

State of Florida

Florida Assessment of Student Thinking (FAST), Benchmarks for Excellent Student Thinking (B.E.S.T.), and Science & Social Studies Statewide Assessments Technical Report

2024–2025

**Volume 5
Test Administration**

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TABLE OF CONTENTS

INTRODUCTION	1
1. TESTING PROCEDURES AND TESTING WINDOWS	2
1.1 Eligible Students.....	3
1.2 Testing Accommodations.....	4
1.3 Remote Testing.....	12
2. ADMINISTRATOR TRAINING	13
2.1 Computer-Based Administration.....	13
2.2 Paper-Based Administration.....	15
2.3 Test Administration Resources	15
3. TEST SECURITY PROCEDURES	20
3.1 Security of Test Materials	20
3.2 Investigating Test Irregularities.....	21
3.3 Statewide Contingency Plans	22
3.4 Test Administration Monitoring.....	22
REFERENCES.....	25

LIST OF APPENDICES

- Appendix A1: *Grades 3–10 FAST Test Administration Manual PM1/PM2*
- Appendix A2: *Fall/Winter 2024 Test Administration Manual*
- Appendix A3: *Spring/Summer 2025 Test Administration Manual*
- Appendix B1: *Florida Statewide Assessments Test Delivery System Test Administrator User Guide*
- Appendix B2: *Spring/Summer 2025 Statewide Assessments Accommodations Guide*
- Appendix B3: *Data Entry Interface User Guide*
- Appendix B4: *Assistive Technology Manual for Windows & macOS*
- Appendix B5: *Test Information Distribution Engine User Guide*
- Appendix B6: *Functionality Test Guide*
- Appendix B7: *Florida Reporting System (FRS) User Guide*
- Appendix B8: *Auditory Presentation of FAST ELA Reading and B.E.S.T. Writing Passages for Students with a Severe Decoding Deficiency (SDD) Guidance Document*
- Appendix C1: *Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Computer-Based FAST Assessments PM1/PM2*
- Appendix C2: *Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Computer-Based Assessments*
- Appendix C3: *Spring/Summer 2025 Scripts and Instructions for Administering Accommodated Computer-Based Assessments*

- Appendix C4: *Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Paper-Based FAST Assessments PM1/PM2*
- Appendix C5: *Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Paper-Based Assessments*
- Appendix C6: *Spring/Summer 2025 Scripts and Instructions for Administering Accommodated Paper-Based Assessments*
- Appendix C7: *Spring 2025 FAST Braille Scripts and Instructions PM3*
- Appendix C8: *Spring 2025 B.E.S.T. and FAST ELA Retake Braille Scripts and Instructions*
- Appendix C9: *Spring 2025 B.E.S.T. Writing Braille Script and Instructions*
- Appendix C10: *Spring 2025 Science and Social Studies Braille Scripts and Instructions*
- Appendix C11: *2024–2025 FCLE Braille Script and Instructions*
- Appendix C12: *Spring 2025 FAST Star Braille Scripts and Instructions PM3*
- Appendix D1: *Test Information Distribution Engine Quick Guide*
- Appendix D2: *Test Delivery System Quick Guide*
- Appendix D3: *Florida Reporting System (FRS) Quick Guide*
- Appendix E1: *Florida Statewide Assessments Paper-Based Sample Tests*
- Appendix E2: *Sample Items User Guide*
- Appendix E3: *Sample Items Answer Key*
- Appendix E4: *Sample K–12 Student Assessment Monthly Summary*
- Appendix F: *Spring 2025 Desk Monitoring: District & School Submission Form*
- Appendix G1: *FAST Remote Proctoring for Students and Families*
- Appendix G2: *FAST Remote Proctoring for Teachers*
- Appendix G3: *FLVS-Flex Remote Testing Guide for Students and Families*
- Appendix G4: *Florida Civic Literacy Exam (FCLE) Remote Administrations for Postsecondary Institutions*
- Appendix G5: *Florida Civic Literacy Exam (FCLE) Remote Testing Guide for Students*

LIST OF TABLES

Table 1: Test Lengths by Grade Level for FAST ELA Reading and Mathematics.....	2
Table 2: Test Length for B.E.S.T. Algebra 1 and Geometry EOCs	2
Table 3: Test Lengths by Grade Level for Science and Social Studies Assessments	3
Table 4: Florida Statewide Assessments Spring 2025 Administration Schedule.....	3
Table 5: Historical Requests and Approval for Auditory Presentation	10
Table 6: Guides and Manuals	16
Table 7: Spring 2025 Florida Test Administration Monitoring Districts	23

INTRODUCTION

Beginning with the 2022–2023 school year, Florida’s statewide, standardized assessments in English language arts (ELA) reading, writing, and mathematics and Algebra and Geometry End-of-Course (EOC) assessments are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. Assessments for science and social studies remain aligned to Florida’s State Academic Standards that were adopted in 2008. These science and social studies standards were previously referred to as Next Generation Sunshine State Standards (NGSSS).

