

2019–2020

Statewide Assessments

Accommodations Guide

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Introduction: The Florida Statewide Assessments

Introduction

The Bureau of K–12 Student Assessment is responsible for all aspects of Florida’s K–12 statewide student assessment programs, including developing, administering, scoring, and reporting the results for assessments aligned to the Florida Standards and the Next Generation Sunshine State Standards (NGSSS), as well as assisting with the administration and reporting of several other K–12 student assessment programs. Services are provided both by Florida Department of Education (FDOE) staff and through various contracts with assessment vendors. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (see Section 1008.22, Florida Statutes). For more information about the statewide assessment program, see the department’s webpage at <http://www.fldoe.org/accountability/assessments/>.

About This Guide

The purpose of this guide is to provide information and resources for the administration of statewide assessments to students with allowable accommodations. Test administrators and school assessment coordinators should use the information in this guide **as a supplement** to the printed test administration manuals for each administration, but not as a replacement for the manuals, as not all administration and policy information is included in this document.

The scripts for administering assessments with accommodations (computer-based and paper-based) can be found on the FSA Portal or on the PearsonAccess Next Florida Resource Center.

Please refer to the test administration manuals for information on the following topics not addressed in this guide:

- Administration Schedules
- Students to Be Tested
- Make-Up Administration Procedures
- Hazardous Materials
- Missing Materials
- Test Invalidations
- Do Not Score (DNS) and UNDO Bubbles
- DNS Guidelines for Defective Materials
- Maintaining Test Security
- Materials Return Instructions

All FSA test administration manuals are posted on the FSA Portal at <https://fsassessments.org/resources/user-guides-and-manuals/>.

Manuals and other resources to prepare for and administer NGSSS assessments can be accessed on the PearsonAccess Next Florida Resource Center at <http://www.florida.pearsonaccessnext.com/resources-training/>.

General Information about Accommodations

The following accommodations are available to eligible students for all tests:

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

* For FSA Mathematics and NGSSS Science assessments, UEB is available in both UEB with Nemeth and UEB Technical.

The following accommodations are available to eligible students for all computer-based tests:

- Text-to-speech
- Masking
- Regular print

The following accommodations are available to eligible students for computer-based Writing and Reading tests:

- Passage booklets (regular or large print)

The following accommodations are available to eligible students for audio passages in Reading tests:

- Closed Captioning
- American Sign Language

Accommodations may be provided to students with disabilities with current Individual Education Plans (IEPs) or Section 504 Plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

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

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

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

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

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit www.fldoe.org/academics/exceptional-student-edu/.

Districts and schools are required to report whether students have testing accommodations listed on their IEPs or Section 504 Plans. This information will be captured on the PreID file, as well as when adding a new student, in the Test Information Distribution Engine (TIDE) or PearsonAccess Next. Schools must also maintain records of accommodations provided and accommodations used with their required administration information.

Students with Disabilities

Students with disabilities participate in the statewide assessment program by taking one of the statewide assessments with or without accommodations, or the Florida Standards Alternate Assessment.

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

Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (F.A.C.), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team **no later than 60 calendar days before the first day of the administration window of the assessment** for which the request is made. An exemption request for FSA ELA applies to both Writing and Reading assessments and should have been submitted no later than 60 calendar days before the first day of the FSA ELA Writing test administration. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

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

Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed on the following pages are allowable accommodations for the 2019–2020 Florida Statewide Assessments. Not all allowable accommodations are listed.

A. Flexible Presentation

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include the following:
 - Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments.
 - Accommodations/assistive technology the student needs when using a computer or mobile device.
 - Training and services the student needs to successfully use a computer or mobile device in instruction/assessments.
 - The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future.
- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility for regular print test materials must be submitted to FDOE.
- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility for large print test materials must be submitted to FDOE.
- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.
- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.
- A regular print or large print passage booklet may be requested for a student participating in a computer-based ELA Reading or ELA Writing test. The passage booklet contains the passages only and does **not** contain prompts, test items, or answer choices. Student eligibility for passage booklets must be submitted to FDOE.
- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see pages 8–9). Passages in Mathematics, Science, or EOC assessments **may** be read aloud. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Directions, prompts, items, and answer choices may be repeated as many times as a student requests.
- For computer-based test administrations, a student may use the text-to-speech (TTS) accommodation for oral presentation of prompts, items, and answer choices. TTS will not be enabled on passages in ELA Reading and ELA Writing tests.
- American Sign Language (ASL) videos and Closed Captioning for ELA Reading audio content are available for eligible students who have these accommodations identified in their IEPs or Section 504 Plans.

- Dual monitors may be set up for an American Sign Language (ASL) accommodation, where the student will work on one monitor and have the ASL translator work from the other.
- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be signed to students. Passages in Mathematics, Science, or EOC assessments **may** be signed. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Directions, prompts, items, and answer choices may be signed as many times as a student requests.
- For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include, but are not limited to, reading/signing to a group of students, reading/signing to a student individually, and reading/signing only when a student requests.
- For students who have oral presentation of directions only, directions are the scripts and the bold text in the test and answer book (or test book) **before** test items.
- Test directions may be repeated, clarified, or summarized as many times as a student requests.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).
- A student may read aloud directions, passages, prompts, items, and answer choices to himself/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing or correcting responses.
- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.
- Colored transparencies/overlays may be used.
- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, passages, prompts, items, and answer choices. If a highlighter is used on a scannable document and the ink is visible on a response area (e.g., writing response, answer bubble), responses must be transcribed into a replacement document.

B. Flexible Responding

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
 - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
 - If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation, capitalization, and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
 - If a student taking a paper-based ELA Writing test provides a typed response, transcription of the response onto the paper-based test is not required. Directions for returning typed ELA Writing responses are included on pages 38–39 of this guide.
 - FDOE recommends that when transcribing a student response from one medium to the regular print document that one adult transcribes the response and another adult confirms the transcription.
- A student may use speech-to-text technology to record responses. Information for using speech-to-text technology is found in the Speech-to-Text Policies document on the FSA Portal.
- A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer or other device to provide responses.
- A student may use a computer switch or pointing device to provide responses.
- A student may use a communication device to provide responses.
- A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based or paper-based test.
- A student may enter answers directly in a Science test book. This would require that responses are then transcribed into an answer book by school/district personnel.
- A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student's IEP or Section 504 Plan. **Extended time is not unlimited time;** it should align with the accommodation used regularly in the student's

classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time. Each test session must be completed within one school day.

- A student with a flexible scheduling accommodation that requires more than one day to complete a reading, mathematics, science, or EOC test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:
 - The student may not be permitted to change his or her responses to items that were completed on a previous day.
 - The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
 - The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should not be used. Clips must be removed after testing.
- All FSA Writing administrations must be completed in one school day.
- Grades 6–8 students with extended time accommodations may be administered one FSA Mathematics session per day (over 3 days).

