



**2017–2018**  
**FSA Accommodations Guide**



# Table of Contents

<b>Introduction: The FSA Program .....</b>	<b>1</b>
Introduction .....	1
About This Guide .....	1
<b>General Information about Accommodations.....</b>	<b>2</b>
Students with Disabilities .....	3
Allowable Accommodations for Students with Disabilities.....	4
Unique Accommodations .....	8
Accommodations for English Language Learners (ELLs).....	8
Allowable Accommodations for ELLs.....	8
Oral Presentation Accommodations .....	10
Computer-Based Accommodations .....	10
Student Eligibility for Paper-Based Accommodations .....	10
Test Security .....	11
<b>School Assessment Coordinator Responsibilities and Instructions.....</b>	<b>12</b>
Ensure Implementation of Accommodations .....	12
Receive and Maintain Test Materials .....	12
Security Numbers .....	13
Additional Materials.....	13
Complete Tasks in TIDE .....	13
Student Demographic Information.....	13
Mark Computer-Based Accommodations .....	16
Arrange Practice Tests .....	16
Test Item Practice for Paper-Based Tests .....	16
Practice Test Sessions for Computer-Based Tests .....	17
Required Administration Information .....	17
Seating Charts.....	17
Additional Information for PBT Administrations .....	17
Preidentified (PreID) Student Labels .....	17
Assessment Viewing Application (AVA) .....	18
Test Group Codes .....	19
<b>Test Administrator Responsibilities and Instructions .....</b>	<b>20</b>
Ensure Implementation of Accommodations .....	20
Test Administration Information .....	20
Required Administration Information .....	20

Seating Charts .....	21
Assessment Viewing Application (PBT only).....	21
Test Group Codes (PBT only).....	22
Receive Materials .....	22
Assemble Computer-Based Test Materials .....	22
Assemble Regular Print Materials .....	22
Assemble Large Print Materials .....	23
Assemble One-Item-Per-Page Materials .....	24
Assemble Braille Materials .....	26
<b>Instructions for Oral Presentation Accommodations .....</b>	<b>28</b>
<b>Directions for Returning Typed FSA ELA Writing Responses.....</b>	<b>31</b>
<b>Return Instructions for School Assessment Coordinators .....</b>	<b>33</b>
Prepare Materials for Return .....	33
Package Materials for Return .....	33
TO BE SCORED Regular Print Test Materials (Green, Red, Gray, Orange, Purple, or Striped Return Labels) .....	34
TO BE SCORED Large Print and One-Item-Per-Page Materials (Blue Labels) .....	35
TO BE SCORED Braille Materials (Pink Labels) .....	36
All NOT TO BE SCORED Materials (White Labels) .....	38
District Assessment Coordinator ONLY Boxes.....	38
<b>Return Instructions for District Assessment Coordinator .....</b>	<b>40</b>
Prepare Boxes for Return .....	40
Return Materials to Contractor.....	40
UPS Return Instructions for TO BE SCORED Materials .....	41
King Solutions Return Instructions for TO BE SCORED Materials (Spring Only).....	42
UPS Return Instructions for NOT TO BE SCORED Materials .....	43
King Solutions Return Instructions for NOT TO BE SCORED Materials (Spring Only).....	43
District Assessment Coordinator ONLY Boxes.....	44
Answer Document Tracking Report.....	44
FSA Help Desk .....	45

# Introduction: The FSA Program

## Introduction

The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were fully implemented in grades K–12 in the 2014–2015 school year. All Florida schools teach the Florida Standards, and the Florida Department of Education (FDOE) has contracted with the American Institutes for Research (AIR) to develop and administer the Florida Standards Assessments (FSA). These assessments provide parents, teachers, policy makers, and the general public with information regarding how well students are learning the Florida Standards.

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

## About This Guide

The purpose of this guide is to provide information and resources for the administration of statewide FSA 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 accommodated assessments (computer-based and paper-based) can be found on the FSA Portal.

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

All test administration manuals are posted on the FSA Portal at <http://www.FSAssessments.org> > FSA Resources > User Guides & Manuals.

For more information, you may also refer to *Accommodations for Florida's Statewide Student Assessments*, an informational document produced by the Bureau of Exceptional Education and Student Services (BEES) at [www.fldoe.org/academics/exceptional-student-edu](http://www.fldoe.org/academics/exceptional-student-edu).

# General Information about Accommodations

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

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

\* Available in English Braille American Edition (EBAE) format for Grades 6–10 and EOCs and Unified English Braille (UEB) format for all grades.

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 computer-based 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), FAC, and
- Documentation that the requested accommodations are regularly used for instruction.

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

- FSA without accommodations,
- FSA with accommodations, or
- 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 (FAC), 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(10), F.S.

## Allowable Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2017–2018 Florida Standards 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. Student eligibility information for paper-based accommodations must be submitted to FDOE. Eligibility and documentation requirements for these requests are located on pages 10–11.
- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information 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.
- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information 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 Reading or Writing test. The passage booklet contains the passages only and does **not** contain prompts, test items, or answer choices. Student eligibility information 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. Passages in Mathematics 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.
- For computer-based test administrations, a student may use the text-to-speech (TTS) form for oral presentation of directions, 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.
- 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 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, signs, 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, reading/signing only when a student requests.
- 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 or 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 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 into the paper-based test is not required. Directions for returning typed ELA Writing responses are included on pages 31–32 of this guide.
- A student may use speech-to-text technology to record responses.
- 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 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 an FSA reading, mathematics, 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 in order to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a 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 personnel 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.
- 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 calculator may be used. No other calculator may be used. Calculators may not be used during other tests or test sessions.
- 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, FAC, 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 personnel 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)**

All ELLs participate in statewide assessments. Students who are identified as ELLs must be provided with the allowable accommodations listed below and on the following pages. ELLs who have been enrolled in school in the United States for less than one year may be exempt from FSA ELA assessments (Reading and Writing components). Exempt ELLs must participate in the annual English language proficiency assessment.