The State of Florida implemented new online computer-adaptive tests (CATs) for operational use beginning with the 2022–2023 school year for ELA and mathematics, and in 2023–2024 for science and social studies. Before this, they were fixed-form online and paper tests.

The assessment program for ELA reading and mathematics, referred to as the Florida Assessment of Student Thinking (FAST), replaced the Florida Standards Assessments (FSA). The FAST assessments are computer-adaptive, progress-monitoring (PM) assessments administered three times each school year—PM1 (fall), PM2 (winter), and PM3 (spring)—for ELA grades 3–10 and mathematics grades 3–8. The PM3 spring test administrations are summative assessments.

Writing assessments in grades 4–10, Algebra 1, Geometry, science, and social studies are not part of the PM FAST system. Algebra 1, Geometry, Civics, U.S. History, and Biology are EOC 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. Since the 2023–2024 school year, B.E.S.T. Writing has been administered during each spring administration. B.E.S.T. Writing scores are reported separately from ELA reading and do not contribute to an overall ELA score. Students can take the FAST ELA Reading Retake or Algebra 1 EOC up to four times each year to meet current graduation requirements, or students may earn a comparative or concordant score on various approved assessments.

The Florida Civic Literacy Examination (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 (refer to Section 1003.4282(3)(d), Florida Statutes [F.S.]).

For all assessments, 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, student responses from the paper-based tests are transcribed into the Data Entry Interface (DEI) to ensure timely results. Appendix B3, *Data Entry Interface User Guide*, provides more information regarding the DEI.

Throughout this document, the phrase “Florida Statewide Assessments” may be used to refer to a collection of tests administered to Florida students. This volume describes the test administration process, security protocols, and modifications or accommodations available for these assessments.

1. TESTING PROCEDURES AND TESTING WINDOWS

All Florida public school students are required to participate in the Florida Statewide Assessments unless they are granted a special exemption. Students enrolled in tested grade levels/subjects participate in the spring statewide administration with or without accommodations, per Section 1008.22(3)(a), F.S. Students in special programs, English language learners (ELLs), and Students with Disabilities (SWDs) are described in the following section. For eligible students participating in the computer-based 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://flfast.org>).

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

Table 1 presents session lengths by grade for FAST ELA reading and mathematics, Table 2 for the B.E.S.T. EOC assessments, and Table 3 for science and social studies.

FAST English Language Arts Reading and 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 (Progress Monitoring, 3rd assessment) administration is slightly longer than PM1 and PM2 because the assessments contain embedded field-test items.

B.E.S.T. End-of-Course Assessments

The B.E.S.T. EOC assessments were administered in one session with a short 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. Algebra 1 and Geometry EOCs

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

Statewide Science and Social Studies Assessments

For the Biology 1, Civics, and U.S. History EOC Assessment administrations, any student not finished by the end of the 160-minute test session may continue working; however, testing must be completed within the same school day. If students finish early, they may be dismissed at the 80-minute break. For the grade 5 and grade 8 Statewide Science administrations, students were not required to remain in the testing room for the length of the session. Students still working at the end of the scheduled testing time were provided with the time needed to complete the test, up to the end of the school day.

Table 3: Test Lengths by Grade Level for Science and Social Studies Assessments

Grades/Subject	Session Length	Number of Sessions
Science Grades 5 and 8	160 minutes	1
Biology 1, Civics, and U.S. History	160 minutes	1

FAST Grade 10 English Language Arts Reading Retake

During the 2024–2025 school year, students had the opportunity to participate in the grade 10 FAST ELA Reading Retake administration. The administration details for this assessment are the same as the grade 10 FAST ELA Reading assessment, with the exception that the FAST Reading Retake was offered four times per year instead of three.

Table 4 provides the testing windows for the spring 2025 Florida Statewide Assessments.

