Florida Statewide Assessments

2020–2021

Volume 5
Test Administration

ACKNOWLEDGMENTS

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INTRODUCTION

The State of Florida implemented a new online assessment for operational use beginning with the 2014–2015 school year. This new assessment program, referred to as the Florida Standards Assessments (FSA), replaced the Florida Comprehensive Assessment Tests (FCAT) 2.0 in Writing, Reading, and Mathematics. These new assessments comprised English Language Arts (ELA) assessments for grades 3 through 10, which consist of a Reading component for grade 3 and Writing and Reading components for grades 4 through 10; Mathematics assessments for grades 3 through 8; and end-of-course (EOC) assessments for Algebra 1, Algebra 2, and Geometry. The Algebra 2 EOC assessment was discontinued after spring 2017. In 2017, Florida *House Bill 7069* required a transition from census computer-based tests to a paper-pencil format in Grades 4–6 English Language Arts (ELA) and Grades 3–6 Mathematics starting in spring 2019. Beginning with the 2018–2019 school year, Grades 7 through 10 Reading, Grades 7 through 10 Writing, Grades 7 and 8 Mathematics, and the EOC assessments for Algebra 1 and Geometry were mandatory computer-based assessments, while Grades 3 through 6 in Reading and Mathematics, and Grades 4 through 6 Writing were administered on paper. The Next Generation Sunshine State Standards (NGSSS) statewide science assessments were administered on paper in grades 5 and 8 beginning in spring 2012. The first online administration of NGSSS EOC assessments for Biology 1, U.S. History, and Civics occurred in 2012, 2013, and 2014 respectively.

Since fall 2020, all FSA and NGSSS assessments have been collectively referred to as the Florida Statewide Assessments. For computer-based tests, a paper-based version is provided as an accommodation for eligible students according to their Section 504 Plans or Individual Educational Plans (IEPs).

This volume describes the test administration process, security protocols, and modifications or accommodations available for the Florida Statewide Assessments.

1. TESTING PROCEDURES AND TESTING WINDOWS

All Florida public school students are required to participate in the Florida Statewide Assessments unless they are granted a special exemption. Students enrolled in tested grade levels/subjects participate in the spring Florida Statewide Assessments administration with or without accommodations, per Section 1008.22(3)(a), Florida Statutes. Students in special programs, English language learners (ELLs), and Students with Disabilities (SWD) are described in the following section. For eligible students participating in the computer-based FSA ELA Writing, ELA Reading, Mathematics, and EOC assessments, the accommodations made available are described in the test administration manual, which is accessible before and during testing on the Florida Statewide Assessments portal at https://fsassessments.org/fsa.html. Hard copies of manuals are also shipped to districts for school and district staff for spring administrations.

All students who participate in a computer-based spring administration are required to participate in a practice test conducted at their school, except for students who had already taken a practice test for a particular subject (i.e., Retake or EOC assessments). The practice test sessions contain sample test items and help students become familiar with the computer-based test system functionality and item types. Students can also access the practice test on the portal and practice on their own. Answer keys for Reading, Mathematics, Science, and Social Studies practice tests—which list the item, correct answer, and grade level/subject of each item—are available for each published practice test. Writing rubrics and scoring guides with sample responses are available on the portal (https://fsassessments.org/fsa.html).

FSA ELA Writing is a one-session assessment administered in one day. FSA ELA Reading, Mathematics, Science, and FSA EOC assessments are administered over two days in multiple sessions. Test Administrators (TAs) are required to allow the exact amount of time allotted for each test session.

Table 1 presents session lengths by grade in FSA ELA Reading. Table 2 presents session lengths by grade in FSA Mathematics and FSA EOC assessments. The FSA ELA Writing assessment is one 120-minute session for all grade levels. Table 3 presents session lengths by grade in Science and NGSSS EOC assessments.

FSA ELA Reading

From 2015–2020, all FSA ELA Reading assessments were administered in two sessions over two days. To accommodate the maximum scheduling flexibility at the school level due to several logistical challenges caused by the COVID-19 pandemic, in the 2020–21 school year, students were permitted to complete multiple sessions in a single day.