### **Allowable Accommodations for ELLs**

Districts are required to offer accommodations to students identified as ELLs. The following are allowable accommodations for ELLs participating in the 2017–2018 Florida Standards Assessments.

**A. Flexible Setting**

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

**B. Flexible Scheduling**

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

**C. Assistance in Heritage Language**

- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, 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.
- 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 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 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.
- **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. Please see the *Instructions for Oral Presentation Accommodations* on pages 28–30 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.

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 computer-based tests, text-to-speech features are available on the appropriate read-aloud portions for students who are assigned this accommodation in TIDE. 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
- Masking
- American Sign Language (ASL) videos for ELA Reading tests
- Closed Captioning (CC) for 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. In addition, FDOE recommends that schools install the Julie Voice Pack (found in TIDE) for use with the FSA TTS forms administered on Windows 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 (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 facilities, excluding Department of Juvenile Justice (DJJ) facilities, are also eligible to receive paper-based test materials.

## **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 must be provided as indicated on student IEPs or Section 504 Plans. If an accommodation is not provided as indicated on a student's IEP or Section 504 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 (materials return, no student access to electronic devices, etc.).
- 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.
- Test administrators who are administering paper-based grades 4–10 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.

## **Receive and Maintain Test Materials**

The following test materials may be provided for students participating in the 2017–2018 administrations using paper-based accommodations:

- Regular Print Test and Answer Books
- Large Print Test and Answer Books
- Contracted Braille Test Books (EBAE\* or UEB)
- Uncontracted Braille Test Books (EBAE\* or UEB)
- One-Item-Per-Page Test and Answer Books

\* Available only for grades 6–10 and EOCs.

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 *Return Instructions for School Assessment Coordinators* section on pages 33–39 for information about returning used and unused secure materials to DRC 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, 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 front cover of all secure test and answer books. The security number consists of the last eight digits of the identification number. These eight digits are located next to the barcode.

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 and answer books assigned to him or her. If a test administrator receives test and answer books 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 (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)
- Reference Sheets (Grades 4–8 Mathematics and EOC only)
- Approved Scientific Calculators, including large display/talking calculators (Grades 7 and 8 Sessions 2 and 3 only; EOCs Session 2 only – optional for CBT)

## Complete Tasks in TIDE

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

## Student Demographic Information

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

- District/school number
- Enrolled Grade
- Student name
- FLEID
- Birth Date
- Gender
- Ethnicity
- Race

## Student Demographics Panel in TIDE

The screenshot shows the 'Student Demographics' panel in TIDE. It includes the following fields and options:

- \*District: 99 - Demo Dist 99 (dropdown)
- \*School: -- Select -- (dropdown)
- \*Enrolled Grade: - Select - (dropdown)
- \*Last Name: (text input)
- \*First Name: (text input)
- Middle Initial: (text input)
- \*FLEID: (text input)
- \*Birth Date (MMDDYYYY): (calendar icon)
- \*Gender:  Male  Female
- Section 504:  Yes  N/A
- English Language Learner (ELL): - Select - (dropdown)
- Primary Exceptionality: - Select - (dropdown)
- District Use: (text input)
- \*Testing Accommodations Listed on IEP or 504 Plan:  Yes  No

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

### Test Indicator

Ensure that the correct test mode is marked for the test a student will take. The available fields for this indicator are as follows:

- E = Eligible for Computer Based Online Testing
- P = Regular Print
- L = Large Print
- C = Contracted EBAE Braille
- U = Uncontracted EBAE Braille
- D = Contracted UEB Braille
- V = Uncontracted UEB Braille
- I = One-Item-Per-Page
- N = Not Testing

### 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.

### ESE/504 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 record of required administration information.

Student demographic pages do not include fields for recording this information, nor is it recorded in TIDE. 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/504 students:

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

For ELL students:

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

### 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, FAC.

#### Primary Exceptionality Classifications

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

### Testing Accommodations Listed on IEP or 504 Plan

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

## 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.

Accommodations	Mathematics	Reading	Writing
Masking ?	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF
Text-to-Speech ?	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF
American Sign Language (ASL) ?	<input checked="" type="checkbox"/>	<input type="checkbox"/> OFF	<input checked="" type="checkbox"/>
Closed Captioning ?	<input checked="" type="checkbox"/>	<input type="checkbox"/> OFF	<input checked="" type="checkbox"/>
Passage Booklet ?	<input checked="" type="checkbox"/>	No ▾	No ▾

- For Text-to-Speech, Masking, ASL Videos, and Closed Captioning, selecting these accommodations for a student in TIDE will enable the appropriate tools and content on that student's test form in TDS.
- 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 Tests

### Test Item Practice for Paper-Based Tests

Students participating in paper-based FSA ELA Reading and/or Mathematics/EOC assessments are required to participate in a test item practice session. During these practice sessions, test administrators will use a script to walk students through the Directions for Completing Paper-Based Test Item Practice handout that will familiarize their students with the test format and item types. Directions handouts and scripts for test item practice sessions are available on the FSA Portal. Students participating in the paper-based FSA ELA Writing assessment are not required to participate in a practice test, though FDOE strongly encourages them to do so.