Table 4: Florida Statewide Assessments Spring 2025 Administration Schedule

Dates	Assessments
May 1–May 30, 2025	Grades 3–10 FAST ELA Reading and Grades 3–8 Mathematics End-of-Year Comprehensive Progress Monitoring Assessment (Third Administration, “PM3”)
May 1–May 30, 2025	B.E.S.T. Algebra 1 and Geometry EOCs Biology 1, Civics, and U.S. History EOCs FAST ELA Grade 10 Reading Retake
May 1–May 30, 2025	Grade 5 Science Grade 8 Science

1.1 ELIGIBLE STUDENTS

- **Public School Students:** Students enrolled in tested grade levels/subjects are required to participate in the Florida Statewide 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 Florida Statewide Assessments test as a selected measure of their child’s annual progress, Home

Education Program students can participate in a statewide assessment administration, as directed by the district assessment coordinator (DAC).

- **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.) and Hope (per Section 1002.40(6)(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 (SWDs):** Students with disabilities participate in the statewide assessment program by taking one of the following:
 - Assessment without accommodations
 - Assessment with accommodations
 - Florida 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 Florida Statewide Assessments 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 statewide assessments. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction.

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. 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 Cambium Assessment, Inc.’s (CAI) 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 zoom 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 for 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 the 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 TDS, and to the standardization and accommodations of test administration procedures. The evidence of accommodations used in statewide assessments not altering the constructs is presented throughout this technical report. For example, the evidence on all items built with universal design to mitigate the accommodation issue is discussed in Volume 2, Test Development, Chapter 3, Item Development Procedures. All accessibility features in TDS are discussed in the subsequent paragraphs.

Students who require computer-based accommodations (e.g., text-to-speech [TTS], masking) are provided the opportunity to participate in sample items 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 assessments have been evaluated by WCAG 2.1 and were found to be 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 test administrator (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 used regularly for instruction

Shaftel, Benz, Boeth, Gahm, He, Loughran, Mellen, Meyer, Minor, and Overland (2015) noted 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 accommodated forms of online assessments into braille format.

Definitions for English Language Learner and Students with Disabilities

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.*

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.

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

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 for the following exceptionalities: students who are gifted; students with speech impairments; 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 DAC designated staff to transcribe student responses from the paper-based tests into a system called the Data Entry Interface (DEI) to ensure timely results. A 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:

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_mod e=Display_Statute&Search_String=1003.01&URL=1000-1099/1003/Sections/1003.01.html for more information on the definition of exceptional students.

- Large print
- Contracted Unified English Braille (UEB)
- Uncontracted UEB
- One-item-per-page

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

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)
- ZoomText (online accommodation offered in TDS for EOCs and FCLE)
- Regular print passage booklets (for B.E.S.T. Writing)
- Large print passage booklets (for B.E.S.T. Writing)
- Paper-based test materials (regular print, large print, contracted braille, uncontracted braille, one-item-per-page)

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

Additional test 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.

Test administration accommodations offered to students identified as ELLs include

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

Unique Accommodations

In accordance with Rule 6A-1.0943, Florida Administrative Code (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.

The accommodation of auditory presentation of the FAST ELA Reading and B.E.S.T. Writing passages is considered a unique accommodation and may be requested by school districts in accordance with Rule 6A-1.0943, FAC, for eligible students with disabilities. The accommodation for auditory presentation of the FAST ELA Reading and B.E.S.T. Writing passages is appropriate for a very small number of students with a Severe Decoding Deficiency (SDD). It is intended to be used by students who are truly nonreaders and not students simply reading below grade level. For students found eligible for auditory presentation of the FAST ELA Reading and B.E.S.T. Writing passages, text will be read aloud to students via embedded TTS technology or by a human reader. (TTS is available only on computer-based tests.) Students who use the embedded TTS technology can control the volume, pitch, and rate. Students who use TTS will require headphones unless tested individually in a separate setting. More details about this unique accommodation can be found in Appendix B8, Auditory Presentation of FAST ELA Reading and B.E.S.T. Writing Passages for Students with a Severe Decoding Deficiency (SDD) Guidance Document. Table 5 tracks the number of requests for this unique accommodation over time.