Table 1: Session Lengths by Grade Level in FSA ELA Reading

Grade(s)	Session Length	Number of Sessions
3–5	80 minutes	2
6–8	85 minutes	2
9–10	90 minutes	2
ELA Reading Retake	90 minutes	2

FSA ELA Reading and Writing Retakes

From 2015–2020, the FSA ELA Reading Retake assessment was administered in two sessions over two days. For the FSA ELA Reading Retake sessions, any student who has not completed the session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day. To accommodate the maximum scheduling flexibility at the school level due to several logistical challenges caused by the COVID-19 pandemic, in the 2020–21 school year, students were permitted to complete multiple sessions in a single day.

The FSA ELA Writing Retake is administered in one session in one day, and any student who has not completed the test by the end of the allotted time may continue working; however, each test session may last no longer than half the length of a typical school day.

FSA Mathematics

From 2015–2020, all FSA Mathematics assessments were administered over two days. For grades 6–8, Session 1 normally must be administered on Day 1 and Sessions 2 and 3 on Day 2. Students with accommodations in grades 6–8 can test over three days. To accommodate the maximum scheduling flexibility at the school level due to several logistical challenges caused by the COVID-19 pandemic, in the 2020–21 school year, students were permitted to complete multiple sessions in a single day.

FSA EOC Assessments

From 2015–2020, all FSA EOC assessments were administered in two sessions over two days. Any student who has not completed the session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day. To accommodate the maximum scheduling flexibility at the school level due to several logistical challenges caused by the COVID-19 pandemic, in the 2020–21 school year, students were permitted to complete multiple sessions in a single day.

Table 2: Session Lengths by Grade Level in FSA Mathematics and FSA EOC

Grade(s)	Session Length	Number of Sessions
3–5	80 minutes	2
6–8	60 minutes	3
Algebra 1, Algebra 1 Retake, and Geometry	90 minutes	2

Statewide Science Assessments

From 2012–2020, the Statewide Science Assessments for grades 5 and 8 were administered in two 80-minute test sessions. Grade 5 Science was administered over two days, and grade 8 Science was administered in one day. To accommodate the maximum scheduling flexibility at the school level due to several logistical challenges caused by the COVID-19 pandemic, in the

2020–21 school year, students were permitted to complete multiple sessions of Grade 5 Science in a single day.

NGSSS EOC Assessments

All NGSSS EOC assessments (Biology 1, Civics, and U.S. History) are administered in a single session.

Table 3: Session Lengths by Grade Level in Science and NGSSS EOC

Grade(s)	Session Length	Number of Sessions
5, 8	80 minutes	2
Biology 1, Civics, and U.S. History	160 minutes	1

Table 4 presents the number of items per session in the spring 2021 FSA assessments.

Table 4: Number of Items per Session in Spring 2021 FSA Assessments

Reading		
Grade	Session 1	Session 2
3	1–30	31–60
4	1–30	31–60
5	1–30	31–60
6	1–30	31–62
7	1–30	31–62
8	1–30	31–62
9	1–31	32–64
10	1–31	32–64
Retake	1–32	33–64

Mathematics			
Grade/Subject	Session 1	Session 2	Session 3
3	1–32	33–64	N/A
4	1–32	33–64	N/A
5	1–32	33–64	N/A
6	1–22	23–44	45–66
7	1–22	23–44	45–66
8	1–22	23–44	45–66
Algebra 1	1–34	35–68	N/A
Algebra 1 Retake	1–34	35–68	N/A
Geometry	1–34	35–68	N/A

Science		
Grade	Session 1	Session 2
5	1–33	34–66
8	1–33	34–66
NGSSS EOC		
Grade/Subject	Session 1	Session 2
Biology 1	1–66	N/A
Civics	1–56	N/A
U.S. History	1–60	N/A

Table 5 provides the testing windows for the spring 2021 Florida Statewide Assessments.