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a comparable size to the normal instruction group size indicated on the student's IEP or Section 504 Plan.
- If a student requires use of an accommodation that may disturb or is not allowed for other students in the room (e.g., read aloud), the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items around the student's desk or computer station).
- White noise/sound machines or music that are approved by district/school coordinators may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).

- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- A student may have stress-relieving aids, such as a stress ball, during the test administration.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
- For Sessions 2 and 3 of Grades 7–8 Mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. No other calculator may be used. Calculators may not be used during other tests or test sessions.
- For NGSSS Grade 8 Science and Biology 1 EOC Assessments, a regular, large key/large display, or talking four-function calculator may be used.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation.
- Multiplication charts/tables may not be used.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used except when approved by FDOE for use with braille test materials. Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing.

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. Paper-based accommodations are not unique accommodations and may be provided to eligible students.

Written requests for unique accommodations must be submitted using the *Unique Accommodations Request Form* provided by FDOE. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity or threaten the security of the assessment. Requests should be reviewed and approved by district coordinators before submission to FDOE. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use.

Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs and any student who has exited from the ESOL program and is in the two-year follow-up period. The following are allowable accommodations for ELLs participating in the 2019–2020 Florida Statewide Assessments.

A. Flexible Setting

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

B. Flexible Scheduling

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

C. Assistance in Heritage Language

- ELLs and recently exited ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may **not** be provided for words or phrases in ELA Reading and ELA Writing passages.
- For students who are both ELLs or recently exited ELLs and have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive **limited assistance** in their heritage language.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in ELA Reading or ELA Writing passages.

D. Approved Dictionary and Glossary

- ELLs and recently exited ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, such as those made available to ELLs and recently exited ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

Oral Presentation Accommodations

The following read-aloud accommodations are available for FSA:

- **FSA ELA Writing**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions and prompt read aloud to them. The Writing test requires that students read a variety of texts and respond to what they have read. Because this portion of the test assesses reading skills as well as writing skills, the passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see below).
- **FSA ELA Reading**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions, test questions, and answer choices read aloud to them. The Reading passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see below). Please see the *Instructions for Oral Presentation Accommodations* on pages 28–37 for more information.
- **FSA Mathematics and EOCs**—All Mathematics and EOC directions, passages, test questions, and answer choices may be read aloud to students with this accommodation.
- **NGSSS Statewide Science and EOCs**—All Science and EOC directions, passages, test questions, and answer choices may be read aloud to students with this accommodation.

Any portions of tests that may be read aloud may also be signed for students with this accommodation. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses.

For a student to qualify for the unique accommodation that allows auditory presentation of FSA ELA Writing and Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. This unique accommodation must be submitted by the district assessment coordinator to FDOE for approval.

For computer-based tests, text-to-speech features are available on the appropriate read-aloud portions for students who are assigned this accommodation in TIDE or PearsonAccess Next. If the type of oral presentation is not specified on the IEP or Section 504 Plan, the accommodation may be provided by a human reader or via the computer-based text-to-speech form. If specified, the accommodation should be provided as documented. As with all accommodations, the manner in which the accommodation is provided should be consistent with its use in the classroom (ensuring that students have sufficient practice and are familiar with the format).

Computer-Based Accommodations

The following CBT accommodations are available for students who have these accommodations specified on their IEPs or Section 504 Plans:

- Text-to-speech (TTS)
- Masking
- American Sign Language (ASL) videos for audio/animation passages on ELA Reading tests
- Closed Captioning (CC) for audio/animation passages on ELA Reading tests
- Writing and Reading Passage Booklets

For text-to-speech accommodations, students must have headphones or earbuds for testing, and headphones/earbuds must be plugged in prior to launching the secure browser on student computers or devices.

Student Eligibility for Paper-Based Accommodations

A student with a disability who has an IEP or Section 504 Plan may be eligible for paper-based accommodations (i.e., regular print, large print, braille, one-item-per-page) on computer-based statewide assessments. Decisions regarding accommodations, including eligibility for paper-based accommodations, should be based on a student's needs and should not be made for preferential reasons. The use of computers and mobile devices for instructional engagement and assessment is a fundamental aspect of general education, and the ability to access online environments must be considered. Students with disabilities should be given access to online environments during the educational day, including on assessments, in order to be prepared for college and careers. In addition, students should be given opportunities to practice on computer-based instructional programs and on computer-based test platforms using the available features and accommodations to determine their effectiveness and appropriateness.

Students who are eligible to receive paper-based accommodations must have an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate for the student. Documentation should include:

- Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments
- Accommodations/assistive technology the student needs when using a computer or mobile device
- Training and services the student needs to successfully use a computer or mobile device in instruction/assessments
- The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future

Students who are hospitalized/homebound and students who currently reside at Department of Corrections and Department of Juvenile Justice (DJJ) facilities are also eligible to receive paper-based test materials if Internet access is not available.

Test Security

Please refer to the *Test Security Policies and Procedures* section in the test administration manuals for policy information regarding test security requirements.

School Assessment Coordinator Responsibilities and Instructions

Ensure Implementation of Accommodations

Allowable accommodations for students with disabilities and for ELLs and recently exited ELLs must be provided as indicated on student IEPs, Section 504 Plans, or ELL plans. If an accommodation is not provided as indicated on a student's plan, that student's test may be invalidated. Documentation of accommodations provided to and used by students must be maintained at each school. Additional proctors and/or test locations may be required, depending on the accommodations implemented.

Please ensure the following in preparing for test administrations with accommodations:

- All test administrators must be properly trained in providing the appropriate accommodations to students. If no trained personnel are available to provide accommodations to students, delay student testing until trained administrators are available.
- Proctors must be made aware of the accommodations being provided in the testing room.
- Test administrators must take care to ensure that students in a testing room are not provided accommodations not listed on their plans. For instance, students who do not have a read-aloud accommodation should not be tested in a room where content is being read aloud to students with this accommodation.
- For students with flexible scheduling, test administrators must be aware of the exact amount of extended time each student will receive. In addition, test administrators must be aware of security procedures during extended breaks (e.g., materials return, no student access to electronic devices).
- When testing students who are allowed certain accommodations, test administrators may need to modify the administration scripts (e.g., change timing references if students have an extended time accommodation). It is especially important that they review the scripts before testing begins to determine the necessary modifications. Scripts for accommodated assessments are available on the FSA Portal or on the PearsonAccess Next Florida Resource Center.
- Test administrators who are administering paper-based Grades 7–10 ELA Reading tests must be assigned the AVA User Role in TIDE and be familiar with the *AVA User Guide*.
- School assessment coordinators must mark CBT accommodations in TIDE or PearsonAccess Next.