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 by the district assessment coordinator.

All students who will participate in a paper-based FSA assessment **must** participate in a test item practice session conducted at their school unless students previously took a test item practice session for the subject test they are scheduled to take. Students should be encouraged to access the Directions handouts and/or regular print practice tests and answer keys on the portal and practice on their own.

## **Practice Test Sessions for Computer-Based Tests**

Students who require CBT accommodations (e.g., text-to-speech, masking) must also complete the appropriate accommodated practice test(s). Please see the *Practice Tests User 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.

## **Required Administration Information**

As directed by your district assessment coordinator, communicate to test administrators the process for collecting the required administration information, which includes the following:

- Students assigned to the room—provide student names and FLEIDs
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (CBT only)
- Test group code (PBT only)
- Accommodations provided to students (codes provided on page 15)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student (PBT only)
- Dates and times when secure materials (e.g., test tickets, test and answer books, passage booklets) are received and returned

## **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 pages 20–21 and that they 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 box.

## **Additional Information for PBT Administrations**

### **Preidentified (PreID) Student Labels**

PreID labels **must** be applied to all FSA test and answer books. 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. School staff may verify and apply labels no sooner than one week prior to testing. **PreID Labels must be printed using the highest quality printer settings available to ensure readability for scanning purposes.**

### **On-Demand PreID Labels**

Districts and schools will print On-Demand PreID Labels from 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.

## Affix PreID Labels

Please adhere to the following policies when preparing student materials:

- Affix labels in the box on the student demographic page that states “APPLY PREID 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.
- Test tickets and colored return labels must not be applied to test and answer books.
- The PreID label number below the barcode must be readable. Be sure that the barcodes are not faded or torn.
- Only the school assessment coordinator and other authorized school personnel may prepare materials and affix PreID labels. Sealed test and answer books must not be opened.
- Do not use student labels from previous administrations.
- Ensure the administration (e.g., SPRING 2018 FSA WRITING GR 4–10) is correctly indicated on the label.
- 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.
- 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:

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 in TIDE or on the PreID roster (Spring only) 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. 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 an On-Demand PreID Label must be printed and applied directly over the incorrect label.
4. Carefully place the label on the demographic page in the box that states “APPLY PREID LABEL HERE.” Ensure 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 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 on the AVA site, please see the user guide, which is posted on the FSA Portal.

## Test Group Codes

Test group codes are used during paper-based test administrations 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 before the beginning of the test, as indicated in the scripts, and 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 *2017–2018 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 *2017–2018 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 or Section 504 Plans. If an accommodation is not provided as indicated on a student’s IEP or Section 504 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 28–30 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.

## Test Administration Information

### Required Administration Information

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

- Students assigned to the room—provide student names and FLEIDs
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated

- Grade level
- Session ID (CBT only)
- Test group code (PBT only)
- Accommodations provided to students (codes provided on page 15)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student (PBT only)
- Dates and times when secure materials (e.g., test tickets, test and answer books) are received and returned

## Seating Charts

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

- Your name
- Date
- Room name/number
- 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 (CBT, generated in TDS when you create a test session)
- Test group code (PBT)
- Laptop/mobile device assignments (if applicable)

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

## Assessment Viewing Application (PBT only)

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

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

- Audio passages and/or 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 (PBT only)

Your school assessment coordinator will provide you with a unique four-digit test group code for each paper-based test session. 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 FSA administrations, as applicable:

- Test Tickets
- Writing Planning Sheets
- CBT Worksheets
- CBT Work Folders
- Headphones/earbuds (ELA Reading and **all** text-to-speech forms)
- Reading Passage Booklets
- Writing Passage Booklets
- Reference Sheets (Grades 4–8 Mathematics and EOC only – optional for CBT)
- Approved Scientific Calculators, including large display/talking calculators (Grades 7 and 8 Sessions 2 and 3 only; EOCs Session 2 only – optional for CBT)

For computer-based administrations, follow the instructions in the appropriate CBT accommodated scripts located on the FSA Portal, and read the scripts **verbatim** to students. You will also need to access the *TA User Guide* and *TDS Quick Guide* located on the FSA Portal.

## Assemble Regular Print Materials

The following test materials will be provided for students participating in FSA administrations 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
- 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 and 8 Sessions 2 and 3 only; EOCs Session 2 only)

For regular print paper-based administrations, follow the instructions in the appropriate PBT accommodated script located on the FSA Portal, 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 is also included in each large print test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student's regular print test and answer book 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 personnel should not transcribe student responses from the large print test and answer books into the regular print test and answer books, except when indicated for an accommodation.**

Assemble the following large print test materials:

- **Test Administrator**
  - Required Administration Information
  - Regular Print Test and Answer Books
  - 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 and 8 Sessions 2 and 3 only; EOCs Session 2 only)