Table 5: Florida Statewide Assessments Administration Schedule

Dates	Assessments	Grade Level
February 8 – May 28, 2021	FSA ELA Writing Component	ELA Retake
April 5 – April 30, 2021 May 17 – June 11, 2021	FSA ELA Writing Component	4–10
April 5 – April 30, 2021	FSA ELA Reading Component	3*
February 8 – May 28, 2021	FSA ELA Reading Component	ELA Retake
February 8 – March 26, 2021	FSA Algebra 1 Retake	Algebra 1 Retake
April 19 – May 28, 2021	FSA ELA Reading Component	4–6*
April 19 – May 28, 2021	FSA Mathematics	3–6*
April 19 – June 11, 2021	FSA ELA Reading Component	7–10
April 19 – June 11, 2021	FSA Mathematics	7–8
April 19 – May 28, 2021	NGSSS Science	5 & 8*
April 19 – June 11, 2021	FSA Algebra 1 and Geometry EOC Assessments	Multiple grade levels (students tested based on course enrollment or retakes)
April 19 – June 11, 2021	NGSSS Biology 1, Civics, and U.S. History EOC Assessments	Multiple grade levels (students tested based on course enrollment or retakes)

*Indicates a paper-based test

1.1 ELIGIBLE STUDENTS

- **Public School Students:** Students enrolled in tested grade levels/subjects are required to participate in the Florida Statewide Assessments.

- **Home Education Program Students:** Students who received instruction at home and are registered appropriately with their district office as Home Education Program students are eligible to participate in statewide assessments. If parents or guardians identified a Florida Statewide Assessments test as a selected measure of their child's annual progress, Home Education Program students can participate in a Florida Statewide Assessments administration, as directed by the district assessment coordinator.

- **McKay Scholarship Program Students:** Students enrolled in private schools through the McKay Scholarship Program can participate in statewide assessments. Students enrolled in public schools through the McKay Scholarship Program are required to participate in statewide assessments, as outlined in their IEPs.

- **Private School Students:** Florida statute allows for private school students enrolled in scholarship programs such as Florida Tax Credit (per Section 1002.395(7)(e), F.S.), Hope (per Section 1002.40(6)(b), F.S.), and Gardiner (per Section 1002.385(7)(b), F.S.) to participate in statewide assessments.

- **English Language Learners (ELLs):** All ELLs participate in statewide assessments, regardless of how long they have been enrolled in school in the United States. Students identified as ELLs, or recently exited ELLs, are provided with the allowable accommodations listed in the test administration manuals.

- **Students with Disabilities:** Students with disabilities participate in the statewide assessment program by taking one of the following:
  - Assessment without accommodations
  - Assessment with accommodations
  - Florida Standards Alternate Assessment

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

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

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

Per Section 1008.212, F.S., a student with a disability, whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized

EOC assessment, or an alternate assessment, shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not an adequate criterion for the granting of an extraordinary exemption.

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

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

1.2 TESTING ACCOMMODATIONS

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

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

Florida assessments are constructed to ensure that all students have access to the test content via principles of universal design and appropriate accommodations. This can be supported by evidence from various stages of the entire assessment cycle, ranging from item and test development, to accessibility features of the test delivery systems, and to the standardization and accommodations of test administration procedures. The evidence of accommodations used in Florida Statewide Assessments tests not altering the constructs is presented throughout the technical reports. For example, the evidence on all items built with universal design to mitigate the accommodation issue is discussed in the *Item Development Procedures* chapter of Volume 2. All accessibility features in the test delivery systems are discussed in the subsequent paragraphs. A planned cognitive lab usability study that can ensure that accessibility features do not alter the constructs is discussed in Volume 4.

Students who require computer-based accommodations (e.g., text-to-speech [TTS], masking) are provided the opportunity to participate in practice activities for the statewide assessments with

appropriate allowable accommodations. Computer-based test settings and accommodations are required to be identified in the Test Information Distribution Engine (TIDE) before starting a test session. Some settings and accommodations cannot be changed after a student starts the test. The Web Content Accessibility Guidelines (WCAG) define requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. Applications in Florida Statewide Assessments have been evaluated by WCAG 2.1 and were found fully accessible.

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

Guidelines recommended for making accommodation decisions include the following:

1. Accommodations shall facilitate an accurate demonstration of what the student knows or can do.

2. Accommodations shall not provide the student with an unfair advantage or negate the validity of a test; accommodations must not change the underlying skills that are being measured by the test.

3. Accommodations must be the same or nearly the same as those needed and used by the student in completing daily classroom instruction and routine assessment activities.

4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

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

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

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

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

Definitions for ELL and SWD

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

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

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

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

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

The definition provided refers to primary exceptionalities. Students with all primary exceptionalities are eligible for SWD-based accommodations, except the following

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[1] Interested readers can review the full Florida Statute at
http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.56.html for more information on the definition of ELL.
[2] Interested readers can review the full Florida Statute at
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.01.html for more information on the definition of exceptional students.

exceptionalities: students who are gifted; students with speech impairment; and students who are hospitalized or homebound.