Receive and Maintain Test Materials

The following test materials may be provided for students participating in the 2019–2020 administrations using paper-based accommodations:

- Regular Print Test and Answer Books
- Large Print Test and Answer Books
- Contracted Braille Test Books
- Uncontracted Braille Test Books
- One-Item-Per-Page Test and Answer Books

The following test materials may be provided as accommodations for eligible students participating in a computer-based FSA ELA administration:

- Writing Passage Booklets
- Reading Passage Booklets

Please see the *FSA Paper-Based Materials Return Instructions* section in the test administration manual for information about returning used and unused secure materials to DRC, Pearson, and your district assessment coordinator.

Security Numbers

All regular print, large print, braille, and one-item-per-page test materials, as well as passage booklets and audio passage transcripts, are secure documents and must be protected from loss, theft, or reproduction in any medium. A unique identification number and barcode are printed on the cover of all secure test materials.

Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

The test administrator should also maintain a record of the security numbers for all test materials assigned to him or her. If a test administrator receives test materials that are not already listed, the security numbers of those materials must be added to this record with the names of the students to whom the test materials are assigned. The security number(s) of the document(s) assigned to and returned by each student should be recorded and verified at the completion of each day of testing.

Additional Materials

The following materials must be provided to students, as applicable:

- Test tickets/Student Authorization Tickets (CBT only)
- Headphones/earbuds (CBT – ELA Reading and **all** text-to-speech forms)
- Writing Planning Sheets (FSA Writing only, CBT and PBT)
- CBT Worksheets (CBT ELA Reading only)
- CBT Work Folders (CBT Mathematics only)
- Approved Scientific Calculators, including large display/talking calculators (Grades 7 and 8 Mathematics Sessions 2 and 3 only; EOCs Session 2 only – optional for CBT)
- Approved four-function calculators, including large display/talking calculators (Grade 8 Science and Biology 1 EOC only – optional for Biology 1 EOC CBT)

Complete Tasks in TIDE or PearsonAccess Next

Refer to the *TIDE User Guide*, located on the FSA Portal, for detailed instructions on completing the following tasks in TIDE. Refer to the *PearsonAccess Next User Guide*, located on the PearsonAccess Next Florida Resource Center, for detailed instructions on completing the following tasks in PearsonAccess Next.

Student Demographic Information

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

- District/school number
- Enrolled grade
- Student name
- FLEID
- Birth date

- Gender
- Ethnicity
- Race

Student Demographics Panel in TIDE

Student Demographics

*District: -- Select --

*School: -- Select --

*Enrolled Grade: - Select -

*Last Name:

*First Name:

Middle Initial:

*FLEID:

*Birth Date (MMDDYYYY):

*Gender: ☐ Male ☐ Female

Section 504: ☐ Yes ☐ N/A

English Language Learner (ELL): - Select -

Primary Exceptionality: - Select -

*Testing Accommodations Listed ☐ Yes ☐ No
on IEP or 504 Plan:

District Use:

Student Demographics Panel in PearsonAccess Next

DETAILS

New Student

Organization*

Select

Student IDs

Florida Education Identifier (FLEID)* ⓘ

Registered Grade*

General Information

Student Last Name*

Date of Birth* ⓘ

Student First Name*

Gender*

Student Middle Initial

District Use

Ethnicity

Ethnicity - Hispanic/Latino*

Race

Race - American Indian or Alaska Native*

Race - Native Hawaiian or Other Pacific Islander*

Race - Asian*

Race - White*

Race - Black or African American*

Note: Creating student does not register student.

* Required

Create

Reset

In addition to verifying this information, the categories below and on the following page must also be verified, if applicable. If demographic information needs to be updated, follow the instructions in the *TIDE User Guide* or the *PearsonAccess Next User Guide*.

Primary Exceptionality

Primary exceptionality classifications are used to identify students with current IEPs who have been classified as exceptional according to State Board of Education Rule 6A-6.0331, F.A.C.

Primary Exceptionality Classifications

Description	Code
Orthopedically Impaired	C = OI
Speech Impaired	F = SI
Language Impaired	G = LI
Deaf or Hard of Hearing	H = DHH
Visually Impaired	I = VI
Emotional/Behavioral Disability	J = EBD
Specific Learning Disability	K = SLD
Gifted	L = GIF
Hospital/Homebound	M = HH
Dual-Sensory Impaired	O = DSI
Autism Spectrum Disorder	P = ASD
Traumatic Brain Injured	S = TBI
Other Health Impaired	V = OHI
Intellectual Disability	W = InD

Section 504

This field indicates whether a student has been identified by the district as a student with a disability according to Section 504 of the Rehabilitation Act of 1973.

Testing Accommodations Listed on IEP or Section 504 Plan

This is a required field that indicates whether a student with a disability has testing accommodations listed on an IEP or Section 504 Plan. If applicable, this field must be marked **Yes** on the PreID file, in TIDE, or in PearsonAccess Next. This field does not apply to students with ELL plans/accommodations.

Test Indicator/Online Indicator

Ensure that the correct test mode is marked for the test a student will take.

ESE/Section 504 Plan and ELL Accommodation Types

If an ELL or a student with an IEP or Section 504 Plan is offered and/or uses any accommodations during the test administration, this information should be recorded with the test administrator's required administration information.

All students must be provided with the allowable statewide assessment accommodations on their plans.

The accommodations provided to each student and the accommodations used by each student must be documented in the required administration information.

Student demographic pages do not include fields for recording this information, nor is it recorded in TIDE or PearsonAccess Next. Documentation must be maintained at schools and may be needed for investigations of test irregularities.

Test administrators should use the following codes to record accommodations with required administration information.

For ESE/Section 504 Plan students:

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

For ELL students:

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

Mark Computer-Based Accommodations

Students who will test with CBT accommodations (e.g., text-to-speech, passage booklets) **must** have the correct CBT accommodations selected in TIDE or PearsonAccess Next prior to testing.

- For Text-to-Speech, Masking, ASL Videos, and Closed Captioning, selecting these accommodations for a student in TIDE or PearsonAccess Next will enable the appropriate tools and content on that student's test form in TDS or TestNav.
- For Writing and Reading Passage Booklets, selecting these accommodations for a student in TIDE will ensure the student is assigned the correct test form in TDS that matches the booklets.

Once students log in to a test, the test administrator can review each student's test settings to ensure the correct accommodations have been assigned prior to approving students into the session.

Arrange Practice Sessions

Paper-Based Practice Activities

According to instructions from your district assessment coordinator, schedule and arrange paper-based practice activities. Students participating in FSA paper-based assessments are strongly encouraged to use one of the following resources in a scheduled practice session at their schools and on their own to become familiar with responding to items on paper:

- Paper-based practice tests and answer keys
- *Directions for Completing Paper-Based Test Item Practice* handouts and scripts
- Paper-based student presentations with narration and animation

These materials are available on the FSA Portal under **Students & Families > Practice Tests > Paper-Based Practice Test Materials**.

