## Spring 2023

Grades 4–10 B.E.S.T. Writing Field Test

## Test Administration Manual



## Florida Help Desk

## Florida Help Desk Contact Information

Toll-Free Phone Support: 866-815-7246

 $Email\ Support: \textbf{FloridaHelpDesk@CambiumAssessment.com}$ 

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# Spring 2023 B.E.S.T. Writing Field Test Information

For Writing, a standalone field-test administration is periodically required to gather important data and establish scoring guidelines for the field-tested prompts that may be used on future operational assessments. Schools selected for the Spring 2023 B.E.S.T. Writing Field Test are not only contributing to this important process, but participating students also have an opportunity to engage in the B.E.S.T. Writing test experience prior to the operational administration. Thank you in advance for your support of this important administration.

Please note the following information about the field test:

- The B.E.S.T. Writing Field test is a secure test administration. All test security policies and procedures must be followed, including secure handling of test materials, proper training of test administrators and proctors, and not sharing information about the prompts or passages.
- Student scores are not reported for the field test. Students should be encouraged to do their best work on the field test, but individual scores or performance details are not released. Even though scores are not reported, valid results are important. Tests should be invalidated for any of the reasons listed on pages 10–11 of this manual.
- The Grades 4–10 B.E.S.T. Writing Field Test is a computer-based test with no paper-based accommodations provided; however paper-based accommodations will be available for the operational assessment in the 2023–2024 school year.

## **About This Manual**

This test administration manual includes the script and instructions for administering the Spring 2023 Grades 4–10 B.E.S.T. Writing Field Test assessments.

District and school personnel should read all relevant information in this manual and ensure that test administrators and anyone else involved in test administration (e.g., proctors, technology coordinators) are familiar with the appropriate script and instructions.

District and school personnel will also need to read and have access to the following user guides prior to and during test administration:

- TIDE User Guide (district and school assessment coordinators)
- *Test Administrator User Guide* (test administrators, school assessment coordinators, and technology coordinators)
- 2022–2023 Statewide Assessments Accommodations Guide (test administrators and district and school assessment coordinators, as applicable)

## **Test Administration Policies and Procedures**

## **Administration Schedule**

Please see the 2022–2023 Statewide Assessment Schedule found on the Florida Statewide Assessments Portal for the administration dates. The Florida Department of Education (FDOE) will provide districts with scheduling guidance. Any deviation from this published schedule requires written approval from FDOE.

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing Field Test is administered in one 120-minute session. Test administrators must allow the full amount of time allotted for test sessions. While some students may finish before the time allotted for testing ends, this policy is in place to provide a fair environment for students who require all or most of the allotted time and to avoid pressuring any student to finish early.

## **Students to Be Tested**

In general, all Grades 4–10 students at selected schools participate in the Spring 2023 B.E.S.T. Writing Field Test administration. At the high school level, schools were selected for either ninth or tenth grade participation.

### **English Language Learners (ELLs)**

All ELLs participate in the B.E.S.T. Writing Field Test. Students who are identified as ELLs or recently exited ELLs in the two-year follow-up period per Rule 6A-6.09031, F.A.C. must be provided with the allowable accommodations listed in the 2022–2023 Statewide Assessments Accommodations Guide.

## **General Information about Accommodations**

Appendix A provides information concerning allowable accommodations for students with disabilities and for students who are identified as ELLs. The test administrator and school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Students with disabilities may participate in the B.E.S.T. Writing Field Test with or without administration accommodations.

Students who are identified as ELLs must be provided the allowable accommodations listed on pages 47–48 of Appendix A.

Computer-based accommodations (text-to-speech, masking, speech-to-text, Text-to-Speech on Writing Response) are provided for this field test administration; however, paper-based accommodations are **not** provided.

## **Make-Up Administration Procedures**

All security and administration procedures must be followed while conducting make-up tests. Please remember that after any administration, initial or make-up, secure materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials must never remain in classrooms or be removed from the school's campus overnight.

## **Test Materials**

### **Writing Planning Sheets**

All students receive Writing Planning Sheets that they may use to take notes and plan their responses. The planning sheet is a one-page, letter-sized sheet. The front of the sheet is lined.

Planning sheets are distributed to students at the beginning of the B.E.S.T. Writing Field Test. School assessment coordinators and test administrators must ensure that students have enough desk space to use their planning sheets. Used planning sheets are considered secure materials and must be kept in locked storage and placed in the District Assessment Coordinator ONLY boxes.

### **CBT Tools**

Several tools are available to students taking the B.E.S.T. Writing Field Test. Students may practice using these tools during a practice test.

Universal Tool	Description	
Help	The <i>Help Guide</i> provides information about how to use the test site.	
Highlight	This tool highlights text in a passage or item. (Text in images cannot be highlighted.) Highlight is available in four different colors.	
Expand/Collapse Panel	This tool expands or collapses a passage or item for easier readability.	
Line Reader	This feature emphasizes one line in a passage or item at a time.	
Notes	This tool provides an on-screen notepad to take notes. The same notepad is available throughout the entire test. The text in this notepad is not scored and is monitored.	
Select Response Version Tool	This tool can be used to view and restore responses previously entered for an Open Response item. The response tool refreshes each time the student logs in; i.e., responses saved previously are no longer available once the student logs out.	
Tutorial	A short video about each item type and how to respond to that item type. (Tutorials do not contain audio.)	
Zoom In	This factions in an access and decreases the size of the tout and imposes on the test	
Zoom Out	This feature increases and decreases the size of the text and images on the test.	
<b>Accessibility Setting</b>	Description	
Background Color Choice	Background and text color combination applied to a student's test. The color combination a student chooses will remain throughout the test.	
Print Size	The selected print size becomes the default in that student's test. Regardless of the print size assigned, all students can use the Zoom buttons to toggle between the five levels of print size.	
Masking	Allows students to temporarily mask (hide) an area of the test screen to reduce distraction.	
Mouse Pointer	Students can change the size and color of the mouse pointer. The size and color a student chooses will remain throughout the test.	

Accommodations Setting	Description
Speech-to-Text	Allows students to orally dictate their response into the writing response
Specen-to-Text	area.
Text-to-Speech	Allows students to have instructions, test items, and answer options read aloud using the TTS tool.
Text-to-Speech on	Allows students to have their response that was typed or dictated into the
Writing Response	response area read aloud via TTS.

## **Computer and Device Preparations**

The latest version of the 2022–2023 CAI Secure Browser must be installed on all computers or devices that students will use for testing. Instructions for installing the secure browser are available on the Florida Statewide Assessments Portal. Information on devices supported for testing are found in the *Technology Guide*, on the portal.

It is strongly recommended that the Infrastructure Trial be run on each computer or device prior to the test administration. The Infrastructure Trial uses mock content that simulates the loading and processing of an operational test administration. Instructions for running this trial can be found in the *Infrastructure Trial Guide*, available on the portal.

### **Test Tickets**

Each student must have a test ticket to log in to the B.E.S.T. Writing Field Test. Test tickets are generated in TIDE and contain a student's username, last name, first name, enrolled grade, date of birth, FLEID, district, and school. Test tickets will be printed by school assessment coordinators and will be distributed to test administrators on the day of testing. **Test tickets are considered secure materials and must be stored in a secure location before and after testing.** 

 Spring 2023

 DEMO DISTRICT 99 (99)

 DEMO SCHOOL 9009 (99-9009)

 LAST NAME: Demo
 USERNAME: 1973M

 FIRST NAME: Student1
 ENROLLED GRADE: 10

 DOB: 01/01/2007
 ID: FL123456789012

## **Student Demographic Information**

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

- District/school number
- Enrolled Grade
- · Student first and last name
- FLEID
- · Birth Date
- Gender
- Ethnicity
- Race

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

#### **Primary Exceptionality**

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

Primary	Exceptionality	Classifications
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Description	Code
Orthopedically Impaired	C = OI
Speech Impaired	F = SI
Language Impaired	$G = \Gamma I$
Deaf or Hard of Hearing	H = DHH
Visually Impaired	I = VI
Emotional/Behavioral Disability	J = EBD
Specific Learning Disability	K = SLD
Gifted	L = GIF
Hospital/Homebound	M = HH
Dual-Sensory Impaired	O = DSI
Autism Spectrum Disorder	P = ASD
Traumatic Brain Injured	S = TBI
Other Health Impaired	V = OHI
Intellectual Disability	W = InD
Not Applicable	N = N/A

#### Section 504

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

## **Testing Accommodations Listed on IEP or Section 504 Plan**

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

#### ELL

This field indicates whether a student has been identified as limited English proficient pursuant to section 1003.56(2)(a), F.S., and is currently receiving services in a program operated in accordance with an approved ELL district plan (LY students). While recently exited ELLs in the two-year follow-up period (LF students) should receive the same accommodations, do not mark Y in this field for LF students.

## **Support During Testing**

During testing, a test administrator should not attempt to resolve technical issues if doing so would be disruptive to students. The test administrator must have a way to contact the school assessment coordinator or technology coordinator without leaving the room unattended. If a student has difficulty logging in or is logged out of his or her test more than once, the student should not continue to attempt to log in until the issue is diagnosed and resolved.