Available Accommodations

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

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

- Large print

- Contracted Unified English Braille (UEB) braille at grades 3–8 Reading, Writing, Mathematics, and Science

- Uncontracted UEB braille at grades 3–8 Reading, Writing, Mathematics, and Science

- One-item-per-page

- Audio Passage Transcripts or Animation Kits for ELA audio passages

Note that for Mathematics and Science Assessments, UEB is offered in both UEB Nemeth and UEB Technical.

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

- Masking (online accommodation offered in TDS)

- TTS (online accommodation offered in TDS)

- TTS on Writing Response (online accommodation offered in TDS for Writing)

- Speech-to-text (online accommodation offered in TDS for Writing)

- Regular print passage booklets (for Reading and Writing)

- Large print passage booklets (for Reading and Writing)

- Paper-based test materials (regular print, large print, contracted braille, uncontracted braille, one-item-per-page)

- American Sign Language (ASL) (for audio passages in ELA Reading)

- Closed Captioning (CC) (for audio passages in ELA Reading)

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

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

- flexible presentation;

- flexible responding;

- flexible scheduling;

- flexible setting; and

- assistive device(s) other than a standard calculator.

Administration accommodations offered to students identified as ELLs include

- flexible scheduling;

- flexible setting;

- assistance in heritage language; and

- approved dictionary and glossary.

In spring 2021, a typed writing response accommodation was available for students taking Writing assessments in grades 4–6. Students with this accommodation could type their response directly in the Test Delivery system; therefore, their responses were collected online instead of on paper.

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts can request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Districts are given the opportunity to submit a request in writing for accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. To be approved for use during testing, a unique accommodation is required to be documented on an IEP or Section 504 Plan, is required to be regularly used by the student in the classroom, and cannot negate assessment validity. Each unique accommodation requires approval by the Commissioner of Education or a designee before use.

Appropriate Accommodations

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

Lazarus and Thurlow (2016) reviewed 2015–2016 high school assessment accommodation policies across ACT, SAT, PARCC, and assessments from Smarter Balanced Assessment Consortium (SBAC). Please note that all Florida Statewide Assessments tests administered in Florida were administered using the same test delivery platform (i.e., CAI's Test Delivery System) as SBAC. All these assessments allowed accommodations such as braille, calculator, scribe, and TTS. In addition, three of the four assessments allowed extended time, large print, multiplication

table, speech to text, read aloud, and braille. PARCC and Smarter Balanced also allowed assistive technology, CC, paper-based version, and sign language. In all cases, SWDs with IEPs or 504 Plans could access all the accessibility features and accommodations available for a given assessment. Kieffer, Rivera, & Francis (2012) drew on 20 studies and updated the practical guidelines for test accommodations for ELLs in large-scale assessments. Their research-based recommendations include: (1) use simplified English in test design, eliminating irrelevant language demands for all students; (2) provide English dictionaries/glossaries to ELLs; (3) match the language of tests and accommodations to the language of instruction; and (4) provide extended time to ELLs or use untimed tests for all students.

Based on the review of literature summarized here, the accommodations provided in Florida Statewide Assessments are consistent with the industry practice and recommendations.

Appropriate Selection and Use of Accommodations

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

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

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

Appropriate Implementation of Accommodations

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

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

FDOE had planned to implement its first statewide test administration monitoring audit process in spring 2020. Auditing of the appropriate implementation of accommodations was part of the planned audit process. Due to the cancelation of spring 2020 testing, this audit was conducted for

the first time in spring 2021. FDOE collected documentation from districts and schools regarding training of teachers and IEP teams in support of appropriate implementation of accommodations. See Section 3.3 Test Administration Monitoring for more details about FDOE's monitoring of districts and schools in 2021.

2. ADMINISTRATOR TRAINING

Key personnel involved with FSA administration include District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), and TAs. The roles and responsibilities of staff involved in testing are further detailed in the next section.

Before the spring assessment administrations, monthly assessment updates are provided on conference calls conducted by the Bureau of K–12 Student Assessment. Additionally, TAs are encouraged to complete the online CAI TA Certification Course before administering the test.