Table 5: Historical Requests and Approval for Auditory Presentation

Spring 2021					Spring 2022				
Grade	Requests	Approved	Denied	Approval Rate	Grade	Requests	Approved	Denied	Approval Rate
1	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A
3	165	9	156	5%	3	125	16	109	13%
4	161	18	143	11%	4	103	16	87	16%
5	122	18	104	15%	5	123	31	92	25%
6	21	3	18	14%	6	26	10	16	38%
7	21	9	12	43%	7	15	6	9	40%
8	13	5	8	38%	8	14	6	8	43%
9	7	4	3	57%	9	4	1	3	25%
10	6	5	1	83%	10	8	4	4	50%
Retake	5	4	1	80%	Retake	0	0	0	N/A
Total	521	75	446	14%	Total	418	90	328	22%

Spring 2023–Winter 2023					Spring 2024–Winter 2024				
Grade	Requests	Approved	Denied	Approval Rate	Grade	Requests	Approved	Denied	Approval Rate
1	0	0	0	N/A	1	2	0	2	0%
2	3	0	3	0%	2	2	0	2	0%
3	88	22	65	25%	3	61	38	23	62%
4	64	27	38	42%	4	94	73	21	78%
5	70	26	44	37%	5	64	53	11	83%
6	24	14	10	58%	6	32	30	2	93%
7	12	7	5	58%	7	12	12	0	100%
8	17	7	10	41%	8	17	15	2	88%
9	3	1	2	33%	9	8	8	0	100%
10	2	0	2	0%	10	7	4	2	57%
Retake	1	0	1	0%	Retake	0	0	0	N/A
Total	284	104	180	37%	Total	299	233	65	78%

Appropriate Accommodations

Shyyan, Thurlow, Christensen, Lazarus, Paul, and 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: (1) universal features, (2) designated features, and (3) accommodations. The Council of Chief State School Officers’ accessibility manual provides guidance on selecting, administering, and evaluating the 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 assessments administered in Florida were administered using the same test delivery platform (i.e., CAI’s Test Delivery System [TDS]) as SBAC. All these assessments allowed

accommodations such as braille, calculators, scribes, and TTS. In addition, three of the four assessments allowed extended time, large print, multiplication tables, STT, read aloud, and braille. PARCC and SBAC also allowed assistive technology, closed captioning (CC), a paper-based version, and American Sign Language (ASL). 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, and 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) using simplified English in test design, eliminating irrelevant language demands for all students; (2) providing English dictionaries/glossaries to ELLs; (3) matching the language of tests and accommodations to the language of instruction; and (4) providing extended time to ELLs or using untimed tests for all students.

Based on the review of literature summarized here, the accommodations provided in the 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 indicates 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 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 the appropriate implementation of accommodations. See Section 3.4, Test Administration Monitoring, for more details about FDOE’s monitoring of districts and schools in 2024–2025.

Updates are being planned for future test administrations. The exact procedures and methods as to how appropriate accommodations (such as linguistic accommodations) are selected and implemented for individual ELLs are not information FDOE currently collects. Beginning spring 2026, FDOE will build questions around the selection of ELL accommodations into the desk monitoring process.

1.3 REMOTE TESTING

Florida’s remote testing policy allows remote testing for specific progress monitoring assessments (PM1 and PM2 for all grades). However, most major state tests, such as spring PM3 for grades 3–10, EOC exams, and science and social studies, are generally required to be taken in-person. In the 2025 school year, the number of students who took the tests remotely ranged from 1,300 to 3,500 students per grade in each test administration. Appendix G has information about remote test procedures.

2. ADMINISTRATOR TRAINING

Key personnel involved with the administration of statewide assessments 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 webinars 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 Delivery System Test Administrator User Guide 2024–2025* (Appendix B1 of this volume) is designed to familiarize TAs with CAI’s Test Delivery System (TDS) and contains tips and screen captures throughout the text. The user guide contains

- steps to take before 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 2025 Test Administration Manual* (Appendix A3 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.

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. The Florida Department of Education (FDOE) provides districts with PowerPoint presentations summarizing key information in the test administration manuals and the accommodations guide. These presentations are used by district personnel when training school staff. Attendance at the required training before each season (fall/winter and spring/summer) is

captured by district staff. FDOE monitors training attendance through the test administration monitoring process by requiring districts to submit evidence of their training, including an agenda, the presentation used during training, and an attendance list.

School Assessment Coordinators

Before each administration, SACs and DACs are required to verify that student eligibility is correct in the Test Information Distribution Engine (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 B5 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. FDOE provides PowerPoint presentations summarizing key information in the test administration manuals and the accommodations guide to districts, who customize them for their schools. These test administrator presentations are used by school personnel when training test administrators and proctors in their school. Attendance at the required training before each season (fall/winter and spring/summer) is captured by the school assessment staff. FDOE monitors training attendance through the test administration monitoring process by requiring selected schools to submit evidence of their training, including an agenda, the presentation used during training, and an attendance list.