## Large Print Scripts

You will use the test administration scripts provided on the FSA Portal 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 and all information on the front of each student's regular print test and answer book 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. The contractor will transcribe the student's responses from the large print test and answer book into the regular print test and answer book. School/district personnel are responsible for preparing the demographic page of the student's regular print test and answer book before placing it, along with the large print test answer book, 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 clearly. For a student who cannot write legibly, you should record or transcribe the student's responses into the regular print test and answer book provided for the student. 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 test and answer book. Student responses are recorded or transcribed into regular print test and answer books for provision of these accommodations only. In these cases, include the student's large print test materials and the regular print test and answer book 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** document type. Place the document containing the student's responses and the student's regular print test and answer book 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 is also included in each one-item-per-page test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of the student's regular print test and answer book has been filled in accurately and completely before transcribing the student's responses into the regular print document. **Student responses must be transcribed from the one-item-per-page test and answer book into the regular print test and answer book in order to be scored. School/district personnel must transcribe student responses from the one-item-per-page test and answer books into the regular print test and answer books.**

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

- **Test Administrator**
  - Required Administration Information
  - Regular Print Test and Answer Books
  - 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 and 8 Sessions 2 and 3 only; EOCs Session 2 only)

## One-Item-Per-Page Script

You will use the test administration scripts provided on the FSA Portal 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 preparing the demographic page on the front cover of each student's regular print test and answer book.
- 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 test and answer book.
- 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

Ensure that the student name, school name, and district name are written on the title page of the one-item-per-page test and answer book.

PreID labels must be applied and all information on the front of each student's regular print test and answer book 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 personnel are responsible for preparing the demographic page of the student's regular print test and answer book and for transcribing the student's responses into the regular print test and answer book before placing it, along with the one-item-per-page test answer book, 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. For a student who cannot write legibly, you should record or transcribe the student's responses into the regular print test and answer book provided for the student. If a student using one-item-per-page materials provides verbal or signed responses, you will record the student's responses in the student's regular print test and answer book. In these cases, include the student's one-item-per-page test materials and the regular print test and answer book 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 document containing the student's responses and the student's regular print 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 test and answer book is also included in each braille test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student's regular print test and answer book 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 personnel should not transcribe student responses from the braille documents into the regular print test and answer books, 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
  - 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 and 8 Sessions 2 and 3 only; EOCs Session 2 only)

### Braille Scripts and Braille Notes

You will use the braille scripts provided with the braille test materials to administer the FSA 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.

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 and all information on the front of each student's regular print test and answer book 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 test and answer book. School/district personnel are responsible for applying a PreID label and ensuring that information on the front of each student's regular print test and answer book 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 provided for the student. Include the student's braille test materials and the regular print test and answer book 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 test and answer book 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 when providing oral presentation of an FSA ELA 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 test items in computer-based tests.

For students with the oral presentation accommodation taking FSA Mathematics 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.

**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).

1. Directions, test questions, and answer choices may be read aloud.
2. Passages may **not** be read aloud.
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.

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>Ⓐ okay to leave Ⓑ able to learn quickly Ⓒ able to begin Ⓓ prepared to travel Ⓔ ready to start to learn</p>	<p>Everything in this portion of the item may be read aloud.</p>

Example:

<p>Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle <b>before</b> the word or phrase that is correct.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Koalas are animals that live in Australia. They _____ [ Ⓐ look Ⓑ will look Ⓒ looks Ⓓ looked] a little bit like small bears, _____ [ Ⓐ or Ⓑ nor Ⓒ because Ⓓ but] they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.</p> <p>Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are _____ [ Ⓐ knowen Ⓑ known Ⓒ none Ⓓ knowne] to sleep up to 20 _____ [ Ⓐ owers Ⓑ howers Ⓒ hours Ⓓ ours] a day.</p> <p>Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the _____ [ Ⓐ old Ⓑ most old Ⓒ oldest Ⓓ older] zoo koala on record lived to be 23 years old.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

<p><b>Part A</b></p> <p>Fill in the circle <b>before</b> the sentence that shows how the author supports the idea that students who live far from each other can learn together.</p> <p>Ⓐ 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> <p><b>Part B</b></p> <p>Fill in the circle <b>before</b> 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 <b>not</b> read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

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



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. Scotch tape is recommended.

FDOE recommends that the student response font size should be large enough, but not too large. A 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.

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.

**Typed Response**

T-Mark

Page 11      Secure Material—DO NOT COPY      **Go On** →

519527-10003010118      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.

# Return Instructions for School Assessment Coordinators

## Prepare Materials for Return

Package all materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

Once you have verified that all documents are correctly labeled, sort the following materials for return:

- TO BE SCORED regular print test and answer books
- TO BE SCORED large print and one-item-per-page test materials
- TO BE SCORED braille test materials
- NOT TO BE SCORED materials—includes all unused regular print test and answer books, special documents, passage booklets, audio passage transcripts, and used documents that should not be processed for scoring

Follow these steps:

1. Separate TO BE SCORED and NOT TO BE SCORED materials.
2. Separate TO BE SCORED regular print materials from TO BE SCORED special documents (large print, braille, one-item-per-page). Materials that have the same color return label do not need to be sorted by grade level, special program, etc. For instance, all TO BE SCORED regular print noncalibration Grades 4–10 ELA Writing materials may be placed in the same box, unsorted, with a green return label affixed. However, materials with different colored return labels must **not** be packaged together.
3. If your school was selected for grade 4, 5, 6, or 7 ELA calibration, separate FSA ELA Writing materials for the selected grade level so they can be packaged separately and returned using striped green labels. Noncalibration grade level Writing tests are returned using solid green labels.
4. If your school was selected for grade 3 ELA calibration, separate FSA Grade 3 ELA Reading materials so they can be packaged separately and returned using striped gray labels. Noncalibration Grade 3 reading tests are returned using solid gray labels.