The Florida Help Desk may be contacted by phone at 866-815-7246 or by email at **FloridaHelpDesk@CambiumAssessment.com**. The Help Desk is open 7:00 a.m.–8:30 p.m. ET, Monday–Friday (except holidays). Test administrators are encouraged to refer to the *Test Administrator User Guide* and other resources available on the portal. Additional Help Desk information is available in Appendix B.

## **Test Security Policies and Procedures**

Florida State Board of Education Rule 6A-10.042, F.A.C., was developed to meet the requirements of the Test Security Statutes, s. 1008.23 and s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See Appendix C for the full text of the Florida Test Security Statutes and State Board of Education Rule. Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations, loss of teaching certification, and/or involvement of law enforcement.

Examples of prohibited activities include the following:

- Reading or viewing the passages or prompts before, during, or after testing
- Revealing the passages or prompts
- Copying the passages or prompts
- · Explaining or reading the passages or prompts for students
- Changing or otherwise interfering with student responses
- Copying or reading student responses
- Causing achievement of schools to be inaccurately measured or reported

School personnel and proctors must read and familiarize themselves with the Statutes and Rule in Appendix C.

If ELLs or students with current IEPs or Section 504 Plans have allowable accommodations documented, test administrators may provide accommodations as described in Appendix A and may modify the script as necessary to reflect the allowable accommodations.

The security of all test materials must be maintained before, during, and after test administration. Under no circumstances are students permitted to assist 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 tickets, used planning sheets) must be returned immediately to the school assessment coordinator and placed in locked storage. No more than three people should have access to the locked storage room. Secure materials must never be left unsecured and must not remain in classrooms or be taken off the school's campus overnight.

Any monitoring software that would allow test content on student computers/devices to be viewed or recorded on another computer or device during testing must be turned off.

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to this administration, and that all personnel sign and return a 2022–2023 Test Administration and Security Agreement, located in Appendix D, stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists a school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement.

Test administrators must sign the *Spring/Summer 2023 Test Administrator Prohibited Activities Agreement*, located in Appendix D. School assessment coordinators, test administrators, proctors, and any other school personnel who have received appropriate training in the administration of Florida's statewide assessments and who have signed the appropriate agreement(s) for the 2022–2023 school year are not required to sign a new agreement for each subsequent administration.

An accurate Security Log, provided in Appendix D, and an accurate seating chart must be maintained in each testing room. Anyone who enters a testing room **for any length of time** is required to sign the log. This applies to test administrators, proctors, and anyone who enters the room, regardless of how much time he or she spends in the testing room.

Test administrators must **not** administer tests to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator. In addition, a student's parent/guardian should not be present in that student's testing room.

## **Proctors**

To ensure test security and to avoid situations that could result in test invalidation, FDOE strongly discourages testing students in large groups (e.g., in a cafeteria or an auditorium). If students are tested in a large group, the appropriate number of proctors **must** be assigned to the room to assist the test administrator. Refer to the table below for the required number of proctors.

Number of Students	Proctors Required
1–25	Test Administrator*
26–50	Test Administrator and 1 Proctor
51–75	Test Administrator and 2 Proctors

<sup>\*</sup>FDOE **strongly recommends** that proctors be assigned to rooms with 25 or fewer students whenever possible.

**School personnel** and **non-school personnel** may be trained as proctors. Prior to testing, proctors must be informed of their duties and of the appropriate test security policies and procedures. **School personnel** proctor duties may include preparing and distributing secure materials and providing accommodations. **Non-school personnel** may assist test administrators during test administration; however, they may not participate in any of the test administration procedures (e.g., distributing and collecting secure materials, providing accommodations). Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties.

All proctors may help monitor rooms during test administration; however, they may **not** assist in rooms where their family members are testing.

Proctors and anyone who assists with any aspect of test preparation or administration must be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Each proctor who enters a testing room for any length of time must sign a 2022–2023 Test Administration and Security Agreement and the Security Log for that room. These forms are located in Appendix D.

## **Test Irregularities and Security Breaches**

### **Test Irregularities**

Test administrators should report any test irregularities (e.g., disruptive students, loss of Internet connectivity) to the school assessment coordinator immediately. A test irregularity may include testing that is interrupted for an extended period of time due to a local technical malfunction or severe weather. School assessment coordinators must notify district assessment coordinators of any test irregularities that are reported. Decisions regarding test invalidation should not be made prior to communicating with the district assessment coordinator. If further guidance is needed or to report an irregularity requiring action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices), district assessment coordinators should contact the Bureau of K–12 Student Assessment. For any test irregularities that require investigation by the district, a written report must be submitted as indicated below.

### **Security Breaches**

Test administrators should report possible breaches of test security (e.g., secure test content that has been photographed, copied, or otherwise recorded) to the school assessment coordinator immediately. If a security breach is identified, the school assessment coordinator must contact the district assessment coordinator, and the district assessment coordinator should contact the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel. For all security breaches, a written report must be submitted as indicated below.

#### **Submit a Written Report**

For test irregularities requiring further investigation by the district and for security breaches, a written report must be submitted within 10 calendar days after the irregularity or security breach was identified. District assessment coordinators should submit the report through FDOE's ShareFile site using the following procedure:

- 1. Log in to ShareFile at **fldoe.sharefile.com** and retrieve the blank Test Administration Incident Report Form or the Test Administration Security Breach Report Form from the Forms and Templates folder. (Note: FDOE recommends that districts download the file each time a new investigation is initiated to guarantee the use of the most up-to-date form.)
- 2. Save the file locally and change the file name to your district name, underscore, the word "Incident" or "Breach," underscore, the name of the school, underscore, and the date submitted (e.g., [District Name]\_Incident\_[School Name]\_MMDDYYYY or [District Name]\_Breach\_[School Name]\_MMDDYYYY).
- **3.** Complete the form.
- **4.** Upload the completed form to the district's Test Administration/Investigations folder (K–12 Administration > Districts > [District Name] > Test Administration > Investigations).
- **5.** Send an email to notify FDOE that a document has been uploaded to the folder.
- **6.** FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information/documentation from the district. Additional requested information or documentation should also be uploaded to the district's ShareFile folder.
- 7. If warranted, FDOE will add a memorandum summarizing the incident to the district's ShareFile folder and will then provide the contents of the district folder to the Office of Professional Practices at FDOE.

## **Test Invalidation Policies and Procedures**

District assessment coordinators should advise schools of the appropriate course of action if invalidation is being considered. Remember that the main purpose of invalidation is to identify when the validity of the test has been compromised. Students whose tests are invalidated may not retake the test.

Test administrators should discuss any situation involving possible invalidation with the school assessment coordinator, and the situation should be investigated immediately.

For more information on how to process test invalidations, see page 35.

For assistance identifying circumstances when invalidation is an appropriate course of action, review the following guidelines.

- 1. A student has an electronic device during testing. If a student is found with an electronic device that he or she is not using for testing purposes during testing or during breaks within a session, the student's test must be invalidated. For information regarding limited exceptions for students with eligible accommodations, see Appendix A.
- 2. A student is cheating during testing. Cheating is cause for immediate test invalidation. Possible cheating situations include looking at and/or copying from another student's test, allowing another student to look at or copy from the student's test, or accessing unauthorized aids.
- 3. A test administrator provides an incorrect amount of time for a test session.
  - Not enough time: Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the prompt. The student should be asked if he or she is comfortable with his or her performance on the test to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test should be submitted for scoring. If it is determined that the student was not provided adequate time to respond completely and the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised and the student has not left the school's campus, the student may return to the testing room during the same school day to complete the test session.
  - Too much time: If more time than is allotted for a session is provided for students without an extended time accommodation, the test administrator must notify the school assessment coordinator to discuss the situation, and the school assessment coordinator must contact the district assessment coordinator for guidance. If needed, the district assessment coordinator may consult with the Bureau of K–12 Student Assessment.
- **4. A student becomes ill during testing.** If a student reports after testing that he or she was ill during testing and that the illness significantly affected his or her ability to complete the test or impacted performance in a way that compromises the validity of results, the test may be invalidated.
  - However, if a student becomes ill during testing and is unable to complete the session, **the student** may return to the test on a subsequent day to complete the session. The test administrator must note the occurrence with other required administration information and record the amount of time left in the session. When the student returns, that exact amount of time must be provided for the student to complete the session.