Test administration manuals and guides are available online for school and district staff; in the spring, test administration manuals are printed and shipped to districts. The *Florida Statewide Assessments Test Administrator User Guide 2020–2021* (Appendix A of this volume) is designed to familiarize TAs with TDS and contains tips and screen captures throughout the text. The user guide contains

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

The *Spring/Summer 2021 Florida Statewide Assessments Computer-Based Test Administration Manual* (Appendix B of this volume) provides information about policies and procedures for the Florida Statewide Assessments. Test administration manuals, which are updated annually before each administration, include test administration information, guidance, policies, scripts, and directions.

2.1 COMPUTER-BASED ADMINISTRATION

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

Roles and Responsibilities in the Online Testing Systems

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

District Assessment Coordinators

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

School Assessment Coordinators

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

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

Test Administrators

TAs administer the Florida Statewide Assessments and conduct a practice test session based on instructions from each SAC. TAs are offered the opportunity to complete the online TA Certification Course prior to administering the Florida Statewide Assessments.

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

TAs also ensure that only the resources allowed for specific tests are available and no additional resources are being used during administration of the Florida Statewide Assessments. In Grades 7 and 8 FSA Mathematics, and Algebra 1 and Geometry EOC assessments, a scientific calculator is included in TDS. The scientific calculator is available for Sessions 2 and 3 of the grades 7 and 8 Mathematics tests and for Session 2 of the Algebra 1 and Geometry EOC tests. Handheld scientific calculators can also be provided to students during the appropriate test sessions. FDOE provides a list of approved handheld calculators as well as a list of required and prohibited functionalities. The list of required and prohibited calculator functionalities is available on the portal. Providing a calculator with prohibited functionality or in the incorrect test session (Session 1) can result in test invalidation.

For the Reading component of the CBT ELA assessment, students in grades 7 through 10 are required to have headphones or earbuds to access audio passages in the test. There are no technical specifications for headphones or earbuds. FDOE does not provide headphones or earbuds; rather, the schools provide them or students can use their own. Headphones are checked prior to the first day of testing to ensure that they work with the computer or device the students will use for the assessment. To further verify that headphones are functional, a sound check is built into the sign-in process of the assessment, and students are asked to confirm that headphones and earbuds are working prior to entering the test.

2.2 PAPER-BASED ADMINISTRATION

The test administration manual for the computer-based tests covers specific accommodations information as well as general test security policies and procedures that are common in both paper-based and computer-based administrations. The *Spring 2021 Florida Statewide Assessments Paper-Based Test Administration Manual* (Appendix C of this volume) includes TA responsibilities specific to paper-based test administrations. Additional instructions for administering tests to students using large print, braille, and one-item-per-page accommodations are provided in Appendix C of the *Spring 2021 Florida Statewide Assessments Paper-Based Test Administration Manual* and the *2020–2021 Statewide Assessments Accommodations Guide*. For accommodated paper-based tests at grades 7 through 10 ELA Reading, grades 7 and 8 Mathematics, and EOC assessments, paper-based scripts and instructions are available (see Appendix E of this volume).

TAs are required to ensure that students use no. 2 pencils to complete information on the student grid sheets, sign the Testing Rules Acknowledgment, and record their responses in the test and answer books (answer books for Science). SACs are required to provide TAs with the materials needed to administer each test session. Secure materials are required to be delivered or picked up immediately before the beginning of each test session. After testing, TAs immediately return the testing materials to the SAC. Schools are required to track all secure materials by maintaining required administration information and Chain of Custody forms, and to report any missing materials or security breaches to the DAC immediately. District staff are then required to notify FDOE.

2.3 TEST ADMINISTRATION RESOURCES

The list of training sessions, meetings, webinars, and training resources for the spring 2021 Florida Statewide Assessments administration is provided here.

- Systems overview and changes for the upcoming school year, as outlined at the annual DAC meeting on September 8, 2020
- DAC Monthly Assessment Calls
- TA Certification Course

In addition to training sessions, Table 6 presents the list of user guides and manuals related to the Florida Statewide Assessments administration.