## Package Materials for Return

Prepare boxes for return to your district assessment coordinator. Refer to the following table for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials from each administration.

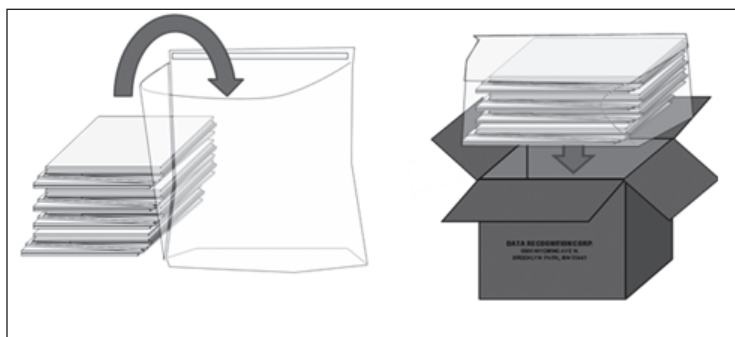
Materials Types	ELA Writing Grades 4–10	ELA Writing Retake	ELA Reading Grade 3	ELA Reading Grades 4–10 & Retake & Mathematics Grades 3–8	EOCs & Algebra 1 Retake
TO BE SCORED Regular Print Test Materials	Green Labels	Red Labels	Gray Labels	Orange Labels	Purple Labels

<b>Materials Types</b>	<b>ELA Writing Grades 4–10</b>	<b>ELA Writing Retake</b>	<b>ELA Reading Grade 3</b>	<b>ELA Reading Grades 4–10 &amp; Retake &amp; Mathematics Grades 3–8</b>	<b>EOCs &amp; Algebra 1 Retake</b>
TO BE SCORED <b>Calibration</b> Test Materials	<b>Striped Labels*</b>				
TO BE SCORED <b>Large Print and One-Item- Per-Page</b> Test Materials	<b>Blue Labels</b>				
TO BE SCORED <b>Braille</b> Test Materials	<b>Pink Labels</b>				
<b>All NOT TO BE SCORED</b> Materials	<b>White Labels</b>				

\* Striped labels for calibration materials will be the same color as the applicable administration but will include a stripe across the middle of the label. For instance, a label for Grade 3 ELA Reading calibration materials will be gray with a stripe across the middle.

### **TO BE SCORED Regular Print Test Materials (Green, Red, Gray, Orange, Purple, or Striped Return Labels)**

1. If your district assessment coordinator provided plastic return bags, place all TO BE SCORED regular print materials in the plastic return bags. Use the provided zip ties to securely close the bags. **Return bags should contain only TO BE SCORED regular print documents.**




If your district assessment coordinator did not provide plastic return bags, place all TO BE SCORED regular print materials directly in boxes.

Materials that have the same color return label do not need to be sorted by grade level, special program, etc. For instance, all TO BE SCORED regular print noncalibration Grades 4–10 ELA Writing materials may be placed in the same box, unsorted, with a green return label affixed. However, materials with different colored return labels must not be packaged together. Do not use paper bands, rubber bands, or any other extra materials to separate documents.

2. When placing materials in boxes (whether plastic return bags are used or not), use filler such as crumpled paper or bubble wrap to make sure the materials do not shift during transport. Then tape boxes securely using heavy-duty shipping tape.

3. Affix the appropriate colored return label for the administration to the top of the box (see the table on pages 33–34). Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
4. Return the labeled boxes to your district assessment coordinator.

### Sample TO BE SCORED Label


SPRING 2018 FSA WRITING GR 4-10	E F L 8 4 1
SCHOOL: 77-9002	
FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399	
TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428	
	
R51984161234567	
TO BE SCORED	
100004	8/1/17 11:21:23 AM

## TO BE SCORED Large Print and One-Item-Per-Page Materials (Blue Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following large print or one-item-per-page test materials:
  - **Large Print Test Materials**
    - Large print test and answer book
    - Regular print test and answer book (with PreID label applied)
  - **One-Item-Per-Page Test Materials**
    - One-item-per-page test and answer book
    - Regular print test and answer book (with PreID label applied and answers transcribed)
2. Verify the following:
  - Student name is included on the large print and one-item-per-page test and answer books.
  - Regular print test and answer books have the correct PreID labels applied. Do not place PreID labels on the large print or one-item-per-page test and answer books. PreID labels must be applied to the regular print test and answer books.
  - If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book must accompany the special document with a PreID label applied.
  - The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble. If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a **blue** label. If the invalidated test should not be processed, place the test and answer book and special document in a NOT TO BE SCORED box.
  - Student responses have been entered into the correct document type. Large print student responses should be recorded in the large print test and answer books. One-item-per-page student responses should be transcribed into the regular print test and answer books. If student responses are not recorded properly, they will not be scored.

3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked **Student Envelope \_of\_** should be used to number each student's envelopes 1 of  $n$ , 2 of  $n$ , etc., where  $n$  is the total number of envelopes for that student. Seal the envelope(s).
4. Place the Special Document Return Envelopes containing TO BE SCORED large print and one-item-per-page materials in the boxes in which they arrived. Do not return TO BE SCORED large print or one-item-per-page materials in the same boxes as TO BE SCORED regular print or braille materials. Mispackaged materials will delay reporting of student results.
5. Affix a **blue** TO BE SCORED large print/one-item-per-page return label for the correct administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
6. Place NOT TO BE SCORED large print and one-item-per-page materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in white-labeled boxes.
7. Place non-secure materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.
8. Return the labeled boxes to your district assessment coordinator.