Paper-based practice test materials for NGSSS assessments are available on the FDOE website.

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

Practice Test Sessions for Computer-Based Tests

Students who require CBT accommodations (e.g., text-to-speech, masking) must complete the appropriate accommodated practice test(s). For FSA, see the *Practice Tests Guide*, located on the FSA Portal, for information about creating practice test sessions in the TA Training Site. Scripts for administering CBT accommodated practice tests can also be found on the portal. For NGSSS, see the *PearsonAccess Next User Guide*, located on the PearsonAccess Next Florida Resource Center.

Required Administration Information

As directed by your district assessment coordinator, communicate to test administrators the process for collecting the required administration information detailed in the test administration manuals.

Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing, as described on page 21 of this guide. Ensure that test administrators record all information indicated on page 21, especially the direction students are facing. Instruct test administrators to create a new seating chart if the seating configuration changes during a test session. After testing, copy all seating charts, file the copies, and package the originals in the District Assessment Coordinator ONLY boxes.

Additional Information for PBT Administrations

Preidentified (PreID) Student Labels

PreID labels **must** be applied to all FSA test and answer books. For NGSSS tests, schools and districts may apply PreID labels or complete student grid sheets. For spring administrations, the preidentification information provided by districts is used to print PreID labels and rosters. For fall, winter, and summer administrations, On-Demand PreID Labels must be printed locally. School staff may verify and apply labels no sooner than one week prior to testing.

On-Demand PreID Labels

Districts and schools may generate and print On-Demand PreID Labels in TIDE for students who need them. Additional blank labels may be ordered, if needed. See the *TIDE User Guide* for instructions on how to print labels. **PreID labels must be printed using the highest quality printer settings available to ensure readability for scanning purposes.**

Affix PreID Labels

Please adhere to the following policies when preparing student materials:

- Do not use student labels from previous administrations.
- Ensure that the administration or subject (e.g., Spring 2020 FSA ELA Writing, SpSc05) is correctly indicated on the PreID label.
- Test tickets/Student Authorization Tickets and colored return labels must not be applied to test documents.
- Only the school assessment coordinator and other authorized school personnel may prepare materials and affix PreID labels. Sealed test and answer books or test books must not be opened.
- Students and unauthorized school personnel are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- The *Test Materials Chain of Custody Form* must be maintained at all times to track test materials with security barcodes.
- The PreID label number below the barcode must be readable. Be sure that the printer setting for “Fit to Print” is unchecked. Check that the barcodes are not faded or torn.
- Affix labels in the box on the student demographic page that states “APPLY PREID LABEL HERE” or “PLACE STUDENT LABEL HERE.” Please note that this box contains a barcode used for scanning unused documents that will be covered by the PreID label on TO BE SCORED documents.
- All secure materials must be returned to locked storage and remain there until testing begins.

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

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.
2. Verify the information on the PreID roster against the school’s student information database. It is not necessary to verify the labels against the roster because the same data file was used to create both.
3. For FSA, if any information other than the FLEID is blank or incorrect on the PreID label, the information should be entered or edited in TIDE, but the label may still be used. If the **FLEID** is **incorrect**, a new student record **must** be created in TIDE and a new label must be printed and applied directly over the incorrect label.

For NGSSS, if the student name, FLEID, district number, school number, or grade is **incorrect**, destroy the label in a secure manner. This information cannot be updated on the grid sheet. To locally print a new PreID label, follow the “Printing PreID Labels” instructions located in the *2019–2020 Florida PearsonAccess Next User Guide*.

4. Carefully place the label on the demographic page in the box that states “APPLY PREID LABEL HERE” or “PLACE STUDENT LABEL HERE.” Do not place the label over the student write-in fields in the upper left corner of the test document. Ensure that the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.
5. Do not remove labels once they have been affixed. If the FLEID on a label is incorrect or the incorrect subject label is applied, a new label must be printed and applied directly over the incorrect label.

Assessment Viewing Application (AVA)

The Assessment Viewing Application (AVA) must be used for accessing audio content on paper-based versions of Grades 7–10/Retake FSA ELA Reading assessments.

AVA provides access to the following test content, depending on a student’s accommodations:

- Audio passages
- Animation clips
- ASL videos of audio passages
- Audio passages/animation clips with closed captioning

Test administrators who will administer paper-based ELA Reading tests must have the AVA user role assigned in TIDE. When the TA logs in to AVA, there will be two forms to choose from: accommodated and non-accommodated.

- **Accommodated Form**—Any student who requires access to ASL videos or Closed Captioning will use the accommodated form in AVA.
- **Non-Accommodated Form**—All other students who need access to audio or animation only will use the non-accommodated form in AVA.

For more information about AVA, please refer to the *AVA User Guide*, which is posted on the FSA Portal.

Test Group Codes

Test group codes are used during paper-based FSA test administrations and for all NGSSS tests (CBT and PBT) as a security measure to identify groups of students tested together. Schools must ensure that each test administrator uses one unique four-digit test group code in his or her testing room for both test sessions of each test administered. Each testing room must use a different test group code. Students will write and grid the test group code on the front of their test and answer books or answer documents, or enter it into TestNav, as indicated in the scripts. Test administrators will record the code with their required administration information. A different unique test group code must be provided for each make-up session.

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

Test Administrator Responsibilities and Instructions

Remember, prior to testing you must:

- Read, sign, and return a *2019–2020 Test Administration and Security Agreement* verifying that you have read the appropriate sections of the test administration manual, are familiar with the test security statute and security policies, and have received adequate training; and
- Read, sign, and return a *Spring 2020 Test Administrator Prohibited Activities Agreement*.

These documents are located in the test administration manuals. **Failure to comply with the policies and procedures as indicated in the agreements may result in the invalidation of student tests and/or loss of teaching certification.**

Ensure Implementation of Accommodations

Allowable accommodations for students with disabilities and for ELLs must be provided as indicated on student IEPs, Section 504 Plans, or ELL plans. If an accommodation is not provided as indicated on a student's plan, that student's test may be invalidated.

Please ensure the following in preparing for test administrations with accommodations:

- You must be properly trained in providing the appropriate accommodations to students. If no trained personnel are available to provide accommodations to students, delay student testing until trained administrators are available.
- Proctors must be made aware of the accommodations being provided in the testing room.
- Care must be taken to ensure that students in a testing room are not provided accommodations not listed on their plans. For instance, students who do not have a read-aloud accommodation should not be tested in a room where content is being read aloud to students with this accommodation.
- If you will provide a read-aloud accommodation for a student(s), please reference the *Instructions for Oral Presentation Accommodations* on pages 28–37 for guidance.
- For students with flexible scheduling, you must be aware of the exact amount of extended time each student will receive. In addition, you must be aware of security procedures during extended breaks (materials return, no student access to electronic devices, etc.).
- When testing students who are allowed certain accommodations, you may need to modify the administration scripts (e.g., change timing references if students have an extended time accommodation). It is especially important that you review the scripts before testing begins to determine the necessary modifications. Scripts for accommodated assessments are available on the FSA Portal or on the PearsonAccess Next Florida Resource Center.