Table 6: Guides and Manuals

Resource	Description
Test Administrator User Guide	This user guide supports TAs who manage testing for students participating in Florida Statewide Assessments practice tests and operational computer-based assessments (see Appendix A).
Spring/Summer 2021 Florida Statewide Assessments Computer-Based Test Administration Manual	This test administration manual includes scripts and instructions for administering the spring 2021 computer-based FSA ELA Reading, FSA ELA Writing, FSA Mathematics, FSA EOC assessments, and NGSSS EOC assessments (see Appendix B).

Resource	Description
Spring 2021 Florida Statewide Assessments Paper-Based Test Administration Manual	This test administration manual includes scripts and instructions for administering the spring 2021 paper-based Grades 4–6 FSA ELA Writing, Grades 3–6 FSA ELA Reading assessments, Grades 3–6 FSA Mathematics assessments, and Grades 5 and 8 Statewide Science assessments, including script modifications and instructions for large print and one-item-per-page accommodations (see Appendix C).
2020–2021 Accommodations Guide	This guide contains information specific to test administrations to students with accommodations and is used as a supplement to the test administration manual(s).
Fall/Winter 2020 Florida Retake Test Administration Manual	This test administration manual includes scripts and instructions for administering the Fall 2020 FSA ELA Writing Retake and ELA Reading Retake, Fall and Winter 2020 EOC assessments, and NGSSS EOC assessments (see Appendix D).
Fall/Winter 2020 Florida Statewide Assessments Computer- Based Scripts	Scripts and instructions for administrating computer-based tests (see Appendix X).
Spring/Summer 2021 Florida Statewide Assessments Scripts and Instructions for Administering Paper-Based Assessments	Scripts and instructions for administering accommodated paper-based Grades 7–10 ELA Reading and Writing, Grades 3–8 Mathematics, Algebra 1 and Geometry EOC assessments, and NGSSS EOC assessments (see Appendix E).
Spring/Summer 2021 Scripts and Instructions for Administering Accommodated Computer-Based Assessments	Scripts and instructions for administering accommodated computer-based Grades 7–10/Retake ELA Reading, Grades 7–10/Retake ELA Writing, Grades 7–8 Mathematics, Algebra 1 and Geometry EOC assessments, and NGSSS EOC assessments (see Appendix W).
Spring/Summer 2021 DAC Manual	Spring/Summer 2021 District Assessment Coordinator Manual (Appendix F)
Spring/Summer 2021 SAC Manual	Spring/Summer 2021 School Assessment Coordinator Manual (Appendix G)
Spring 2021 FSA ELA Reading and Mathematics Braille Scripts	Scripts for administering braille for Grades 4–10 ELA Reading, Grade 10 ELA Reading Retake, and Grades 3–8 Mathematics assessments (see Appendix H).
Spring 2021 FSA EOC Braille Scripts	Scripts for administering braille for Spring 2021 FSA Algebra 1 and Geometry EOC assessments (see Appendix I).
Technology Set-Up for Computer-Based Testing	This document was developed by CAI and FDOE and contains technology requirements and instructions to help Florida districts and schools prepare for online testing using CAI's TDS (see Appendix J).
TDS Quick Guide	This quick guide provides brief instructions for the TA and Student Interfaces, which are two components of TDS (see Appendix K).
TIDE User Guide	This user guide describes tasks performed in TIDE for Florida Statewide Assessments tests(see Appendix L).
TIDE Quick Guide	This quick guide provides a brief overview of the steps for adding user accounts and students (see Appendix M).
PearsonAccess Next Reporting Guide	This user guide describes how authorized users may access reports in the PANext Reporting System (see Appendix N).
AVA User Guide	This user guide supports TAs accessing the Assessment Viewing Application (AVA). AVA allows students with paper-based accommodations to access audio passages/items, animations, and CC or ASL videos for the Grades 7–10 ELA Reading and ELA Retake practice and operational tests (see Appendix O).
Configurations, Troubleshooting, and Secure Browser Installation Guide	This manual provides instructions for installing and troubleshooting the Florida Statewide Assessments secure browser on supported computers and devices used for online assessments (see Appendix P).

Resource	Description
Practice Tests Guide	This guide provides information for individuals accessing the Florida Statewide Assessments practice tests (see Appendix S).