### Sample Blue TO BE SCORED Label (Large Print/One-Item-Per-Page)


SPRING 2018 FSA W/R/M SPECIAL DOCUMENTS SCHOOL: 77-9002 FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399  TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428   R51964131234567 To Be Scored - Large Print/One-Item-Per-Page	<b>E F L 8 4 1</b>
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### TO BE SCORED Braille Materials (Pink Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials:
  - Braille Answer Sheets containing student responses
  - Braille Test Books
  - Braille Testing Rules Acknowledgment Sheet
  - Regular Print Test and Answer Book (with PreID label applied)
2. Verify the following:
  - Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.
  - Regular print test and answer books have the correct PreID labels. Do not place PreID labels on the braille test books or answer sheets. PreID labels must be applied to the regular print test and answer books.

- If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book must accompany the special document with a PreID label applied.
  - The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble. If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a **pink** label. If the invalidated test should not be processed, place the test and answer book and special document in a NOT TO BE SCORED box.
  - Student responses have been entered into the correct document type. Braille student responses should be recorded on braille answer sheets or, if recorded for the student, in the regular print test and answer books. If student responses are not recorded properly, they will not be scored.
3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked **Student Envelope \_of\_** should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).
  4. Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived. Do **not** return TO BE SCORED braille materials in the same boxes as other TO BE SCORED materials. Mispackaged materials will delay reporting of student results.
  5. Affix the **pink** TO BE SCORED braille return label for the administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
  6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in white-labeled boxes.
  7. Place non-secure materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.
  8. Return the labeled boxes to your district assessment coordinator.

**Sample Pink TO BE SCORED Label (Braille)**


SPRING 2018 FSA W/R/M SPECIAL DOCUMENTS SCHOOL: 77-9002 FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399  TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428   R51984141234567 To Be Scored - Braille	E F L 8 4 1
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## All NOT TO BE SCORED Materials (White Labels)

**Note:** Secure documents should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the *Hazardous Materials* section of the test administration manual(s).

1. Place all NOT TO BE SCORED materials (unused non-identified test and answer books and used test and answer books that should not be processed for scoring) in boxes. **Include passage booklets, audio passage transcripts, and NOT TO BE SCORED special document materials.**
2. Affix the **white** NOT TO BE SCORED return label for the correct administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, contact your district assessment coordinator.
3. Each administration (e.g., Fall 2017 ELA Retake, Winter 2017 EOC, Spring 2018 ELA) has its own white label. Be sure to affix the appropriate white return label based on the administration for which the included materials were intended.
4. Return the labeled boxes to your district assessment coordinator.

### Sample White NOT TO BE SCORED Label

SPRING 2018 FSA WRITING/READING/MATHEMATICS SCHOOL: 77-9002 FROM: Demo School 9002 325 WEST GAINES ST SUITE 401 TALLAHASSEE, FL 32399  TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428   R51984151234567 NOT TO BE SCORED	<b>E F L 8 4 1</b>
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## District Assessment Coordinator ONLY Boxes

1. Place the following materials, as applicable per administration, in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials that your district assessment coordinator has asked you to place in these boxes):
  - Test administration manual(s)
  - Original records of required administration information
  - Original Security Logs
  - Original seating charts
  - Original *Test Materials Chain of Custody Forms*
  - Used and unused work folders (computer-based FSA Mathematics and EOCs)
  - Used and unused reference sheets (computer-based FSA Mathematics and EOCs)
  - Used and unused worksheets (computer-based FSA ELA Reading)
  - Used and unused planning sheets (paper-based and computer-based ELA Writing)
  - Used and unused large print planning sheets (paper-based and computer-based ELA Writing)

Please note that secure materials (e.g., passage booklets, audio transcripts) must **not** be placed in these boxes.

2. Seal the boxes; write “District Assessment Coordinator ONLY” on the side of the boxes.
3. If your district assessment coordinator asks you to hold these boxes for return at a later date, store them in a secure location. He or she may ask you to recycle or destroy these materials, except for the records of required administration information and Security Logs, after scores for this administration have been reported. **If you have any questions about what to include in these boxes or your district’s guidelines for storing them, contact your district assessment coordinator.**

# Return Instructions for District Assessment Coordinator

## Prepare Boxes for Return

Refer to the table on pages 33–34 for the types of materials and corresponding colored return labels that should be affixed to the boxes you will receive from your school assessment coordinators after testing.

You will receive several types of boxes from school assessment coordinators, as applicable for the administration:

- **Green**-labeled boxes (Grades 4–10 ELA Writing TO BE SCORED materials)
- **Green striped**-labeled boxes (Calibration Grades 4–7 ELA Writing TO BE SCORED materials)
- **Red**-labeled boxes (ELA Writing Retake TO BE SCORED materials)
- **Gray**-labeled boxes (Grade 3 ELA Reading TO BE SCORED materials)
- **Gray striped**-labeled boxes (Calibration Grade 3 ELA Reading TO BE SCORED materials)
- **Orange**-labeled boxes (Grades 4–10/Retake ELA Reading and Grades 3–8 Mathematics TO BE SCORED materials)
- **Purple**-labeled boxes (EOC TO BE SCORED materials)
- **White**-labeled boxes (All NOT TO BE SCORED materials)
- **Blue**-labeled boxes (large print/one-item-per-page TO BE SCORED materials)
- **Pink**-labeled boxes (braille TO BE SCORED materials)
- District Assessment Coordinator ONLY boxes (required forms and ancillary materials)

Complete the following steps as school assessment coordinators return boxes to you:

1. Ensure the appropriate colored return labels are affixed.
2. In separate boxes, package all unused secure district overage materials, including unopened shrink-wrapped packages and any unused materials from opened packages, or defective secure materials. Affix white return labels for NOT TO BE SCORED materials to the top of the boxes. Labels may be placed over existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels.
3. Keep all secure materials in locked storage until your scheduled pickup.