Test Administration Information

Required Administration Information

You are required to maintain the information listed in the test administration manual, as directed by your school assessment coordinator.

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

Seating Charts

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

- Date
- Your name
- Room name/number
- Grade Level/Subject
- Student names and their locations in the room during testing
- Direction each student is facing
- Starting and stopping times
- Names of proctors (if applicable)
- Session ID (FSA CBT, generated in TDS when a test session is created)
- Test group code (FSA PBT and all NGSSS)
- Laptop/mobile device assignments (if applicable)

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

If you are conducting testing on laptops or other mobile devices, identify and record the device on which each student is testing in case there are technical issues.

Assessment Viewing Application (PBT only)

The Assessment Viewing Application (AVA) must be used for accessing audio content on paper-based versions of Grades 7–10/Retake FSA ELA Reading assessments.

AVA provides access to the following test content, depending on a student's accommodations:

- Audio passages
- Animation clips
- ASL videos of audio passages
- Audio passages/animation clips with closed captioning

If you will administer paper-based ELA Reading tests, you must have the AVA user role assigned in TIDE. When you log in to AVA, there will be two forms to choose from: accommodated and non-accommodated.

- **Accommodated Form**—Any student who requires access to ASL videos or Closed Captioning will use the accommodated form in AVA.
- **Non-Accommodated Form**—All other students who need access to audio or animation only will use the non-accommodated form in AVA.

Please access the *AVA User Guide*, which is posted on the FSA Portal, for more detailed information and instructions.

Test Group Codes

Your school assessment coordinator will provide you with a unique four-digit test group code for each paper-based FSA test, and for all NGSSS tests (CBT and PBT). The test group code is used as a security measure to identify groups of students tested together. You will need to post the same test group code at the beginning of the test session, as indicated in the test administration script, and record the code with your required administration information and on your seating chart. For two- or three-session tests, you will use the same code for all sessions.

Receive Materials

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

Assemble Computer-Based Test Materials

The following test materials will be provided for students participating in computer-based administrations, as applicable:

- Test Tickets/Student Authorization Tickets
- Writing Planning Sheets
- CBT Worksheets
- CBT Work Folders
- Headphones/Earbuds (Grades 7–10 and Retake ELA Reading and all text-to-speech forms)
- Reading Passage Booklets
- Writing Passage Booklets
- Reference Sheets or Periodic Tables (Grades 7–8 Mathematics and Algebra 1, Geometry, and Biology 1 EOCs only—optional)
- Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; EOCs Session 2 only—optional)
- Approved four-function calculators, including large display/talking calculators (Biology 1 EOC only—optional)

For computer-based administrations, follow the instructions in the appropriate CBT accommodated scripts located on the FSA Portal or on the PearsonAccess Next Florida Resource Center, and read the scripts **verbatim** to students. You will also need to access the *Test Administrator User Guide* and *TDS Quick Guide* located on the FSA Portal.

Assemble Regular Print Materials

The following test materials will be provided for students using regular print materials, as applicable:

- FSA ELA Writing Test and Answer Books
- FSA ELA Reading Test and Answer Books
- FSA Mathematics Test and Answer Books
- FSA EOC Test and Answer Books
- NGSSS EOC Test and Answer Books
- Grade 5 Science Test Books and Answer Books
- Grade 8 Science Test Books and Answer Books
- Periodic Tables (Grade 8 Science and Biology 1 EOC)

- Writing Planning Sheets (FSA Writing only)
- Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; EOCs Session 2 only)
- Approved four-function calculators, including large display/talking calculators (Grade 8 Science, Biology 1 EOC only)
- Reference Sheets (Grades 4–8 Mathematics and EOCs only—optional, also included in the test and answer books)

For regular print paper-based administrations, follow the instructions in the appropriate PBT accommodated script located on the FSA Portal or on the PearsonAccess Next Florida Resource Center, and read the scripts **verbatim** to students.

Assemble Large Print Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using large print materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator.

Students using large print materials record their responses directly in the large print test and answer books. A regular print test and answer book (Form 1) (or regular print answer document for Grades 5 & 8 Science) is also included in each large print test materials kit. **School/district coordinators are responsible for transcribing student responses in to the regular print document, applying a PreID label to the regular print document (or completing the student grid sheet), and ensuring that all information on the front of each student’s regular print document has been filled in accurately.** Large print test and answer books that are not transcribed into a regular print documents with correct PreID labels or completed grid sheets will likely fall into late reporting.

Assemble the following large print test materials:

- **Test Administrator**
 - Required Administration Information
 - Sheet of Blank PreID Labels
 - Regular Print Test and Answer Books (or Regular Print Answer Document for Grades 5 & 8 Science)
 - Special Document Return Envelopes
- **Student**
 - Large Print Test and Answer Books
 - Large Print Writing Planning Sheets (FSA Writing only)
 - Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; EOCs Session 2 only)
 - Approved four-function calculators, including large display/talking calculators (Grade 8 Science and Biology 1 EOC only)

Large Print Scripts

You will use the paper-based test administration scripts in the manual or provided on the FSA Portal or on the PearsonAccess Next Florida Resource Center to administer assessments to students using large print materials. **No modifications to the test administration scripts are necessary to administer large print tests.**

Prepare Student Large Print Documents

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

PreID labels must be applied (or student grid sheets completed) and all information on the front of each student's regular print document must be filled in accurately and completely. For information about PreID labels, see pages 17–18 of this guide.

Large Print Student Responses

Students using large print materials will record their responses directly in the large print test and answer book. School/district coordinators **must** transcribe the student's responses from the large print test and answer book into the **regular print document** included in the student's return envelope. It is recommended that one school/district staff member transcribes the student's responses into the regular print book and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label (or completing the student grid sheet) and ensuring that all information on the front of each student's regular print document (Form 1) has been filled in accurately and completely before placing it in the student's Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using large print materials to ensure that student responses are recorded correctly. If a student using large print materials provides verbal or signed responses, you will record the student's responses in the student's regular print document (Form 1). **Include the student's large print test materials and the regular print document containing his or her responses in the student's Special Document Return Envelope(s).**

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

Assemble One-Item-Per-Page Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using one-item-per-page materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator.

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and answer books. A regular print test and answer book (Form 1) (or regular print answer document for Grades 5 & 8 Science) is also included in each one-item-per-page test materials kit. **School/district coordinators are responsible for transcribing student responses in to the regular print document, applying a PreID label to the regular print document (or completing the student grid sheet), and ensuring that all information on the front of each student's regular print document has been filled in accurately.** One-item-per-page test and answer books that are not transcribed into regular print documents with correct PreID labels (or completed student grid sheets) will likely fall into late reporting.