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 participate as appropriate, and handle testing issues as necessary.

Test Administrators

TAs administer the statewide assessments and conduct a sample items test session based on instructions from each SAC. TAs are offered the opportunity to complete the online TA Certification Course before 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 statewide 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 that no additional resources are being used during the administration of statewide assessments. Students can use the online scientific calculator during the B.E.S.T. Algebra 1 and Geometry EOCs and Grades 7–8 FAST Mathematics tests. A student can use the online four-function calculator during the Biology 1 EOC, Grade 6 FAST Mathematics, and Grade 8 Statewide Science assessments. All tests are administered in one session. Handheld 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.

Students who are testing with text-to-speech accommodations must have headphones or earbuds. While there are no technical specifications for headphones or earbuds, the *Technology Guide* provides additional guidance. Due to security concerns, Bluetooth/wireless headphones are not permitted (limited exceptions are outlined in the *Spring/Summer 2025 Statewide Assessments Accommodations Guide*). FDOE does not provide headphones or earbuds. If they choose, districts may allow students to use their own headphones or earbuds. Headphones or earbuds should be checked to ensure that they work with the computer or device the students will use for the assessment prior to the start of testing. A sound check is built into the assessment, and students are asked to verify that headphones or earbuds are working prior to beginning the test.

2.2 PAPER-BASED ADMINISTRATION

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 *2024–2025 Statewide Assessments Accommodations Guide* (Appendix B2 of this volume) includes TA responsibilities specific to paper-based test administrations. The DAC will designate staff to transcribe student responses from the paper-based tests.

Additional instructions for administering tests to students using large print, braille, and one-item-per-page accommodations are also provided in the *2024–2025 Statewide Assessments Accommodations Guide*. For accommodated paper-based tests, separate scripts and instructions are available (see Appendices C5 and C6 of this volume).

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 2025 statewide assessments administration is as follows:

- Systems overview and changes for the upcoming school year, as outlined at the annual DAC meeting in July 2025
- DAC monthly assessment calls
- TA Certification Course

In addition to training sessions, Table 6 presents the list of user guides and manuals related to the B.E.S.T./FAST assessments administration.

Table 6: Guides and Manuals

Resource	Description
Test Administration Manuals	
<i>2024–2025 Grades 3–10 FAST Test Administration Manual PM1/PM2</i>	This test administration manual includes scripts and instructions for administering the 2024–2025 Fall/Winter FAST PM1 and PM2 progress monitoring assessments (see Appendix A1).
<i>Fall/Winter 2024 Test Administration Manual</i>	The Fall/Winter 2024 Test Administration Manual includes scripts and instructions for administering the Fall/Winter 2024 B.E.S.T. EOC (Algebra 1 and Geometry), Science and Social Studies EOC, FAST ELA Reading Retake, and FCLE assessments (see Appendix A2).
<i>Spring/Summer 2025 Test Administration Manual</i>	The Spring/Summer 2025 Test Administration Manual includes scripts and instructions for administering all spring and summer 2025 assessments (see Appendix A3).
User Guides	
<i>2024–2025 Florida Statewide Assessments Test Delivery System Test Administrator User Guide</i>	This user guide supports TAs who manage testing for students participating in Florida Statewide Assessments sample items tests and operational computer-based assessments (see Appendix B1).
<i>Spring/Summer 2025 Statewide Assessments Accommodations Guide</i>	This guide contains information specific to test administrations for students with accommodations and is used as a supplement to the Spring/Summer 2025 Test Administration Manual (see Appendix B2).
<i>2024–2025 Data Entry Interface User Guide</i>	This user guide supports authorized users to enter student responses for grades 3–10 Florida FAST ELA and Mathematics, Science and Social Studies, FAST ELA Reading Retake, and B.E.S.T. EOC paper-based assessments and submit them for processing and immediate reporting (see Appendix B3).
<i>2024–2025 Assistive Technology Manual for Windows & macOS</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 TDS (see Appendix B4).
<i>2024–2025 Test Information Distribution Engine User Guide</i>	This user guide describes tasks performed in TIDE for Florida Statewide Assessments (see Appendix B5).
<i>2024–2025 Functionality Test Guide</i>	This guide walks school personnel through an infrastructure trial using the Student and TA Sample Items Tests Site (see Appendix B6).
<i>2024–2025 Florida Reporting System (FRS) User Guide</i>	This user guide gives instructions on how to use the Florida Reporting System to access FAST, B.E.S.T., Science and Social Studies, and FCLE results (see Appendix B7).
<i>Auditory Presentation of FAST ELA Reading and B.E.S.T. Writing Passages for Students with a Severe Decoding Deficiency (SDD) Guidance Document</i>	This guide contains information on how to apply for the unique accommodation that allows read-aloud of reading and writing passages to students with an SDD (see Appendix B8).
Scripts and Instructions for Administering Assessments	
<i>Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Computer-Based FAST Assessments PM1/PM2</i>	Scripts and instructions for administering the Fall/Winter 2024 FAST ELA and Mathematics PM1 and PM2 assessments to students who require accommodations (see Appendix C1).
<i>Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Computer-Based Assessments</i>	Scripts and instructions for administering the Fall/Winter 2024 EOC, FCLE, and FAST ELA Reading Retake assessments to students who require accommodations (see Appendix C2).