## Return Materials to Contractor

FDOE will communicate pickup dates for each administration. All materials must be returned by your established pickup dates.

Return TO BE SCORED special documents (large print, braille, one-item-per-page) on the same date as all other TO BE SCORED materials. Do not package special documents with regular print TO BE SCORED materials; however, special document boxes may be placed on top of pallets for return, if applicable.

NOT TO BE SCORED test and answer books and other secure NOT TO BE SCORED materials (e.g., Writing Passage Booklets, Reading Passage Booklets) should be returned **no later than** your established pickup date.

If necessary, you may request additional return labels, materials return boxes, and special document materials return boxes through the *Place Additional Orders* page in TIDE.

**Follow the instructions on the following pages based on the shipping carrier that will pick up your materials.**

**The shipping carrier that delivered your test material shipments will also pick up the materials for return.**

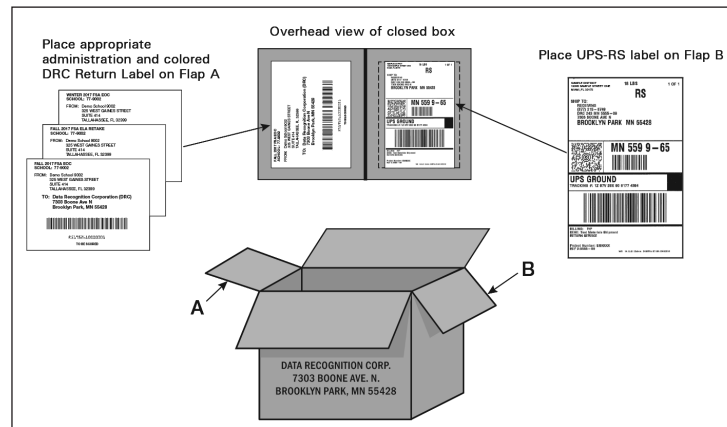
King Solutions (Spring Only)	UPS
<p>If you received your materials via King Solutions, you will be contacted by King Solutions <b>at least one week</b> prior to your scheduled pickup date to arrange your pickup.</p> <p>You may return your NOT TO BE SCORED materials with your TO BE SCORED materials pickup or as a separate shipment.</p> <p><b>No additional labels</b> are required if King Solutions is your carrier. Ensure that all boxes have appropriate <b>colored return labels</b>.</p>	<p>If you received your materials via UPS, your TO BE SCORED materials will automatically be picked up on your established pickup dates.</p> <p>You may return your NOT TO BE SCORED materials on the same date as your established TO BE SCORED pickup date. However, if you choose to return your NOT TO BE SCORED materials separately, you must call UPS to arrange a separate pickup no later than the established pickup date.</p> <p>Ensure that all boxes have both <b>UPS-RS labels</b> affixed as well as the appropriate <b>colored return labels</b>.</p>

If you are unsure of your shipping vendor or encounter difficulties with these shipping procedures, please contact the FSA Help Desk at 866-815-7246 (option 2) or **FLProjectTeam@DataRecognitionCorp.com**. Designate a person to be available at the pickup site on the scheduled dates. For questions regarding pickup dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

### UPS Return Instructions for TO BE SCORED Materials

- Ensure the appropriate colored TO BE SCORED return label for the document type and administration is affixed to each box. (See the table on pages 33–34.)
- Affix a UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do **not** send any boxes via UPS without a UPS-RS label. Please keep records of the tracking number(s). There is a detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.
  - Affix “**Next Day Air**” UPS-RS labels to boxes with one of the following return labels affixed:
    - **Green-striped** (Grades 4–7 ELA Writing **calibration**)
    - **Gray-striped** (Grade 3 ELA Reading **calibration**)
    - **Orange** (Grades 4–10/Retake ELA Reading; Grades 3–8 Mathematics) (Spring only)
    - **Purple** (EOCs) (Spring only)
    - **Blue** or **Pink** (Grades 3–10 ELA Reading, Grades 3–8 Mathematics, EOC, Spring ELA Reading Retake, and Fall ELA Retake special documents)

- Affix “**Ground**” UPS-RS labels to boxes with one of the following return labels affixed:
  - **Green** (Grades 4–10 ELA Writing)
  - **Red** (ELA Writing Retake) (Spring only)
  - **Gray** (Grade 3 ELA Reading)
  - **Orange** (Fall ELA Retake)
  - **Purple** (EOCs) (Summer, Fall, Winter only)
  - **White** (NOT TO BE SCORED)
  - **Blue or Pink** (Spring Grades 4–10/Retake ELA Writing special documents)
- See the label placement on the box diagram graphic below.