- 5. A student is given an accommodation not allowed on statewide assessments. If a student is given an accommodation that is not allowed on statewide assessments and compromises the validity of the test, that student's test must be invalidated. For information about allowable accommodations, see Appendix A. Test administrators who will administer tests to students who require accommodations should be familiar with allowable accommodations to ensure that they are not offering classroom testing accommodations that are not allowed on statewide assessments.
- **6.** A student is given an accommodation not indicated on the student's IEP or Section 504 Plan. Testing with accommodations not indicated on a student's IEP or Section 504 Plan may be cause for invalidation.
- 7. A student is not provided an allowable accommodation indicated on the student's IEP or Section 504 Plan. The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.
- **8. An ELL student is given an accommodation not indicated in Appendix A.** If an ELL student is given an accommodation that is not listed in the allowable accommodations for ELLs and which compromises the validity of the test, the student's test must be invalidated.
- 9. An ELL student is not provided an accommodation listed in the allowable accommodations for ELLs in Appendix A. The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.
- **10.** An error occurs in test administration procedures that could compromise the validity of the test. If the validity of the test has been compromised (e.g., a student had access to an unauthorized visual aid that gave an unfair advantage), the test must be invalidated.
- 11. A disruption occurs during testing. If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.
- **12.** A student is given unauthorized help during testing. If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator has told a student to revise a portion of the student's response), the student's test must be invalidated.

## Test Administrator Responsibilities Before Testing

Please use the *Test Administrator Checklist*, located in Appendix D, before, during, and after testing.

Remember, prior to testing you must:

- Read, sign, and return a 2022–2023 Test Administration and Security Agreement verifying that you have read the appropriate sections of the test administration manual, are familiar with the test security statutes and security policies, and have received adequate training; and
- Read, sign, and return a Spring/Summer 2023 Test Administrator Prohibited Activities Agreement.

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.

## **Prepare the Room for Testing**

Tests should be administered in a room that has comfortable seating, good lighting, and an appropriate temperature. Make sure that the room is properly ventilated and free of distractions.

Remove or cover all visual aids in the room, such as word lists, spelling lists, word definitions, punctuation charts, transitional devices, organizational patterns, etc. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

Sufficient workspace should be provided for students to use their test materials (e.g., planning sheets). Students must not be able to easily view other students' computer screens or devices or planning sheets. If administering a practice test, check the configuration of your testing room to make sure you will be able to provide a secure environment during testing. Make adjustments prior to the test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

When you arrive on the day of testing, open each student computer or device in the testing room to the student login screen as indicated in the script, but do not log in for students. Check that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

Outside each door to the testing room, post a sign that reads *TESTING IN PROGRESS: Please Do Not Disturb*. Post the Electronic Devices sign inside the testing room where they will be visible to all students. Signs are provided in Appendix D. For all test sessions, display starting and stopping times as instructed in the test administration script.

Refer to the chart on page 8 for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with 25 or fewer students.

## **Record Required Administration Information**

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

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

- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Accommodations provided to students (codes provided below)
- · Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Dates and times when secure materials are received and returned

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

#### **Accommodations Codes**

The accommodations provided to each student **and** the accommodations used by each student during the test administration should be recorded with other required administration information. Schools are responsible for maintaining documentation of accommodations for each student.

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 or recently exited ELL students:

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

## **Complete Seating Charts**

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

- Date
- Your name
- Room name/number
- Grade Level
- Student names and their locations in the room during testing
- Direction each student is facing (using arrows to indicate direction)
- Starting and stopping times
- Names of proctors (if applicable)
- Session ID
- Laptop/mobile device assignments

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

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

## **Assemble Materials**

#### **Test Administration Manual**

You will need this manual to read the test administration script to students. You are responsible for reading the *Test Administration Policies and Procedures* and *Test Security Policies and Procedures* sections, the Test Administrator Responsibilities sections, appropriate appendices, and the administration script **before** testing.

When testing students who are allowed certain accommodations, you may need to modify the administration script. It is especially important that you review the script **before** testing begins to determine the necessary modifications. If an accommodation is not provided as indicated on a student's IEP or Section 504 Plan, or is not an allowable ELL accommodation, that student's test may be invalidated. Contact your school assessment coordinator if you have questions about student accommodations.

#### Pencils/Pens

Students should have a pen or pencil to write their names and take notes on their planning sheets.

### **Computer or Mobile Device**

When administering the test, you will need a computer or mobile device with access to the Internet to create a test session, approve students for testing, and monitor the session. It is recommended that you have access to the *Test Administrator User Guide*, located on the Florida Statewide Assessments Portal, to help troubleshoot issues during testing.

#### Watch or Clock

You will need a watch or clock to ensure that students are allowed the correct amount of time indicated. Starting and stopping times should be provided by your school assessment coordinator and displayed for students according to the instructions in the test administration script. Countdown clocks or timers are not permitted. If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

Remember that failure to provide the correct amount of time will likely result in test invalidation.

## **Security Log**

You are required to maintain an accurate Security Log for your testing room. Anyone who enters a testing room for any length of time **must** sign the log for that testing room. This applies to test administrators, proctors, and anyone who enters the room, regardless of how much time he or she spends in the testing room. Remove the Security Log from Appendix D and use it as required. This document can also be found on the portal.

## Do Not Disturb Sign

Prior to testing, post the Do Not Disturb sign from Appendix D at all entrances to the testing room.

#### **Electronic Devices Sign**

Prior to testing, post the Electronic Devices sign from Appendix D where it will be visible to all students.

## **Receive Materials**

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

#### **Writing Planning Sheets**

Your school assessment coordinator will provide you with Writing Planning Sheets for all students participating in the B.E.S.T. Writing Field Test.

Students must print their names on the front of the planning sheet. Students may use the front and back of the planning sheets to plan (prewrite, outline, jot down ideas, cluster, web, etc.) before writing their responses. All planning sheets must be collected immediately after testing and returned to your school assessment coordinator. **Used planning sheets are considered secure materials and must be returned to the school assessment coordinator with other secure materials.** 

#### **Test Tickets**

Your school assessment coordinator will provide you with test tickets for the students testing in your room. Each test ticket includes a student's first name and username for logging in to the test. Test tickets are generated in TIDE. All test tickets must be collected immediately after testing and returned to your school assessment coordinator. **Test tickets are secure materials.** 

 Spring 2023

 DEMO DISTRICT 99 (99)

 DEMO SCHOOL 9009 (99-9009)

 LAST NAME: Demo
 USERNAME: 197JM

 FIRST NAME: Student1
 ENROLLED GRADE: 10

 DOB: 01/01/2007
 ID: FL123456789012

## **Communicate Testing Policies to Parents/Guardians and Students**

Prior to testing, make sure students and their parents/guardians understand the following policies:

- Electronic Devices Policy—Students are not permitted to have any electronic devices, including, but not limited to, cell phones, smartphones, tablets, smartwatches, and cameras, at any time during testing or during breaks (e.g., restroom), even if they are turned off or students do not use them. If a student is found with an electronic device or is found using Bluetooth/wireless headphones/earbuds during testing, his or her test will be invalidated. For information regarding limited exceptions for students with eligible accommodations, see Appendix A.
- **Testing Rules Acknowledgment**—All tests include a Testing Rules Acknowledgment that reads: "I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated." Prior to testing, test administrators read the rules to students, and students acknowledge that they understand the testing rules by clicking a checkbox beside the statement in the secure browser.

- Leaving Campus—If students leave campus before completing the test (e.g., for lunch, an appointment), they will not be allowed to return to the test. Students and parents/guardians should be aware of this policy. If a student does not feel well on the day of testing, it may be best for the student to wait and be tested on a make-up day.
- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the Testing Rules Acknowledgment states that because the content of all statewide assessments is secure, students may not discuss or reveal details about the test content (including passages and prompts) after the test. Please make sure that students understand this policy prior to testing and remind them that "discussing" test content includes any kind of electronic communication, such as texting, emailing, posting to social media, or sharing online.
  - While students may not share information about secure test content after testing, this policy is not intended to prevent students from discussing their testing experiences with their parents/families.
- Working Independently—Students are responsible for doing their own work during the test and for protecting their answers from being seen by others. If students are caught cheating during testing, their tests will be invalidated.

# Test Administrator Responsibilities **During Testing**

If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to the test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, you may arrange to administer the test to that student on another day.

If you have concerns about the testing room, discuss them with your school assessment coordinator prior to testing.

## **Prepare Student Computers and Devices**

Before the test begins, launch the secure browser on each student computer or device in the testing room as indicated in the script, but do not log in for students. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

## **Read Script**

Read the administration script **verbatim** to all students. Note that optional words and phrases appear in italics and parentheses and may be read at your discretion. Please read the important information and adhere to the instructions between the SAY boxes as you read the script to students.

You may make necessary modifications to the script when testing students who are allowed certain accommodations. For example, if a student receives an additional time accommodation, modify references to the amount of time allotted for testing.

## **Distribute Materials**

After students are seated, ensure that each student has a pen or pencil. Distribute planning sheets **before** testing begins. Read the administration script and distribute test tickets when instructed to do so.

## **Read Testing Rules Acknowledgment**

After you read the testing rules in the script, Grades 4–10 students will click a checkbox beside the Testing Rules Acknowledgment on the test screen. The acknowledgment reads, "I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated." As you read the portion of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students check the box next to the acknowledgment.

If a student in your testing room does not acknowledge the testing rules, contact your school assessment coordinator.

## Create, Start, Monitor, and Stop the Test Session

In the Test Administrator (TA) Interface within TDS, you will create, start, monitor, and stop the test session you are administering. These instructions are also included in the test administration script and the *Test Administrator User Guide*. Ensure that you understand how to complete these steps **before** administering a test, and discuss any questions or concerns with your school assessment coordinator or technology coordinator.