Resource	Description
<i>Spring/Summer 2025 Scripts and Instructions for Administering Accommodated Computer-Based Assessments</i>	Scripts and instructions for administering computer-based tests to students who require accommodations (see Appendix C3).
<i>Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Paper-Based FAST Assessments PM1/PM2</i>	Scripts and instructions for administering the fall/winter 2024 PM1 and PM2 FAST Assessments to students who require paper-based accommodations (see Appendix C4).
<i>Fall/Winter 2024 Scripts and Instructions for Administering Accommodated Paper-Based Assessments</i>	Scripts and instructions for administering the fall/winter 2024 FAST ELA Reading Retake, B.E.S.T. EOC, Science and Social Studies EOC, and FCLE Assessments to students who require paper-based accommodations (see Appendix C5).
<i>Spring/Summer 2025 Scripts and Instructions for Administering Accommodated Paper-Based Assessments</i>	Scripts and instructions for all spring 2025 assessments for students who require paper-based accommodations (see Appendix C6).
<i>Spring 2025 FAST Braille Scripts and Instructions PM3</i>	Scripts and instructions for administering spring 2025 assessments to students who require braille test materials (see Appendix C7).
<i>Spring 2025 B.E.S.T. and FAST ELA Retake Braille Scripts and Instructions</i>	Scripts and instructions for administering the spring 2025 FAST ELA Reading Retake and B.E.S.T. EOC assessments to students who require braille test materials (see Appendix C8).
<i>Spring 2025 B.E.S.T. Writing Braille Script and Instructions</i>	Scripts and instructions for administering the spring 2025 B.E.S.T. Writing assessments to students who require braille test materials (see Appendix C9).
<i>Spring 2025 Science and Social Studies Braille Scripts and Instructions</i>	Scripts and instructions for administering the spring 2025 science and social studies assessments to students who require braille test materials (see Appendix C10).
<i>2024–2025 FCLE Braille Script and Instructions</i>	Scripts and instructions for administering the fall/winter 2024 and spring 2025 FCLE assessments to students who require braille test materials (see Appendix C11).
<i>Spring 2025 FAST Star Braille Scripts and Instructions PM3</i>	Scripts and instructions for administering the spring 2025 FAST Star assessments to students who require braille test materials (see Appendix C12).
Quick Guides	
<i>2024–2025 Test Information Distribution Engine Quick Guide</i>	User Guide to describe tasks performed in TIDE for Florida Statewide Assessments (see Appendix D1).
<i>2024–2025 Test Delivery System Quick Guide</i>	A guide to assist users with logging in to and navigating through the TA Interface and Student Interface (see Appendix D2).
<i>2024–2025 Florida Reporting System (FRS) Quick Guide</i>	A guide to navigating reports in the Florida Reporting System for Science and Social Studies, B.E.S.T. Mathematics EOC, FAST ELA Reading, FAST Mathematics, and FCLE (see Appendix D3).
Samples and Examples	
<i>Florida Statewide Assessments Paper-Based Sample Tests</i>	Sample tests to orient teachers and students to paper-based tests including gaining familiarity with item types and response formats (see Appendix E1).
<i>2024–2025 Sample Items User Guide</i>	This guide provides information for individuals accessing the sample items tests (see Appendix E2).