Department Resources and Support

In addition to the resources listed in Table 6, the FDOE provided the following resources for districts:

- regular email communications containing policy information, testing reminders, and guidance

- a monthly summary containing a list of all email communications sent from the Department's assessment office that month, as well as a list of new or updated resources posted to the Florida Statewide Assessments Portal (see Appendix Q for a sample monthly summary)

- student PowerPoint presentations designed to help students understand important policy and testing information before the day of the test

- parent/guardian letter templates that districts could use to inform parents and guardians of testing dates and policies

- training materials for districts to use when training school assessment coordinators and TAs on test administration procedures and policies

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

Florida Statewide Assessments Practice Tests and Answer Keys

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

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

Answer keys for ELA Reading and Mathematics practice tests that list the item, correct answer, and grade level/subject of each item are also available for each published practice test. Appendix V of this volume provides the answer keys for one test in each subject. The answer keys for Grade 7 FSA Mathematics and Grade 7 FSA ELA Reading are included for both computer-based and paper-based practice tests. Additionally, the rubric for the Grade 7 FSA ELA Writing paper-based

practice test is included. The answer keys for the remaining tests (Mathematics, ELA, Science, and Social Studies), including the rubrics for ELA Writing rubrics, are available on the portal (https://fsassessments.org/families.html). The practice test scripts are available in Appendix U. Appendix T provides sample directions for completing paper-based items.

3. TEST SECURITY PROCEDURES

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

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

- Procedures to ensure security of test materials

- Procedures to investigate test irregularities

- Guidelines to determine if test invalidation is appropriate/necessary

See the test administration manuals listed in Appendix B through D for the test security policies and procedures.

3.1 SECURITY OF TEST MATERIALS

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

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

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

- read or view the passages or test items before, during, or after testing;

- reveal the passages or test items;

- copy the passages or test items;

- explain the passages or test items for students;

- change or otherwise interfere with student responses to test items;

- copy or read student responses; or

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

All regular print test booklets, Writing and Reading passage booklets, and special document (large print, braille, and one-item-per-page) test materials are treated as secure documents, and processes are in place to protect them from loss, theft, and reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all secure documents. Schools are expected to maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

To access the computer-based tests, a secure browser is required. The secure browser provides a secure environment for student testing by disabling hot keys, copy, and screen capture capabilities and preventing access to the desktop or other applications (e.g., Internet, email, and other files or programs installed on school machines). Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. Students cannot print from the secure browsers. During testing, the desktop is locked down. The secure browser is designed to prohibit access to external applications or navigation away from the test to ensure test security. See the *Florida Statewide Assessments Test Administrator User Guide 2020-2021* in Appendix A for further details.

3.2 INVESTIGATING TEST IRREGULARITIES

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

3.3 TEST ADMINISTRATION MONITORING

In spring 2021, the Bureau of K–12 Student Assessment conducted test administration monitoring of 15 districts across the state. Due to COVID travel restrictions, no onsite monitoring took place, and all audits were conducted through a desk monitoring process. Three schools were selected in each district, based on information from previous data forensics analyses and test irregularity reports. Districts and schools submitted evidence of how they are meeting required FDOE test administration policies and procedures in the following areas:

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

- o Providing and monitoring assessment accommodations
- Security
  - o Receipt, storage, and return of materials
  - o Handling security breaches and test irregularities
- Required Forms
  - o Security Logs
  - o Seating charts
  - o Administration Records/Security Checklists
  - o Test Security Agreements
  - o Prohibited Activity Agreements
  - o Chain of Custody Form(s)

While there were no major areas of concern uncovered, the process provided the state and districts valuable feedback as to how schools are interpreting guidance and following outlined procedures. The review demonstrated district and school compliance with the monitored aspects of test administration. There were several examples of best practices, including using school-created forms, communicating expectations to TAs, and training presentations. The monitoring process also revealed areas where the test administration manual instructions needed clarification, including the expectation to indicate with an arrow the direction each student is facing on the seating chart, changes to the provided Administration Record/Security Checklist template and clarification around training schedule expectations. As necessary, the Monitoring Team met with districts individually to review any concerns or seek local, situationally specific input and to provide support in improving local practice. The Bureau of K–12 Student Assessment is working towards creating a library of resources available to district and school staff that will highlight best practices and will share monitoring outcomes with districts to improve future test administrations. See Appendix Y for the desk monitoring rubrics, *Spring 2021 Desk Monitoring Documentation – School Level* and *Spring 2021 Desk Monitoring Documentation – District Level*.

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