Ensure that you have test tickets, which contain the following student login information for all students in your testing room:

- First Name as it appears in TIDE
- Username provided in TIDE

#### **Create a Test Session**

To create a test session, complete the following steps:

- 1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.
- 2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.
- 3. Select **B.E.S.T. Writing Field Test**, select the grade level you will administer, and then click **Start Operational Session**.
- **4.** Record the Session ID, which students will need to log in to the test. The Session ID should be displayed where it is visible to all students and should also be recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

To log in to the test, students will enter their first names, their usernames, and the Session ID. It is important that students check that their demographic information on the test ticket is correct and enter their usernames and first names exactly as they appear on the test ticket. If any information is incorrect on a ticket, contact your school assessment coordinator.

## **Approve Students to Test**

Once students have logged in to the test, you must approve them. In the TA Interface, select the Approvals button to review the list of students ready to begin testing. Ensure that all students have logged in correctly; then, select **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

You can also approve students individually or review their test settings by clicking the corresponding Test Settings icon [③].

#### **Monitor Test Session**

During testing, monitor student progress by viewing the *Students in Your Test Session* table in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, student statuses are updated. If a student is logged out of the test, click the more info button [more info] in the Test Status column to see more details. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during testing.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

#### **Stop Test Session**

Once all students have submitted their tests, end the test session immediately by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have finished testing. Then log out of the TA Interface by clicking **Logout**.

## **Keep Time**

Keep accurate time when administering a test session. Record starting and stopping times in the spaces provided in the script and also display these times for students. Remember that failure to provide the correct amount of time will likely result in test invalidation.

If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

ELLs or eligible students with IEPs or Section 504 Plans may be provided additional time as indicated in their plans to complete a test session, but each test session must be completed within one school day.

## **Maintain Test Security**

Maintain test security at all times, and report violations or concerns to your school assessment coordinator immediately. Adhere to the Test Security Policies and Procedures described on pages 7–9 and the Statutes and Rule in Appendix C, and abide by the 2022–2023 Test Administration and Security Agreement and the Spring/Summer 2023 Test Administrator Prohibited Activities Agreement that you signed prior to testing.

If students leave the room for short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in TDS, that student must log back in and be approved in the TA Interface before he or she can continue testing.

For a longer break, you must secure a student's computer or device by pausing the student's test. Students may pause their own tests before leaving their seats. If the student has not paused his or her test, you must pause the test in the TA Interface. Your school assessment coordinator will provide instructions.

Maintain your required administration information, Security Log, and seating chart during testing.

## **Supervise Test Administration**

Your full attention should be on students at all times during testing, and a testing room must never be left unattended. If issues arise during testing, you may need to use your computer or phone to contact your school assessment coordinator; however, it is not appropriate to use a computer, device, or phone for unrelated activities (such as grading or personal communication) during a test session. While students are working, ensure the following:

- students have cleared their desks or workstations of all materials except for the appropriate test materials (pens or pencils, test tickets, planning sheets)
- students do not have books, notes, scratch paper, or electronic devices of any kind during testing, even if they do not use them
- students do not talk to other students or make any disturbance
- students have clicked the checkbox next to the Testing Rules Acknowledgment
- students are working independently

Carefully review the following information regarding guidance and policies that must be observed during and after testing.

#### **Discussing Test Content with Students**

While you may encourage students to continue working, you may not talk with them about the passages or prompt or help them with their responses. Any desktop-viewing programs or similar software that would enable you to view or record test content and student responses must be turned off during testing. You may not read or comment on student responses or help students plan what to write.

While you may prepare students for testing using strategies, such as highlighting key words in passages or items, you may not actively monitor them to ensure they are using certain strategies. You may not offer incentives or rewards for using strategies during testing. Once testing begins, students must work on their own with the understanding that they are being monitored for **independent work only**.

Further, you may not read planning sheets or discuss test content, even after all test materials have been returned and testing has been completed.

#### **Technical Issues**

If a student's computer or device is disconnected from his or her test, contact the technology coordinator to help diagnose any technical issues. Then assist the student with logging in again. Once a student logs back in to his or her test, you will need to approve the student again in the TA Interface and provide the correct amount of remaining time. If a student still has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved. Additional troubleshooting information is available in the *Test Administrator User Guide*.

## **After Testing Is Complete**

If permitted by your school assessment coordinator, you may allow students to read after they have finished the test **and** their test materials (test tickets, planning sheets) have been collected. While still in the testing room, students are **not** permitted to write or to use their computers or devices after they have finished the test, even after their test materials have been collected. **Test materials may not be returned to students once the materials have been collected.** 

## Script for Administering the Grades 4–10 B.E.S.T. Writing Field Test

#### 120 Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

This test is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Display starting and stopping times as instructed in the script.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to the test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.
- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

## **Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on page 12, including removing or covering any visual aids on boards or walls.

- 2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
- **3.** Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix D and on the Florida Statewide Assessments Portal.)
- **4.** Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
- **5.** Ensure that each student has a pen or pencil.
- **6.** Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.
- 7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
- **8.** Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.



#### **Create a Test Session**

- Go to the Florida Statewide Assessments Portal and click B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes.
- 2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.
- 3. Select **B.E.S.T. Writing Field Test**, select the grade level you will administer, and then start the session.
- **4.** Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY Today, you are going to take the Grade \_\_\_\_ B.E.S.T. Writing Field Test. The only materials on your desk should be your pen or pencil and your planning sheet.

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. If you access any electronic or recording devices at any time during this test, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school's procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY

You will have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes.

Now, hold up a sample planning sheet.

SAY

Now, look at your planning sheet. Print your name and today's date in the upper right corner. You may use the front and back of this planning sheet to jot down ideas, plan, and organize *(prewrite, cluster, map, or web)* what you will write. It is important to use the planning sheet to plan what you will write, but make sure that you allow enough time to enter your response in the online testing platform. The writing on your planning sheet will **not** be scored. Only the response you type in the test will be scored.

Ensure that the Session ID is displayed where all students can see it.

SAY Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY

Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do **not** sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY

Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -\_\_\_\_\_. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY

You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start Grade** \_\_\_\_ **B.E.S.T. Writing Field Test** to proceed.

While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [③]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY

Now, you should see a screen that says *Before You Begin*.

Do not click Begin Test Now until I tell you to do so.

First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student's test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the passages, prompt, or your writing response after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions?

Answer all questions.

Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand these testing rules. If I do not follow these rules, my test score may be invalidated.

Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY

During the test, be sure to read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.

You are required to write your response in English. Responses written in languages other than English will not be scored.

Your response will automatically be saved every two minutes while you are actively working on the screen. You may also use the Save button on the top toolbar to save your work.

You may **not** use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.

Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.

If you finish the test before time is called, go back and check (*proofread*) your work and make corrections to improve your writing.

Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY

Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.

Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY

Click **Back** to return to the **Before You Begin** screen.

Do **not** click **Begin Test Now** until I tell you to do so.

If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your planning sheet and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.

You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. I will remind you when there are 10 minutes left in the test.

Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. (*Pause. Collect any devices.*) Now, click **Next** in the upper left corner of the screen. This will take you to the passages and prompt. You may now begin working.

#### Complete the following:

STARTING time:	
Add 60 minutes:	+60 minutes
Time to call a break:	
TIME TESTING RESUMES:	
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	
Add 10 minutes:	+10 minutes
STOPPING time:	

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content and planning sheets before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times while you are actively monitoring the testing room.

After 60 minutes from the STARTING time,

SAY Stop. You may stand and stretch, but do not talk or look at another student's computer screen, device, or planning sheet.

#### After a short break,

SAY

Now, be seated. You still have 60 minutes to complete the test, and I will let you know when there are 10 minutes left. As a reminder, the writing on your planning sheet will not be scored. Only the response you type in the test will be scored.

You may now continue working.

#### After 50 minutes,

SAY

There are 10 minutes left in the 120-minute test. If you finish early, remember to check *(proofread)* your work and make corrections to improve your writing.

#### After 10 more minutes,

SAY

**Stop.** Click **End Test**. A pop-up message will appear. Make sure the message says, "You have reached the end of the test.," and then click **Yes**. (*Pause*.)

On the next screen, click **Submit Test**. A *Warning* message will appear. Click **Yes** on this message. (*Pause*.)

On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your planning sheet and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have submitted their tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

#### Complete the following steps:

- 1. Ensure that you have all planning sheets and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.
- 2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
- **3.** Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this 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 or recently exited ELL students:

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

**4.** Return all materials to your school assessment coordinator as described on page 28.

# Test Administrator Responsibilities After Testing

## **Return Materials to the School Assessment Coordinator**

Complete the following steps after testing:

- 1. Verify that you have collected all required administration information (see pages 12–13).
- **2.** Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.
- **3.** Verify that your Security Log and seating chart have been completed correctly.
- **4.** Return the following materials to your school assessment coordinator:
  - Security Log
  - Seating chart
  - Test tickets
  - · Required administration information
  - Used and unused planning sheets

Notify the school assessment coordinator immediately if any of these items are missing.