Resource	Description
<i>Sample Items Answer Key</i>	Examples of answer keys for FAST paper-based sample items tests (see Appendix E3).
<i>Sample K–12 Student Assessment Monthly Summary</i>	A sample of communications and reminders from the Bureau of K–12 Student Assessment (see Appendix E4).
School and District Desk Monitoring	
<i>Spring 2025 Desk Monitoring: District & School Submission Form</i>	Sample documentation for the Spring 2025 desk monitoring requirements for school and district levels (see Appendix F).
Remote Testing	
<i>2024–2025 FAST Remote Proctoring for Students and Families</i>	Information on remote tests for students and interaction with teachers (see Appendix G1).
<i>2024–2025 FAST Remote Proctoring for Teachers</i>	Instructions for teachers on how to administer remote tests to students (see Appendix G2).
<i>2024–2025 FLVS-Flex Remote Testing Guide for Students and Families</i>	Instructions for students and families on how to set up students to take remote tests (see Appendix G3).
<i>2024–2025 Florida Civic Literacy Exam (FCLE) Remote Administrations for Postsecondary Institutions</i>	Instructions for teachers on how to administer the FCLE remote assessment to students (see Appendix G4).
<i>2024–2025 Florida Civic Literacy Exam (FCLE) Remote Testing Guide for Students</i>	Instructions for students and families on how to set up students to take the FCLE remote assessment and interact with teachers (see Appendix G5).

Department Resources and Support

In addition to the resources listed in Table 6, 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 FDOE’s assessment office that month, as well as a list of new or updated resources posted to the Florida Statewide Assessments Portal (see Appendix E4, Sample K–12 Student Assessment Monthly Summary, for a sample monthly summary)
- Student PowerPoint presentations designed to help students understand important policy and testing information before the day of the test
- 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 SACs 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 Sample Items and Answer Keys

The purpose of the sample items tests is to familiarize students with a grade-specific testing experience, including a variety of item types. The sample items are not intended to guide classroom instruction. The *2024–2025 Sample Items User Guide* (see Appendix E2 of this volume) provides the descriptions and response instructions for each computer-based item type. Users can also use the tutorials for each computer-based item and familiarize themselves with the different features and response instructions for each item type.

Both computer-based and paper-based sample test materials are available on the portal. Computer-based sample items 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 sample items tests. Appendix E1, *Florida Statewide Assessments Paper-Based Sample Tests*, of this volume provides the paper-based sample test versions of the grade 7 FAST Mathematics and grade 7 FAST ELA Reading tests. Instructions on accessing sample items are available on the portal (<https://flfast.org>). Appendix E1 of this volume also provides the paper-based sample test version of the grade 5 science test. Sample test materials are available on the portal (<https://flfast.org/families.html>).

Answer keys for ELA reading and mathematics sample items tests that list the item, correct answer, and response rationales for each item are also available for each published sample items test. Appendix E3, *Sample Items Answer Key*, of this volume provides the answer keys for one test in each subject. Answer keys for science and social studies sample items tests that list the item, correct answer, and grade level/subject of each item are also available for each published sample items test. Appendix E3 of this volume also provides the answer keys for science. The answer keys for the remaining tests are available on the portal (<https://flfast.org/families.html>).

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, Florida Administrative Code (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 statewide assessments include the following:

- Procedures to ensure the 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 A1, A2, and A3 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 handled appropriately. 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 test administration, initial or make-up, secure materials (e.g., test and response 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 the Florida Department of Education (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 the achievement of schools to be inaccurately measured or reported.

All regular print test booklets, writing 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 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 *2024–2025 Florida Statewide Assessments Test Delivery System Test Administrator User Guide* in Appendix B1 for further details.

3.2 INVESTIGATING TEST IRREGULARITIES

Throughout the testing window, test administrators (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 are reported. If further guidance is needed or an irregularity occurs 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.

For FAST, EOC, and Science assessments, districts may submit for a retest opportunity if they feel a student’s test attempt was not valid for a variety of reasons, including but not limited to, illness, wrong grade level, lack of accommodations, or a suspected anomalous score. Districts and schools are required to investigate test administrations that may lead to a retest request, and then the request is sent to FDOE. In the 2024–2025 school year, 822 retest requests were submitted, and the top three categories for retesting were due to accommodations issues, illness, and misadministration (such as the wrong handheld calculator being provided or timing issues).