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

- **Test Administrator**
 - Required Administration Information
 - Sheet of Blank PreID Labels
 - Regular Print Test and Answer Books (or Regular Print Answer Document for Grades 5 & 8 Science)
 - Special Document Return Envelope
- **Student**
 - One-Item-Per-Page Test and Answer Books
 - Writing Planning Sheets (FSA Writing only)
 - Reference Sheets (Grades 4–8 Mathematics and EOC only)
 - Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; EOCs Session 2 only)
 - Approved four-function calculators, including large display/talking calculators (Grade 8 Science and Biology 1 EOC only)

One-Item-Per-Page Script

You will use the paper-based test administration scripts provided in the manual or on the FSA Portal or on the PearsonAccess Next Florida Resource Center to administer assessments to students using one-item-per-page materials. **Modifications to the test administration scripts should be made as specified below.** It is important that you review the scripts and modifications before testing begins.

- Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test and answer book. The box in the upper right corner of the title page must be completed by each student, and school/district staff will be responsible for applying a PreID label (or completing the student grid sheet) and ensuring that all information on the front of each student's regular print document has been filled in accurately and completely.
- Omit instructions to grid the test group code. School staff should grid the appropriate test group code(s) on the front of each student's regular print document.
- Omit instructions to remove the seal. The one-item-per-page test and answer books do not contain seals.
- Omit instructions to check pages in the one-item-per-page test and answer book (if all pages of the test and answer book were checked prior to the test administration).
- Refer to or distribute the appropriate test and answer book page(s) to students as the remaining directions in the scripts are read aloud.

Prepare Student One-Item-Per-Page Documents

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

PreID labels must be applied (or student grid sheets completed) and all information on the front of each student's regular print document must be filled in accurately and completely. For information about PreID labels, see pages 17–18 of this guide.

One-Item-Per-Page Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and answer book. School/district coordinators **must** transcribe the student's responses from the one-item-per-page test and answer book into the **regular print document** included in the student's return envelope. It is recommended that one school/district staff member transcribes the student's responses into the regular print book and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label (or completing the student grid sheet) and ensuring that all information on the front of each student's regular print document (Form 1) has been filled in accurately and completely, and for transcribing the student's responses into the regular print document before placing it in the student's Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses are recorded clearly. If a student using one-item-per-page materials provides verbal or signed responses, you **must** record the student's responses in the student's regular print document. **Include the student's one-item-per-page test materials and the regular print document containing his or her responses in the student's Special Document Return Envelope(s).**

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

Assemble Braille Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using braille materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator.

Students using braille materials record their responses on braille paper. A regular print document is also included in each braille test materials kit. School/district coordinators are responsible for applying a PreID label (or completing the student grid sheet) and ensuring that all information on the front of each student's regular print document has been filled in accurately and completely so that the student's responses can be transcribed into the regular print document by the contractor. **School/district coordinators should not transcribe student responses from the braille documents into the regular print documents, except when indicated for an accommodation.**

Assemble the following braille test materials:

- **Test Administrator**
 - Braille Scripts
 - Braille Notes
 - Required Administration Information
 - Regular Print Test and Answer Books (or Regular Print Answer Document for Grades 5 & 8 Science)
 - Special Document Return Envelopes
- **Student**
 - Braille Test Books
 - Braille Paper (for student responses)

- Braille Writing Planning Sheets (FSA Writing only)
- Braille Testing Rules Acknowledgment Sheet
- Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; EOCs Session 2 only)
- Approved four-function calculators, including large display/talking calculators (Grade 8 Science and Biology 1 EOC only)

Braille Scripts and Braille Notes

You will use the braille scripts provided with the braille test materials to administer the assessments to students using braille materials. It is important that you review the braille scripts before testing begins. Braille scripts are also available on the FSA Portal or on the PearsonAccess Next Florida Resource Center.

Braille Notes are also included with the braille test materials and provide a page-by-page detailed list of the differences between the braille version and the regular print version of the test documents. **It is very important that you read the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration.**

Prepare Student Braille Documents

To ensure that each student's test documents are processed correctly, verify that the student name, date of birth, district name, and school name are included on the front cover of his or her braille test book(s). Make sure that the student name, date of birth, district name, school name, grade level, and the tested subject are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.

PreID labels must be applied (or complete the student grid sheet) and all information on the front of each student's regular print document must be filled in accurately and completely. For information about PreID labels, see pages 17–18 of this guide.

Braille Student Responses

Students who use braille materials will record their responses on braille paper. The contractor will transcribe the student's responses from the braille paper into the regular print document. School/district coordinators are responsible for applying a PreID label (or completing the student grid sheet) and ensuring that information on the front of each student's regular print document has been filled in accurately and completely before placing it, along with the braille book and answer sheets, in the student's Special Document Return Envelope.

If a student using braille materials provides verbal or signed responses, you will record the student's responses in the regular print test and answer book (or regular print answer document for Grades 5 & 8 Science) provided for the student. Include the student's braille test materials and the regular print document containing his or her responses in the student's Special Document Return Envelope(s).

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

Instructions for Oral Presentation Accommodations

Use the instructions and examples below and on the following pages when providing oral presentation of an assessment to eligible students who have the accommodation documented in an IEP or Section 504 Plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language. These rules are consistent with text-to-speech functionality for FSA and NGSSS test items in computer-based tests.

For students with the oral presentation accommodation taking FSA Mathematics or EOCs or NGSSS Science or EOCs, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/incorrect response.

For a student to qualify for the unique accommodation that allows auditory presentation of FSA ELA Writing and Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. This unique accommodation must be submitted by the district assessment coordinator to FDOE for approval.

Note: For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs) or recently exited ELLs.

1. Directions, test questions, and answer choices may be read aloud.
2. Passages may **not** be read aloud, with the exception of students who have been approved for a unique accommodation (see above).
3. When passages or excerpts from passages appear within items, the following rules apply:
 - Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.
 - Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.
 - Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.
 - Excerpts within editing task choice items, regardless of how long they are, may **not** be read aloud.

FSA ELA Examples

Example:

Read the passage and then answer Numbers 14 through 16. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Directions may be read aloud.

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in people awe, wonder, and even delight. Some of the Sun's optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn't make them any less breathtaking.

Do **not** read anything in this portion of the item aloud.
(A passage in ELA Reading may **not** be read aloud.)

Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun's light rays are bent, reflected, and split into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.

Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called a parhelion, a mock sun, or referred to as a sundog. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the halo these bright spots are known as sundogs.

Now answer Numbers 14 through 16. Choose the correct word or phrase for each of the following.

Directions may be read aloud.

14. The Sun is able to inspire many feelings in people awe, wonder, and even delight.

- (A) people:
- (B) people,
- (C) people;
- (D) correct as is

16. Part A

One such phenomenon is variously called a parhelion, a mock sun, or referred to as a sundog.