# **School Assessment Coordinator Responsibilities Before Testing**

Please use the *School Assessment Coordinator Checklist*, located in Appendix D, before, during, and after testing.

Work with your district assessment coordinator to ensure that all test administrators have active usernames and passwords to log in to TIDE. Test administrators will need to access the TA Interface with their TIDE accounts to administer tests. In addition, test administrators should access and become familiar with the *Test Administrator User Guide* (available on the Florida Statewide Assessments Portal) prior to testing and have access to it during testing.

Also, work with your district assessment coordinator to ensure that all students are uploaded or added to TIDE for this administration

## **Receive Materials**

Your district assessment coordinator will provide you with planning sheets prior to the test administration. Verify that you have all necessary materials before testing begins.

Inventory the contents of boxes within 24 hours of receipt. Contact your district assessment coordinator immediately to report missing materials or to request additional materials.

## **Manage Student Information in TIDE**

Instructions on managing student information in TIDE can be found in the *TIDE User Guide*, available on the Florida Statewide Assessments Portal. Prior to testing, ensure that all students have been added to TIDE and all information listed in TIDE is correct.

Also see the *TIDE User Guide* for instructions on how to perform the following tasks prior to testing:

- Adding Students
- Editing Student Demographic Information
- Printing Test Tickets

## **Print Test Tickets**

Prior to testing, print test tickets to distribute to test administrators. Test tickets contain login information for students. Each student must have a test ticket to log in. Test tickets are generated in TIDE. See the *TIDE User Guide* for instructions on generating and printing test tickets.

## **Collect 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 each testing room—provide student names and FLEIDs
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID
- Accommodations provided to students (codes provided on page 13)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Dates and times when secure materials are received and returned

Copy and file all required administration information for future reference.

## **Create 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 13 of this manual. Ensure that test administrators record all information indicated on pages 12–13 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 boxes.

## **Assign Proctors**

Assign proctors to testing rooms according to the guidelines for proctors on page 8, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly recommends that proctors be assigned to rooms with 25 or fewer students whenever possible.

## **Ensure Implementation of Accommodations**

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs. When testing ELLs or students with accommodations, prior planning is necessary to ensure that accommodations indicated on student IEPs or Section 504 Plans are implemented. Arrangements for implementing accommodations must be made prior to the administration dates. Make sure that test administrators have been properly trained regarding accommodations and have made provisions for the exact accommodations needed for individual students to avoid test invalidations.

Computer-based accommodations (text-to-speech, masking, speech-to-text, Text-to-Speech on Writing Response) are provided for this field test administration; however, paper-based accommodations are **not** provided.

### **Meet with Technology Coordinator**

It is important that technology coordinators understand their responsibilities before, during, and after a test administration. Review the instructions and information for technology coordinators (located on the Florida Statewide Assessments Portal), as well as all test administration and security policies and procedures included in this manual, with your technology coordinator and create a plan for handling issues during testing. Technology coordinators are required to sign the 2022–2023 Test Administration and Security Agreement. The technology coordinator should also be involved in all planning meetings to provide input on logistics and resolve any network issues.

### **Prepare Test Settings, Computers, and Devices**

Tests should be administered in a room that has comfortable seating, good lighting, and an appropriate temperature. Make sure that testing rooms are adequately ventilated and free of distractions.

Sufficient work space should be provided for students to use planning sheets. Students must not be able to easily view other students' test materials, computer screens, or devices. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens). Also, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks.

For more information, see the testing room requirements on page 12.

Ensure that the technology coordinator has verified that all computers and devices meet the requirements needed to administer tests, as indicated in the *Technology Setup for Online Testing* available on the portal, and has installed the correct secure browser.

Before each test session, test administrators should launch the secure browser on each computer or device.

### **Oversee Preparation and Training**

You are responsible for training all test administrators and proctors, including non-school-based instructors (e.g., itinerant teachers). You must train several employees to act as possible alternates. In the absence of sufficiently trained administrators, postpone testing until trained personnel are available.

Be aware of the following policies, procedures, and instructions, and emphasize this information during training at your school:

- Test Administrators
  - Test administrators must read and be familiar with all appropriate sections of this manual.
  - Test administrators who will be administering a test to students using allowable accommodations (e.g., flexible presentation) must be trained in the use of those accommodations and must be familiar with the "Instructions for Oral Presentation Accommodations" section available in Appendix A, as necessary.
  - Test administrators should refer to the Test Administrator Checklist, located in Appendix D, before, during, and after testing.
- Proctors
  - School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 8.
  - Proctors must be trained and sign security agreements.

- Proctors who will administer accommodations must be trained to provide accommodations appropriately.
- While proctors are not required in rooms where 25 or fewer students are being tested, FDOE strongly encourages the use of proctors in all test administrations to help reduce testing irregularities and aid in investigations, if necessary.
- To ensure test security, FDOE discourages testing students in large groups (e.g., in a cafeteria or auditorium); however, in the event that students are tested in a large group, the appropriate number of proctors **must** be present during the test session (see page 8).

### • Electronic Devices and Breaks

- Determine your school's policy for the storage of electronic devices during testing. According
  to the administration script, before testing begins, test administrators ask students to raise their
  hands if they have any electronic devices with them. Direct test administrators on what to do if
  students have electronic devices in their possession before testing begins.
- Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
- Ensure that test administrators are aware of how to secure a student's computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student's computer screen or device. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved to resume testing in TDS.

### Policies and Procedures

- Train test administrators on how to create, monitor, and stop test sessions.
- Test administrators may be able to assist students with errors when logging in but should not try to resolve technical issues during testing. Determine how test administrators can get assistance during testing, if necessary.
- Ensure test administrators know they must contact you immediately when a test irregularity occurs.
- In the test administration script, test administrators are instructed to contact you in the following circumstances. Provide instructions for how to handle these circumstances:
  - A student has trouble logging in the first time or is logged out of his or her test more than once
  - A test administrator does not have a test ticket for a student.
  - A First Name, Last Name, or ID is not correct (e.g., misspelled) on the test ticket.
  - A student refuses to acknowledge the testing rules.
  - A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
  - A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).

### Test Security

Per Rule 6A-10.042, F.A.C., "Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test." This Rule encompasses any sharing or discussing of items, either in person or via electronic communication, such as texting, emailing, or posting to social media (e.g., Facebook, Twitter, Snapchat, Instagram).

• Ensure that test administrators, proctors, and any other personnel involved in test administration sign a 2022–2023 Test Administration and Security Agreement after training is complete. Also ensure that test administrators read and sign a Spring/Summer 2023 Test Administrator Prohibited Activities Agreement (these may be copied together as one double-sided form). Collect and file the signed agreements.

### **Arrange Practice Test Sessions**

You may schedule and arrange practice tests as described in this manual. Before a student participates in the Writing Field Test, the student may complete the appropriate practice test to learn how to use the computer-based system.

### **School Assessment Coordinator Responsibilities During Testing**

### **Distribute Test Materials**

On each day of testing, you are responsible for providing each test administrator with test tickets and planning sheets.

### **Supervise Test Administration and Maintain Test Security**

Provide test administrators with additional materials during testing, as necessary.

Monitor each testing room to ensure that test administration and test security policies and procedures are followed. You and the technology coordinator must be available during testing to answer questions from test administrators and to assist with technical issues. Make sure that Security Logs and seating charts are being completed properly and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during testing, students will not be able to continue testing. If the Internet connection is not restored in time for students to complete the test, the test administrator should contact you or the technology coordinator for assistance. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact the Florida Help Desk at 866-815-7246 and notify the district assessment office **immediately**.

Test administrators should contact you or the technology coordinator if an error message appears on a student's computer screen or device during testing and he or she cannot resolve the issue.

Submit re-open a test requests in TIDE for students who need to return to a test after mistakenly submitting it (same day only). Contact your district assessment coordinator for assistance with processing these requests, as TIDE does not send him or her a notification when a request is submitted.

### **Review Testing Rules Acknowledgment**

Test administrators are instructed to contact you if a student does not click the box to affirm the Testing Rules Acknowledgment. Determine the appropriate course of action for handling a student who does not affirm the Testing Rules Acknowledgment. Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student's refusal should be retained at the school.

### **Monitor Student Progress**

Student progress and test completion rates for tests can be monitored in TIDE. You should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *TIDE User Guide*.

### **Supervise Make-Up Test Administrations**

Ensure that all test security and test administration policies and procedures are followed while conducting make-up tests. Be available to assist test administrators as needed during make-up test administrations.

### **School Assessment Coordinator Responsibilities After Testing**

### **Receive Materials from Test Administrators**

Follow these steps as you receive materials from test administrators:

- 1. Verify that all secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing and complete the necessary investigation.
- 2. Make copies of the following completed documents and file the copies:
  - Required administration information
  - Security Logs
  - Seating charts

Return the originals in your District Assessment Coordinator ONLY boxes according to the instructions below and on the following page.