During the spring 2025 administration of B.E.S.T. Writing, Cambium Assessment, Inc. (CAI) implemented a new system for detecting student use of AI in the construction of their writing response. The automated scoring (AS) engine was trained with sample papers generated through popular AI platforms. Then, all Florida responses were sent through the AS system to look for AI-generated response characteristics. Those papers flagged as unusual responses were sent to human scorers for review. If it was determined that the response had AI-generated characteristics, the test was marked as an irregularity and was invalidated. The list of students with suspected AI-generated responses was sent to each district, and the districts were asked to investigate how a student may have been able to copy this text into the secure browser. In some cases, the student admitted to

having a cell phone during testing, but in most cases, the student did not provide an explanation and did not admit to using an outside source. Districts had the option to appeal the irregularity if they felt that the suspected AI response was actually the student’s writing. If the evidence provided, including class grades, test scores, and sample writing, seemed to align with the level of writing on the B.E.S.T. Writing assessment, their score was released. More details can be found in Volume 4, Evidence of Reliability and Validity, of the Technical Report, Section 3.5. Writing Hybrid Automated and Human Scoring.

3.3 STATEWIDE CONTINGENCY PLANS

FDOE works closely with the testing contractor to plan for and mitigate any possible system interruptions ahead of testing. CAI examines historical testing data to determine when peak testing days will be so they can ensure that the system’s capacity will meet the demand of concurrent users during the school day. In the event of a major weather or other catastrophic event, FDOE works with CAI to provide extensions to the testing window for impacted districts or statewide, as appropriate.

If a local event, such as a power or Internet outage, impacts testing within a school or district, districts are instructed to contact FDOE to discuss next steps (See the *Spring/Summer 2025 Test Administration Manual*, “District Assessment Coordinator Responsibilities During Testing,” in Appendix A3 of this volume). Schools are encouraged to complete testing the same day that students start in order to maintain test security. If students must return to their test on a subsequent day, districts must obtain permission from FDOE to re-open students’ tests so they may complete testing. This permission is granted only for situations outside of the school’s control, such as weather, lockdown, or technical issues. FDOE provides adequate test administration windows to allow time for make-up testing, as needed.

In the event of a technical failure or other incident that impacts testing across the entire state, the contractor will immediately notify FDOE, which in turn notifies districts that testing must be paused. The contractor works quickly to remedy the issue and notifies FDOE when testing can resume, which is usually within a couple of hours. In the 2024–2025 school year, there was only one technical incident that impacted student testing, during the writing assessment, and it was remedied quickly so students could resume testing.

3.4 TEST ADMINISTRATION MONITORING

In spring 2025, 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 (with the exceptions that some districts, such as university lab schools, have only one school site, and five schools were monitored in Miami-Dade). On-site monitoring took place in 11 districts (refer to Table 7 on the following page). All districts and schools submitted desk monitoring evidence to demonstrate how they met 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 7: Spring 2025 Florida Test Administration Monitoring Districts

DISTRICT	DISTRICT #	ON-SITE or DESK
ALACHUA	1	ON-SITE
MIAMI-DADE	13	ON-SITE
GADSDEN	20	ON-SITE
INDIAN RIVER	31	ON-SITE
MANATEE	41	ON-SITE
PASCO	51	ON-SITE
SUMTER	60	ON-SITE
SUWANNEE	61	ON-SITE
UNION	63	ON-SITE
WAKULLA	65	ON-SITE
UF LAB SCHOOL	75	ON-SITE
HIGHLANDS	28	DESK
MARION	42	DESK
FAU LAB SCHOOL	72	DESK
TSC CHARTER	81	DESK
FSU BAY	82	DESK

On-site monitoring was conducted by Caveon Test Security personnel and FDOE staff as observers. 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 and did not uncover any areas

of major concern. There were several examples of best practices, including using school-created forms, communicating expectations to TAs, and training presentations.

The monitoring process provided evidence of improved practices, with SACs going further to observe and verify that accommodations are administered correctly during test sessions. Additionally, the monitoring process also revealed a need to emphasize required documentation of accommodations on test administration forms as well as TA and proctor staffing requirements for larger testing groups. As necessary, the monitoring team met with districts individually to review any concerns or to seek local, situationally specific input and to provide support for improving local practice. The Bureau of K–12 Student Assessment is working toward creating a library of resources available to district and school staff that will highlight best practices and share monitoring outcomes with districts to improve future test administrations. See Appendix F, Spring 2025 Desk Monitoring: District & School Submission Form, for the spring 2025 desk monitoring requirements documentation for school and district levels.

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