- (A) is also called a sundog
- (B) a sundog
- (C) sundogs
- (D) correct as is

Part B

If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the halo these bright spots are known as sundogs.

- (A) halo,
- (B) halo;
- (C) halo/
- (D) correct as is

15. Refraction takes place when the Sun's light rays are bent, reflected, and split into an arc of color as they pass through drops of water in the atmosphere.

- (A) they split
- (B) it splits
- (C) splits
- (D) correct as is

Do **not** read anything in this portion of the item aloud.
(Excerpts and answer choices for editing task items may **not** be read aloud. Editing task items are presented in a two-column format.)

Example:

<p>Now answer Numbers 19 through 22. Choose the correct word of phrase for each of the following.</p>		<p>Directions may be read aloud.</p>
<p>19. Choose the sentence that uses pronouns correctly.</p> <p>(A) While theater doesn't fascinate everyone, many people love it.</p> <p>(B) While theater doesn't fascinate everyone, many people love these.</p> <p>(C) While theater doesn't fascinate everyone, many people love those.</p> <p>(D) correct as is</p>	<p>21. Choose the correct way to complete the sentence.</p> <p>(A) mistakes because they will have to think on their feet to fix them.</p> <p>(B) mistakes. Because they will have to think on their feet to fix them.</p> <p>(C) mistakes, because they will have to think on their feet to fix them.</p> <p>(D) correct as is</p>	<p>Do not read anything in this portion of the item aloud. (Excerpts and answer choices for editing task items may not be read aloud. Editing task items are presented in a two-column format.)</p>
<p>20. Choose the correct spelling.</p> <p>(A) indevidual</p> <p>(B) individual</p> <p>(C) individule</p> <p>(D) correct as is</p>	<p>22. Choose the sentence that corrects the unclear pronoun.</p> <p>(A) Both the teachers and the classes are popular, and who are experts in their field.</p> <p>(B) Both the teachers and the classes are popular, and both are experts in their field.</p> <p>(C) Both the teachers and the classes are popular, and the students are experts in their field.</p> <p>(D) Both the teachers and the classes are popular, and the teachers are experts in their field.</p>	

Example:

<p>Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>"Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're <u>good to go</u>!" (paragraph 6)</p>	<p>Everything in this portion of the item may be read aloud. (An individual sentence from a passage that appears in an item may be read aloud.)</p>
<p>(A) okay to leave</p> <p>(B) able to learn quickly</p> <p>(C) able to begin</p> <p>(D) prepared to travel</p> <p>(E) ready to start to learn</p>	<p>Everything in this portion of the item may be read aloud.</p>

Example:

<p>Part A</p> <p>Fill in the circle before the sentence that shows how the author supports the idea that students who live far from each other can learn together.</p> <ul style="list-style-type: none"> Ⓐ She tells about why students should learn online. Ⓑ She shares details about the way students learn online. Ⓒ She gives examples of how online learning helps students. Ⓓ She explains that the online classroom is only for a short time. <p>Part B</p> <p>Fill in the circle before the two sentences that support the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class he or she is taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.</p>	<p>Do not read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may not be read aloud.)</p>

Example:

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

Example:

<p>Select the lines from Passage 2 that develop the speaker's desire for adventure.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p><input type="checkbox"/> Three of us afloat in the meadow by the swing, Three of us aboard in the basket on the lea. Winds are in the air, they are blowing in the spring, And waves are on the meadow like the waves there are at sea.</p> <p><input type="checkbox"/> Where shall we adventure, to-day that we're afloat? Wary of the weather and steering by a star? Shall it be to Africa, a-steering of the boat, To Providence, or Babylon, or off to Malabar?</p> <p><input type="checkbox"/> Hi! but here's a squadron a-rowing on the sea— Cattle on the meadow a-charging with a roar! Quick, and we'll escape them, they're as mad as they can be, The wicket is the harbour and the garden is the shore.</p>	<p>Do not read anything in this portion of the item aloud. (More than two lines from a poetry passage that appear in an item may not be read aloud.)</p>

Example:

<p>Read this excerpt from Passage 2.</p> <p>Our little isle is green and breezy, Come and rest thee! O come hither,</p>	<p>Everything in this portion of the item may be read aloud. While the excerpt contains more than one sentence, there are only two lines of poetry included. Two lines or fewer may be read aloud.</p>
<p>Which set of contrasting ideas does this excerpt best portray?</p> <p>(A) the harshness of the sea and the peace of the island</p> <p>(B) the ugliness of the ship and the beauty of the island</p> <p>(C) the comfort of home and the toughness of the open sea</p> <p>(D) the excitement of the battlefield and the dullness of the sea</p>	<p>Everything in this portion of the item may be read aloud.</p>

Example:

<p>Which lines from Passage 2 illustrate the harshness of the sea?</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>(A) The sea is lonely, the sea is dreary,/The sea is restless and uneasy;/ Thou seekest quiet, thou art weary, (lines 1–3)</p> <p>(B) As the dark waves of the sea/Draw in and out of rocky rifts,/ Calling solemnly to thee (lines 12–14)</p> <p>(C) With voices deep and hollow,—/"To the shore/Follow! O, follow! (lines 15–17)</p> <p>(D) To be at rest among the flowers;/Full of rest, the green moss lifts,/ As the dark waves of the sea (lines 10–12)</p>	<p>Do not read anything in this portion of the item aloud. (More than two lines from a poetry passage that appear in an item may not be read aloud. Lines of poetry in this item are denoted by slashes.)</p>

FSA Mathematics Examples

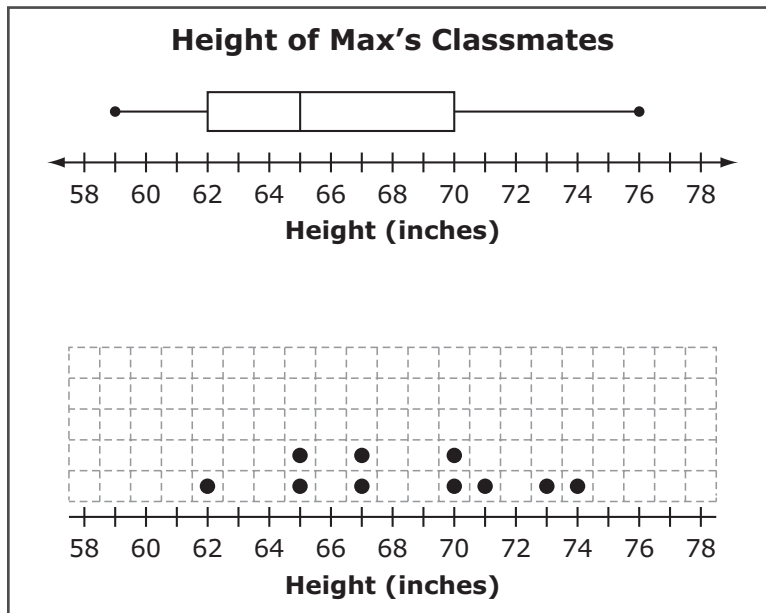
For students with an oral presentation accommodation taking FSA Mathematics or EOCs, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, and graphs described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from FSA secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

Example:

Max collected data on the height of each of his 20 classmates. The box plot shown represents his data.