- TO BE SCORED materials will automatically be picked up according to your scheduled pickup dates. You may return your NOT TO BE SCORED materials with your TO BE SCORED materials, or you may call UPS to arrange a separate pickup (see the instructions below and on the next page).
- If you miss your automatic pickup or need to arrange a different pickup date, please call UPS at **866-857-1501**. (Do **not** call the UPS general pickup number found on the UPS website.) Schedule a date and time for pickup, and inform UPS that you have UPS-RS labels. **Please schedule your pickup at least one day in advance.**
- Provide the UPS service representative with the tracking number printed on one of the UPS-RS labels and the number of boxes ready for pickup. The service representative will use this number to bill the pickup and return charges to the contractor.
- If you have a daily scheduled UPS pickup, you may send your return shipment with the rest of your packages. However, if you have more than 10 boxes, you may want to call UPS to schedule a pickup to ensure all of your boxes are picked up according to your scheduled pickup dates.

### **King Solutions Return Instructions for TO BE SCORED Materials (Spring Only)**

- King Solutions will contact you prior to your scheduled pickup date to make specific arrangements. If you do not hear from King Solutions regarding this pickup, please contact them at **866-237-6503** or **DRCGroup@kingsolutionsglobal.com**.
- King Solutions requires only the appropriate colored TO BE SCORED return label (i.e., there are no King-specific return labels). Ensure the appropriate colored TO BE SCORED return label for the document type and administration is affixed to each box.

- **If palletizing materials, please note the following instructions:**
  - Palletize calibration boxes separately from noncalibration boxes.
  - Palletize NOT TO BE SCORED boxes separately from TO BE SCORED boxes.
  - Palletize boxes containing special documents separately from calibration and noncalibration boxes. Special document boxes may be placed on top of TO BE SCORED pallets for return.
- Securely wrap pallets with multiple layers of shrink-wrap. Pallets should be marked with two labels indicating the district name and address. Labels should be placed on two sides where the forklift operator can see them. Also tape a copy of all the bill of lading (supplied by King Solutions) to each pallet.
- Prior to pickup, King Solutions will email you a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

## UPS Return Instructions for NOT TO BE SCORED Materials

- Ensure the appropriate **white** NOT TO BE SCORED return label for the administration is affixed to each box.
- Affix a white UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do **not** send any boxes via UPS without a UPS-RS label. Please keep records of the tracking number(s). There is a detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.
- You may return your NOT TO BE SCORED materials with your TO BE SCORED materials or you may call UPS to arrange a separate pickup.

Contact UPS at **866-857-1501**.

(Do **not** call the UPS general pickup number found on the UPS website.)

Schedule a date and time for pickup, and inform UPS that you have UPS-RS labels. **Please schedule your pickup at least one day in advance.**

- Provide the UPS service representative with the tracking number printed on one of the UPS-RS labels and the number of boxes ready for pickup. The service representative will use this number to bill the pickup and return charges to the contractor.
- If you have a daily scheduled UPS pickup, you may send your return shipment with the rest of your packages. However, if you have more than 10 boxes, you may want to call UPS to schedule a pickup to ensure all of your boxes are picked up according to your scheduled pickup dates.

## King Solutions Return Instructions for NOT TO BE SCORED Materials (Spring Only)

- King Solutions will contact you one week before the NOT TO BE SCORED pickup date to schedule a pickup date and time to make specific arrangements.
- King Solutions shipments require only a **white** NOT TO BE SCORED label (i.e., there are no King-specific return labels).

- Securely wrap pallets with multiple layers of shrink-wrap. Pallets should be marked with two labels indicating the district name and address. Labels should be placed on two sides where the forklift operator can see them. Also tape a copy of all the bill of lading (supplied by King Solutions) to each pallet.
- Prior to pickup, King Solutions will email you a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

## **District Assessment Coordinator ONLY Boxes**

1. If you instructed schools to return these boxes to you, open the boxes when you receive them, review the records of required administration information, and make sure that you have notified FDOE if any secure materials are missing. A form for reporting missing materials is available on the FSA Portal. Complete the necessary investigation and file the records.
2. Verify that the Security Logs, *Test Materials Chain of Custody Forms*, and seating charts were completed and file them.
3. Do not recycle or destroy any ancillary materials, such as used and unused reference sheets, used work folders, worksheets, or planning sheets, **until scores for the administration have been reported**.
4. If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.
5. Do not return these boxes to the contractor.

## **Answer Document Tracking Report**

The *Answer Document Tracking Report* in TIDE is available to assist district assessment coordinators with tracking the return of used and unused test and answer books. The purpose of this report is to identify—before student score reports are received—any discrepancies that may exist between a district’s records of what was returned and the contractor’s records of what was received. Shortly after the testing window closes, all secure TO BE SCORED and NOT TO BE SCORED scannable test and answer books can be tracked through TIDE by student names as they are scanned by the contractor. Please allow at least five days between the time test and answer books are shipped and the time they will be updated in TIDE. Regular updates will be provided in TIDE as materials are received and scanned.

## **FSA Help Desk**

Questions related to the 2017–2018 Florida Standards Assessments may be directed to the FSA Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

### **FSA Help Desk Contact Information**

Toll-Free Phone Support: 866-815-7246

For questions about materials shipments and returns, select option 2.

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

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

If contacting the Help Desk regarding a concern related to computer-based testing, please provide the following information:

- Test administrator name and IT/network contact person and contact information
- Username(s) or Result ID(s) of affected student(s)
  - **Do not send secure student information to the Help Desk via email.**
- Device, operating system, and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (on individual machines or on the network)
  - Wired or wireless Internet network setup

## **Supported Operating Systems**

As a reminder, official technical support is provided only for the systems listed in the Systems Requirements document found at [www.FSAssessments.org](http://www.FSAssessments.org).

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