### **Update Student Information**

If student information is discovered to be incorrect during testing, update the information in TIDE immediately following test administration. Instructions for updating student information can be found in the *TIDE User Guide*. Notify the district assessment coordinator if the student tested on an incorrect FLEID.

### **Invalidate Tests**

Review policies regarding test invalidation on pages 10–11. Test invalidations for tests are processed in TIDE. To invalidate a test, you will need the student's FLEID and the reason for invalidation. You may also search for the test you wish to invalidate by Session ID or Result ID. Complete instructions on invalidating tests in TIDE are available in the *TIDE User Guide*. Invalidations must be entered in TIDE by the last day of the test administration window.

### **Record Accommodations**

Ensure each test administrator includes accommodations provided to and used by students with his or her required administration information, as applicable. This documentation may be necessary in the case of investigations regarding possible test irregularities.

### **District Assessment Coordinator ONLY Boxes**

- 1. Place the following materials in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials that your district assessment coordinator has asked you to store in the boxes):
  - Original required administration information
  - Original Security Logs
  - Original seating charts
  - Used and unused planning sheets

- 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 required administration information and Security Logs. 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.

File the signed copies of the 2022–2023 Test Administration and Security Agreement and the Spring/Summer 2023 Test Administrator Activities Agreement for test administrators and proctors.

If you have questions about preparing materials for return, please contact your district assessment coordinator.

### **District Assessment Coordinator Responsibilities Before Testing**

Please use the *District Assessment Coordinator Checklist*, located in Appendix D, before, during, and after testing.

### **Receive Materials**

You can access copies of your district and school packing lists in TIDE. After your planning sheet shipment arrives, make sure that each school receives the correct materials. If boxes are missing, notify the Florida Help Desk at 866-815-7246 (option 2). Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

### **Collect Required Administration Information**

Communicate the process for collecting the required administration information to school assessment coordinators, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Accommodations provided to students (codes provided on page 13)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Dates and times when secure materials (e.g., test tickets) are received and returned

It is your responsibility to decide how schools will collect the required administration information. You may:

- Instruct school assessment coordinators to copy and use the blank Administration Record/Security Checklist located in Appendix D.
- Determine your own method or allow school assessment coordinators to determine their own methods.

### **Prepare for Practice Test Sessions**

Inform school assessment coordinators that they may schedule and arrange practice tests as described in this manual (see page 33). Practice tests are not required for the B.E.S.T. Writing Field Test, but are encouraged for any students who want to practice with the computer-based system.

### **Collect Seating Charts**

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing (see information on page 13). If the seating configuration changes during testing or if students using extended time are moved to a new location to complete the test, a new seating chart must be created. After testing, school assessment coordinators must make copies of all seating charts, file the copies, and store the original charts in your District Assessment Coordinator ONLY boxes.

### **Create TIDE Accounts**

User accounts are required for all school personnel who will be administering assessments, as well as any personnel who will be updating student records. Further information regarding creating and maintaining user accounts can be found in the *TIDE User Guide*, available on the Florida Statewide Assessments Portal.

### **Train School Assessment Coordinators and Technology Coordinators**

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 8. Stress the importance of having staff available to assist test administrators with technical issues, if necessary.

Also, stress the importance of school assessment coordinators training both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. State law requires the use of trained administrators to minimize test irregularities and possible test invalidations.

TIDE user accounts should be created for school assessment coordinators and school technology coordinators using the instructions found in the *TIDE User Guide*.

Review the following procedures when training school assessment coordinators:

- Completing the 2022–2023 Test Administration and Security Agreement and the Spring/Summer 2023 Test Administrator Prohibited Activities Agreement (These security agreements may be copied together as single-page, double-sided forms and must be filed at the school.)
- Verifying student information in TIDE
- · Adding new student information
- Administering practice test sessions
- Scheduling tests
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Recording the required administration information
- Completing Security Logs and seating charts with the required information (Completed Security Logs and seating charts are copied and filed at the school and district levels.)
- Printing test tickets
- Preparing testing room(s)

- Distributing test tickets
- Distributing planning sheets to test administrators
- Monitoring testing
- Creating requests in TIDE to re-open tests
- Providing correct accommodations to students
- Recording the accommodations provided to students and the accommodations used by students
- Storing, returning, or otherwise handling other materials, including used and unused planning sheets and test tickets according to your instructions
- Packaging materials in the District Assessment Coordinator ONLY boxes (see pages 35–36)

Prior to testing, ensure that your school assessment coordinators are aware of your district's policies regarding the following:

- How to handle the collection of electronic devices prior to testing
- Whether students should be allowed to submit their tests prior to the end of a test session and, if so, if those students should be allowed to read after their test materials have been collected
- How to contact you **immediately** if a technical disruption or misadministration occurs

User guides and other training resources are available on the portal.

### **Ensure Implementation of Accommodations**

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the test administration dates. To avoid potential test invalidations, ensure that accommodations are provided as indicated on student IEPs or Section 504 Plans. Documentation of accommodations provided to and used by students must be maintained at each school.

### **District Assessment Coordinator Responsibilities During Testing**

### **Monitor Test Administration and Maintain Test Security**

Be available during testing to answer questions from school assessment coordinators. Monitor each school to ensure that test administration and test security policies and procedures are followed.

Schools will submit re-open a test requests in TIDE for students who are locked out of a test and need to return to testing on the same day, and the district will be responsible for approving these requests. Contact FDOE or the Florida Help Desk for assistance with processing these requests.

### **Test Status Monitoring**

Student progress and test completion rates for tests can be monitored in TIDE. You should use Participation Reports, the Test Status Code Report, and Test Completion Rates in TIDE to track completion rates and determine which students still need to be tested. Further information on these reports can be found in the *TIDE User Guide*.

### **Communicate with FDOE**

Contact the Bureau of K–12 Student Assessment at 850-245-0513 if security breaches are reported or if you need guidance when test invalidation is being considered.

If testing is interrupted due to a technical issue or technology failure, please report the issue to the Bureau of K–12 Student Assessment immediately.

### **District Assessment Coordinator Responsibilities After Testing**

After testing, verify that school assessment coordinators have completed the following tasks:

- Filed the signed copies of the 2022–2023 Test Administration and Security Agreement and Spring/Summer 2023 Test Administrator Prohibited Activities Agreement
- Filed copies of the seating charts, Security Logs, and required administration information, and stored the originals, along with all used Writing Planning Sheets in the District Assessment Coordinator ONLY boxes
- Packaged, stored, and returned all materials, according to your instructions and the instructions in this manual

### **Securely Store District Assessment Coordinator ONLY Boxes**

If you instructed schools to return these boxes to you, open the boxes when you receive them, review the 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 Florida Statewide Assessments Portal. Complete the necessary investigation and file the records.

Verify that the Security Logs and seating charts were completed and file them. After testing, you may recycle or destroy any ancillary materials, such as manuals and used planning sheets.

If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

### **Appendix A: Accommodations**

### **Overview**

The information in this appendix is organized into sections by category (see table below).

Accommodations for Students with Disabilities	Page(s)
Test Accommodations for Students with Disabilities (General	43–44
Information)	
Accommodations for Students with Disabilities	44–47
Unique Accommodations	47
Accommodations for English Language Learners	
Accommodations for English Language Learners (ELLs)	47–48
Accommodations Instructions	
Instructions for Oral Presentation Accommodations	48–49

### Test Accommodations for Students with Disabilities (General Information)

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

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

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

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

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

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

### **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 Spring 2023 B.E.S.T. Writing Field Test. Not all allowable accommodations are listed.

### A. Flexible Presentation

- Oral presentation may be provided for the directions and prompts. Prompts may not be reworded, summarized, or simplified. Directions and prompts may be repeated as many times as a student requests.
- Signed presentation may be provided for the directions and prompts. Passages in Writing may **not** be signed to students. The test administrator or proctor may sign directions and prompts 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 and prompts 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 all allowable portions without request by a student and reading/signing only when a student requests.
- For students who have oral presentation of directions only, directions are the script and the bold text **before** test items.
- For computer-based test administrations, a student may use the text-to-speech (TTS) accommodation for oral presentation of B.E.S.T. Writing prompts. TTS will not be enabled on passages in B.E.S.T. Writing tests.
- For computer-based B.E.S.T. Writing test administrations, students who have text-to-speech may also receive Text-to-Speech on Writing Response.
- Test directions may be repeated, clarified, or summarized as many times as a student requests.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).
- A student may read aloud directions and prompts 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. Phrases that are determined to provide assistance to a student to produce or correct responses will result in test invalidation.
- 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).

- In the secure browser, all students can change the size of the text. This feature provides five options: No Zoom, Zoom 1 (1.5×), Zoom 2 (1.75×), Zoom 3 (2.5×), and Zoom 4 (3×). The No Zoom font size is determined by the default font size set for the student's device within the operating system.
- A student may use a straightedge to maintain or enhance visual attention to directions and prompts.
- 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.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions and prompts.