Click above the number line to complete the dot plot that could also represent these data.

Everything in this portion of the item may be read aloud.



The graphic should be described as follows: The box plot is titled Height of Max's Classmates. The horizontal line is titled height, inches. The line has a range from 58 to 78 in increments of one. A box is drawn. The left side of the box is located at 62. The right side of the box is located at 70. A vertical line is drawn in the box located at 65. On the left side of the box a line is drawn connecting a point at 59 to the left side of the box. On the right side of the box a line is drawn connecting a point at 76 to the right side of the box.

The horizontal line under the dot plot is titled height, inches. The section of the number line ranges from 58 to 78 in increments of one. One dot is above 62. Two dots are above 65. Two dots are above 67. Two dots are above 70. One dot is above 71. One dot is above 73. One dot is above 74.

Example:

Select the values of x that make each equation or inequality true.

	$x = 1$	$x = 2$	$x = 3$
$2x + 5 = 9$	Ⓐ	Ⓑ	Ⓒ
$2x + 5 < 9$	Ⓓ	Ⓔ	Ⓕ
$2x + 5 \leq 9$	Ⓖ	Ⓗ	Ⓘ

Everything in this portion may be read aloud.

The table should be described as follows: A table is shown. The table has three rows and three columns. From left to right the column headings read: x equals one. x equals two. x equals three. From top to bottom the row headings read: two x plus five equals nine. Two x plus five is less than nine. Two x plus five is less than or equal to nine.

x equals one. Two x plus five equals nine. Option A. x equals 2. Two x plus five equals nine. Option B. x equals three. Two x plus five equals nine. Option C.

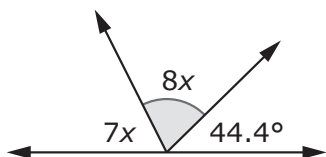
x equals one. Two x plus five is less than nine. Option D. x equals two. Two x plus five is less than nine. Option E. x equals three. Two x plus five is less than nine. Option F.

x equals one. Two x plus five is less than or equal to nine. Option G. x equals two. Two x plus five is less than or equal to nine. Option H. x equals three. Two x plus five is less than or equal to nine. Option I.

Example:

A figure is shown.

Everything in this portion may be read aloud.



The figure should be described as follows: A horizontal line is shown. Two rays extend upward from the horizontal line from a shared point, creating three angles. The angle to the left is labeled seven x . The label in the middle has a shaded angle marker and is labeled eight x . The angle to the right is labeled forty-four point four degrees.

What is the measure, in degrees, of the shaded angle?

Everything in this portion may be read aloud.

Example:

Maurice and Gina each have a container of water, as shown.

Everything in this portion may be read aloud.

Maurice

Gina

The graphic should be described as follows: The left container titled Maurice has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the third short mark above the mark labeled twenty. The right container titled Gina has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the mark labeled ten.

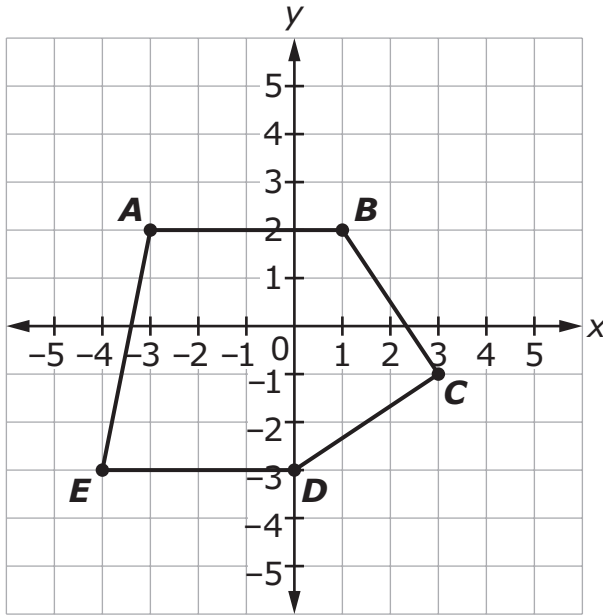
What is the difference, in liters (L), between the amounts of water in their containers?

Everything in this portion may be read aloud.

Example:

Polygon $ABCDE$ is shown on the coordinate grid.

Everything in this portion may be read aloud.



The coordinate grid should be described as follows: A coordinate grid is shown. The y-axis ranges from negative six to six in increments of one. The x-axis ranges from negative six to six in increments of one. A polygon is drawn on the coordinate grid. Connecting at point A negative three, two, point B one, two, point C three, negative one, point D zero, negative three and point E negative four, negative three.

What is the perimeter, to the nearest hundredth of a unit, of polygon $ABCDE$?

Everything in this portion may be read aloud.

Directions for Returning Typed FSA ELA Writing Responses

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

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

1. Ensure that a PreID label has been applied and all information on the front of the student's regular print test and answer book has been filled in accurately and completely.
2. Print a copy of the student's typed Writing response.
FDOE recommends that the student response font size should be large enough, but not too large. 12–14 point font size is sufficient. The font should be clearly readable, such as Times New Roman or Arial. Normal default margins of 1" all around are recommended, as this will allow the document to be cut down to fit within the lines.
3. Write the test and answer book lithocode number on each page of the student's typed Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book. The security number located next to the barcode should not be used.

Grade 4 English Language Arts Writing Field Test and Answer Book

T-Mark

Security Number

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

STUDENT NAME _____

DATE OF BIRTH (e.g., 09/01/05) _____

SCHOOL NAME _____

DISTRICT NAME _____

TODAY'S DATE _____

Spring 2020 Florida Standards Assessments ELA Writing Grade 4

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

Test Group Code

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

SCHOOL USE ONLY

DNS ☐ UNDO ☐

DRC USE ONLY

☐ Braille ☐ Large Print ☐ One-Item-Per-Page

APPLY PREID LABEL HERE

U519061BLANK

Lithocode Number

519061-10403010013

49000001

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

The diagram illustrates a test page layout. At the top, the words "Typed Response" are handwritten in a cursive font. Below this, a large rectangular area is filled with horizontal lines for writing. In the top-left corner of this lined area, a small oval is labeled "T-Mark" with an arrow pointing to it. The page is framed by a double-line border. At the bottom of the page, there is a footer section containing the text "Page 11", "Secure Material—DO NOT COPY", a "Go On" button with a right-pointing arrow, a box containing the number "519527-10003010118", and the text "SERIAL#".

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

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