volume) provides the descriptions and response instructions for each computer-based item type. The users can also use the tutorials on each computer-based item and familiarize themselves with the different features and response instructions for each item type.

Both computer-based and paper-based practice test materials are available on the portal. Computer-based practice tests are designed for use with a secure browser or a supported web browser. The portal provides a list of supported web browsers and their versions for the practice tests. Appendix K of this volume provides the paper-based practice test versions of the grade 7 FAST Mathematics and grade 7 FAST ELA Reading tests. Instructions on accessing practice tests are available on the portal (<https://flfast.org>).

Answer keys for ELA reading and mathematics practice tests that list the item, correct answer, and grade level/subject of each item are also available for each published practice test. Appendix M of this volume provides the answer keys for one test in each subject. The answer keys for grade 7 FAST Mathematics and grade 7 FAST ELA Reading are included for paper-based practice tests. The answer keys for the remaining tests (mathematics and ELA reading), including the rubrics for B.E.S.T. Writing, are available on the portal (<https://flfast.org>).

3. TEST SECURITY PROCEDURES

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

The test security procedures for the Florida Statewide Assessments include the following:

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

See the test administration manuals listed in Appendices B, C, and S for the test security policies and procedures.

3.1 SECURITY OF TEST MATERIALS

All test items, test materials, and student-level testing information are deemed secure and are required to be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student results. Any deviation in test administration is required to be reported to protect the validity of the assessment results.

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

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

- read or view the passages or test items before, during, or after testing;
- reveal the passages or test items;
- copy the passages or test items;
- explain the passages or test items to students;
- change or otherwise interfere with student responses to test items;
- copy or read student responses; or

- cause achievement of schools to be inaccurately measured or reported.

All regular print test booklets, writing and reading passage booklets, and special document test materials (large print, braille, and one-item-per-page) are treated as secure documents, and processes are in place to protect them 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. 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.

To access the computer-based tests, a secure browser is required. The secure browser provides a secure environment for student testing by disabling hot keys, copy, and screen capture capabilities and preventing access to the desktop or other applications (e.g., Internet, email, other files or programs installed on school machines). Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. Students cannot print from the secure browsers. During testing, the desktop is locked down. The secure browser is designed to prohibit access to external applications or navigation away from the test to ensure test security. See the *Florida Statewide Assessments Test Administrator User Guide 2022–2023* in Appendix A for further details.

3.2 INVESTIGATING TEST IRREGULARITIES

Throughout the testing window, TAs are to report any test irregularities (e.g., disruptive students, loss of Internet connectivity) or security breaches to the SAC immediately. SACs are required to notify district assessment coordinators (DACs) of any test irregularities or security breaches that were reported. If further guidance is needed or an irregularity occurred requiring action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices Services), DACs are to contact the Bureau of K–12 Student Assessment. Districts are required to submit reports of significant test irregularities and security breaches to FDOE within 10 days of the incident.

3.3 TEST ADMINISTRATION MONITORING

In spring 2023, the Bureau of K–12 Student Assessment conducted test administration monitoring of 16 districts across the state. Three schools were selected in each district, based on information from previous data forensics analyses and test irregularity reports. On-site monitoring took place in 11 districts (see Table 8 on the following page). All districts and schools submitted desk monitoring evidence to demonstrate how they are meeting required FDOE test administration policies and procedures in the following areas:

- Training
 - Districts and schools described specific aspects of their training related to accommodations
 - Test administration procedures
- Scheduling
 - Communication plans in emergency situations

- Providing and monitoring assessment accommodations
- Security
 - Receipt, storage, and return of materials
 - Handling security breaches and test irregularities
- Required Forms
 - Security logs
 - Seating charts
 - Administration records/security checklists
 - Test security agreements
 - Prohibited activity agreements
 - Chain of custody form(s)

Table 8: Spring 2023 Florida Test Administration Monitoring Districts

DISTRICT	DISTRICT #	ON-SITE or DESK
BAY	3	ON-SITE
CHARLOTTE	8	DESK
CLAY	10	ON-SITE
DESOTO	14	DESK
FAMU	74	DESK (Re-monitor)
FSDB	68	DESK
GLADES	22	ON-SITE
LIBERTY	39	ON-SITE
MADISON	40	ON-SITE
OKEECHOBEE	47	DESK
ORANGE	48	ON-SITE
PINELLAS	52	ON-SITE
SARASOTA	58	ON-SITE
SEMINOLE	59	ON-SITE
WALTON	66	ON-SITE
WASHINGTON	67	ON-SITE

On-site monitoring was conducted by Caveon Test Security personnel and FDOE staff as observers. Overall, monitoring was successful and resulted in FDOE working with district personnel to remedy test security concerns in real-time at a high school during the spring test administrations. The process provided the state and districts with valuable feedback as to how schools are interpreting guidance and following outlined procedures. The review demonstrated district and school compliance with the monitored aspects of test administration. There were several examples of best practices, including using school-created forms, communicating expectations to TAs, and training presentations.

The monitoring process also revealed areas where the test administration manual instructions needed clarification, including the expectation to monitor testing rooms where accommodations are being administered and clarification around the training schedule and required documentation. As necessary, the monitoring team met with districts individually to review any concerns or to seek local, situationally specific input and to provide support in improving local practice. The Bureau of K–12 Student Assessment is working towards creating a library of resources available to district and school staff that will highlight best practices and will share monitoring outcomes with districts to improve future test administrations. See Appendix Q for the desk monitoring requirements, Spring 2023 Desk Monitoring Requirements Documentation for School and District Levels.

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