### **B.** Flexible Responding

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
  - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
  - If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation, capitalization, and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
- A student may use the speech-to-text tool in the secure browser. If a student is using speech-to-text through the secure browser, he or she must have the Speech-to-Text accommodation assigned to him or her in TIDE.
- A student receiving speech-to-text may also have Text-to-Speech on Writing Response enabled.
- 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 responding correctly. The test administrator should not monitor every student response, but may check occasionally during normal test administration monitoring.
- 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.
- A student may use a dry-erase board to plan or do his or her work as long as the board is cleaned thoroughly prior to each session and after each session so no marks can be seen. Also, if a student uses the dry-erase board in a way that other students can view what he or she is writing, the student must be tested individually.

### C. Flexible Scheduling

- A student may be administered a test during several brief periods within one school day, allowing frequent breaks. 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 the test.
- A student may be provided extended time to complete the test. 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 prior to the expiration of the extended time.
- All B.E.S.T. Writing Field Test administrations must be completed in one school day.

### **D.** Flexible Setting

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

- Students who use sign language as their primary means of communication may use an English/ sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
- Devices designed to check grammar or spelling must not be used.
- 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.
- Students who require the use of an electronic device for their Bluetooth hearing aids may have access to the device and use the Bluetooth hearing aids during test.
  - If these devices are used, the district must put a plan in place to ensure test security is not
    compromised. A test administrator must be able to monitor the student's use of the device at all
    times.
  - If a student with Bluetooth hearing aids also has a TTS accommodation, he or she may pair the hearing aids to the computer or device he or she is using for testing. To ensure that it can pair correctly, the student should take an accommodated practice test in the secure browser to ensure that the operating system allows the TTS tools to work with the student's Bluetooth hearing aids.

### **Unique Accommodations**

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/ or established test administration procedures.

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)**

Districts are required to offer accommodations to students identified as ELLs. The following are allowable accommodations for ELLs participating in the 2022–2023 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 serving as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

### B. Flexible Scheduling

- ELLs may take the test during several brief periods within one school day; however, each test must be completed within one school day.
- ELLs may be provided additional time to complete the test; however, each test 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 and prompts. This should **not** be interpreted as permission to provide oral presentation of prompts in English or in the student's heritage language. Assistance may **not** be provided for words or phrases in Writing passages.
- For students who are both ELLs and have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive **limited assistance** in their heritage language.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may
  answer specific questions about a word or phrase in a prompt 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
  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.

### **Instructions for Oral Presentation Accommodations**

Use the instructions below and on the following page when providing oral presentation of an assessment to eligible students who have the accommodation documented in an IEP or Section 504 Plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language.

**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 may be read aloud.
- 2. Passages may not be read aloud, with the exception of students who have been approved for a unique accommodation (see above).

### Example:

### **Writing Prompt**

Write an informational essay about the relationship between clothing styles and developments in clothing creation. Your essay must be based on ideas, concepts, and information from the "Clothing Over Time" passage set.

Manage your time carefully so that you can

- · read the passages;
- plan vour response;
- · write your response; and
- revise and edit your response.

### Be sure to

- use evidence from multiple sources; and
- · avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

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

Read the "Clothing Over Time" passage set.

### Directions may be read aloud.

### **Clothing Over Time**

### **Source 1: Ready-Made Clothing**

by National Institute of Standards and Technology

- Before the American Civil War, ready-made apparel existed but its variety was limited. Coats, jackets and undergarments were only available in predetermined sizes. Most clothing was made by tailors, by individuals, or by their family members at home. The Civil War was a pivotal event in the historical development of men's ready-made clothing. At the outset of the Civil War, most uniforms were custom-made in workers' homes under government contract. As the war continued, however, manufacturers started to build factories that could quickly and efficiently meet the growing demands of the military. These factories were able to make uniforms for a fraction of the cost of home sewers. Mass-producing uniforms necessitated the development of standard sizes. Measurements taken of soldiers revealed that certain sets of measurements tended to recur with predictable regularity. There were certain ratios of shoulder to waist measurements that occurred more frequently than others. After the war, these measurements were used to create the first commercial sizing scales for men. Today these ratios persist in names of fits and cuts in men's suits, shirts, and denim jeans. A men's store might offer a slim fit, a classic fit and a relaxed fit to suit various tastes and body types.
- The mass production of women's clothing developed more slowly. Women's outfits were generally custom-made well into the 1920s. At that point a number of factors came together to contribute to the success of the women's ready-made apparel industry. New industrial production techniques were developed, driving supply, and the advertising industry rose in prominence, driving sales. Most importantly, demand was created in the form of the rising urban professional class. Single and married women found themselves in new relationships to domestic life, work life, and fashion. Many spent less time in the home and all associated hand-made clothes with an older, more rural lifestyle. They no longer shopped at the town's general store for bolts of calico fabric. Chain stores and mail order catalogs offered multiple ways to access the new clothes. Ready-made articles of

Do **not** read anything in this portion aloud. (Writing passages may **not** be read aloud.)

### **Appendix B: Florida Help Desk**

### Florida Help Desk

Questions related to 2022–2023 Florida Statewide Assessments may be directed to the Florida Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

### Florida Help Desk Contact Information

Toll-Free Phone Support: 866-815-7246

Email Support: FloridaHelpDesk@CambiumAssessment.com

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 need immediate assistance, you may leave your cell phone number with the Help Desk for a return call as soon as possible. If you contact the Help Desk, you will be asked to provide as much detail as possible about the problem 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
- FLEID(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 (to individual machines or network)
  - Wired or wireless Internet network setup

### **Supported Operating Systems**

As a reminder, official technical support is provided only for the systems listed on the *Supported Devices* page on the Florida Statewide Assessments Portal.

### **Appendix C: Florida Test Security Statutes and Rule**

### **Florida Test Security Statutes**

### 1008.23 Confidentiality of assessment instruments.

- (1) All examination and assessment instruments, including developmental materials and workpapers directly related thereto, which are prepared, prescribed, or administered pursuant to ss. 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, 1008.22, 1008.25, and 1012.56 shall be confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution. Provisions governing access, maintenance, and destruction of such instruments and related materials shall be prescribed by rules of the State Board of Education.
- (2) (a) All examination and assessment instruments, including developmental materials and workpapers directly related thereto, which are prepared, prescribed, or administered by a Florida College System institution, a state university, or the Department of Education shall be confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution.
  - (b) Provisions governing access, maintenance, and destruction of the instruments and related materials identified under paragraph (a) shall be prescribed by rules of the State Board of Education and regulations of the Board of Governors, respectively.
- (3) This section is subject to the Open Government Sunset Review Act in accordance with s. 119.15 and shall stand repealed on October 2, 2026, unless reviewed and saved from repeal through reenactment by the Legislature.

History.—s. 369, ch. 2002-387; s. 56, ch. 2013-35; s. 1, ch. 2021-81.

### 1008.24 Test administration and security; public records exemption.

- (1) A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to ss. 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, 1008.22, 1008.25, and 1012.56, or, with respect to any such test, knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Fail to follow test administration directions specified in the test administration manuals; or
  - (g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.
- (2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.
- (3) (a) A school district may contract with qualified contractors to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.

- (b) A school district may use district employees, such as education paraprofessionals as described in s. 1012.37, to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, in accordance with this section and related rules adopted by the State Board of Education. The rules must establish training requirements that must be successfully completed by district employees prior to the employees performing duties pursuant this paragraph.
- (4) (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.
  - (b) The identity of a school or postsecondary educational institution, personal identifying information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.
- (5) Exceptional students with disabilities, as defined in s. 1003.01(3), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

History.—s. 370, ch. 2002-387; s. 1, ch. 2009-143; s. 7, ch. 2013-225; s. 1, ch. 2014-13; s. 8, ch. 2015-6; s. 10. ch. 2021-157.

### Florida State Board of Education Test Security Rule

### 6A-10.042 Test Administration and Security.

- (1) Tests implemented in accordance with the requirements of Sections 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, 1008.22, 1008.25, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.
  - (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.
  - (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.
  - (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.
  - (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.
  - (e) Examinees shall not be given answer keys by any person.
  - (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.
  - (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.
  - (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.
  - (i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, (http://www.flrules.org/Gateway/reference.asp?No=Ref-06180) incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.
- (2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:
  - (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.
  - (b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

- (c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.
- (d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.
- (e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.
- (f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.
- (3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.
- (4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.
- (5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.
  - (a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.
  - (b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.
  - (c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.
  - (d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.
  - (e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24, F.S. Law Implemented 1003.49, 1008.23, 1008.24, F.S. History—New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16, 3-15-22.

### **Appendix D: Forms and Signs**



### 2022–2023 Test Administration and Security Agreement

Florida State Board of Education Rule 6A-10.042, Florida Administrative Code, Test Administration and Security, was developed to meet the requirements of the Test Security Statutes, section 1008.23, Florida Statutes, Confidentiality of assessment instruments, and section 1008.24, Florida Statutes, Test administration and security; public records exemption, and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of any assessment required by Florida law, as described in the Rule. The Florida Test Security Statutes and State Board of Education Rule are located in the appendices of each test administration manual. Examples of prohibited activities are listed below:

- Reading or viewing the passages or test items
- Revealing the passages or test items
- Copying the passages or test items
- Explaining or reading passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Causing achievement of schools to be inaccurately measured or reported

Some allowable accommodations for ELLs, recently exited ELLs, or students with current IEPs or Section 504 Plans require test administrators to view test content or transcribe student responses. Test administrators are permitted to provide the accommodation(s) following the instructions provided by the department.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after each test administration.

Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

I understand that I must receive appropriate training regarding the administration of statewide assessments and must read the information and instructions provided in all applicable sections of the relevant test administration manual, including the Florida Test Security Statutes and State Board of Education Rule. I agree to follow all test administration and security procedures, applicable to my role, outlined in the manual, Statutes, and Rule.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

School Name and Number	Print Name	
	Signature	

Bureau of K–12 Student Assessment Florida Department of Education, 2023



### Spring/Summer 2023 Test Administrator Prohibited Activities Agreement

It is important for you, as a test administrator of Florida statewide assessments, to know that the following activities are prohibited. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law. Please read the following list of prohibited activities and sign your name on the signature line at the bottom of this page indicating that you understand these actions and their consequences.

I understand that before testing I may not:

- Leave test materials unattended
- Remove test materials from the school's campus
- Open and check through the test books
- Read test items or passages
- Copy, photocopy, scan, photograph, or record test content

I understand that during testing (including during breaks) I may not:

- Read test items as I monitor the room (except when providing allowable accommodations, as described in the 2022–2023 Statewide Assessments Accommodations Guide)
- Read student responses or materials (e.g., work folders, planning sheets) as I monitor the room
- Monitor students for use of testing strategies
- Coach students during testing regarding test-taking strategies
- Discuss the content of the test with anyone, including students or other school personnel
- Assist students in answering test items
- Give students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
- Give students more time than is allotted for the session (except when providing allowable accommodations, as described in the 2022–2023 Statewide Assessments Accommodations Guide)
- Encourage students to finish early
- Display or fail to cover visual aids (e.g., word lists, multiplication tables) that may help students
- Use my cell phone or other electronic device (except to monitor student progress or to contact the school assessment coordinator or technology coordinator in case of a technical issue or emergency), check email, grade papers, or engage in other activities that will result in my attention not being on students at all times
- Leave the room unattended for any period of time
- Allow students to talk or cause disturbances
- Allow students to use cell phones or other electronic devices, even if they have already finished their tests
- Instruct students to test in a session other than the one designated for that day/allotted testing time (going on to Session 2 during Session 1, reviewing work in Session 1 during Session 2)
- Administer the assessment to my family members

I understand that after testing I may not:

- Leave test materials unattended
- Remove test materials from the school's campus
- Read through student test documents or responses
- Change student answers
- Discuss the content of the test with anyone, including students or other school personnel

I acknowledge the information above and will not engage in any of the prohibited activities on this page.

■ Reveal the content of the test via electronic communication, including but not limited to email, text, or posting to social media (e.g., Facebook, Twitter, Instagram)

If you are administering a test to students with flexible responding or flexible presentation accommodations that require you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

Print Name:	-
Signature:	_ Date:



### **SECURITY LOG**

## Spring/Summer 2023 Florida Statewide Assessments

District:			School:	Test Administrator:	
Room I	Room Number:		Grade:	Session ID:	
Personr being in	nel in the testir the testing ro	ng room for <b>a</b> ı om (e.g., pro	Personnel in the testing room for <b>any</b> length of time must complete this log when entering and exiting being in the testing room (e.g., proctor, test administrator, principal observation, technology issue).	ng the ro	sure to indicate your role or purpose for
Date	Time In	Time Out	Role/Purpose in the Room	Print Name	Signature



## **ADMINISTRATION RECORD/SECURITY CHECKLIST**

Spring/Summer 2023 Florida Statewide Assessments

School Name/Number:

Test Administrator:

Date:

Session ID:

									Grade Level
									Student Last Name
									Student First Name
									FLEID
									Attendance*
									Accommodations Provided**
									Accommodations Used**
Time Test Administrator Received Secure Test Materials:									
0.1	Time Secure Test Materials Returned to School Assessment Coordinator:								

<sup>\*</sup> Attendance Codes: P = Present A = Absent W = Withdrawn P/I = Present but Invalidated

<sup>\*\*</sup> Accommodations Codes for ESE/504: 1-FP = Flexible Presentation; 1-FR = Flexible Responding; 1-FSC = Flexible Scheduling; 1-FSE = Flexible Setting; 1-AD = Assistive Devices Accommodations Codes for ELL: 2-FSC = Flexible Scheduling; 2-FSE = Flexible Setting; 2-AHL = Assistance in Heritage Language; 2-ADI = Approved Dictionary

### Spring 2023 Grades 4–10 B.E.S.T. Writing Field Test

### **Test Administrator Checklist**

<b>Before Testing:</b>	

	Read the test administration manual, the <i>Test Administrator User Guide</i> , and any local directions you have been given, and resolve any questions with your school assessment coordinator.
	If you are administering tests to students using computer-based accommodations, familiarize yourself with the appropriate script and instructions prior to test administration available on the Florida Statewide Assessments Portal, as well as with the accommodations information in the 2022–2023 Statewide Assessments Accommodations Guide, also available on the portal.
	Read the <i>Spring/Summer 2023 Test Security Policies and Procedures</i> section in the manual for the test(s) you are administering, as well as the Test Security Statutes and Rule (located in Appendix C), then sign the 2022–2023 Test Administration and Security Agreement.
	Read and sign the Spring/Summer 2023 Test Administrator Prohibited Activities Agreement.
	Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room.
	Ensure that you understand the process for recording required administration information during testing.
	Prepare a Security Log and a seating chart to be used in your testing room.
	If not provided by your school assessment coordinator, make copies of the Do Not Disturb sign, the Session signs (if applicable), the No Calculators sign (if applicable), and the Electronic Devices sign to post prior to testing.
	Assemble all materials needed for test administration.
	Ensure that students and their parents/guardians understand policies regarding electronic devices, leaving campus during testing, the Testing Rules Acknowledgment, and discussing test content after testing.
	If you are administering tests to students who require accommodations, discuss with your school assessment coordinator how accommodations will be provided and familiarize yourself with the accommodations information in the 2022–2023 Statewide Assessments Accommodations Guide on the portal.
	Ensure that you understand how to create, monitor, and stop test sessions in the TA Interface.
Duri	ng Testing:
	Keep time and maintain your seating chart and required administration information. On the seating chart, indicate which direction students are facing in the room with arrows.
	Ensure that proctors and anyone who enters your room for any length of time sign the Security Log for your testing room.
	Administer the test according to the directions in the appropriate administration script(s) and read the SAY boxes <b>verbatim</b> to students.
	Report any test irregularities or technical issues to your school assessment coordinator immediately.
After	r Testing:
	Verify that you have collected all required administration information, including accommodations provided to students and accommodations used by each student.
	Report any missing materials (test tickets, used Writing Planning Sheets) to your school assessment coordinator immediately.

Verify that your seating chart and Security Log have been completed correctly. Ensure seating charts indicate which direction each student is facing.
Organize test materials and return them to your school assessment coordinator.

### Spring 2023 Grades 4–10 B.E.S.T. Writing Field Test

### **School Assessment Coordinator Checklist**

### **Before Testing:**

	Carefully read the test administration manual and the following, as applicable, and resolve any questions you might have with your district assessment coordinator (all resources are available on the Florida Statewide Assessments Portal):
	Script and instructions for administering accommodations
	Test Administrator User Guide
	• TIDE User Guide
	<ul> <li>2022–2023 Statewide Assessments Accommodations Guide</li> <li>Any local directions you have been given</li> </ul>
	Read the <i>Spring/Summer 2023 Test Security Policies and Procedures</i> in the manual, then sign the
	2022–2023 Test Administration and Security Agreement.
	Ensure that test administrators read the test administration manual and the <i>Test Administrator User Guide</i> . Those administering computer-based accommodations must read the appropriate script and instructions for administering these tests. The script and instructions for administering computer-based accommodations are available on the portal.
	Train your test administrators and proctors and ensure that they, as well as all school administrators, sign a 2022–2023 Test Administration and Security Agreement. Also ensure that test administrators sign a Spring/Summer 2023 Test Administrator Prohibited Activities Agreement.
	Receive test materials from your district assessment coordinator. Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately.
	Communicate the process for collecting required administration information to your test administrators.
	Assign proctors, as needed.
	Ensure that appropriate test settings are available for all test sessions. Conduct a walk-through of all testing rooms to ensure visual aids are covered or removed.
	If any students who require accommodations are testing at your school, train test administrators on how accommodations will be provided. Information regarding accommodations is located in the 2022–2023 Statewide Assessments Accommodations Guide.
	Ensure that all students are uploaded into TIDE and assigned the correct test.
	Assign accommodations and verify student demographic information in TIDE.
	Work with your district assessment coordinator to ensure that test administrators have active usernames and passwords to log in to the TA Interface.
	Ensure that test administrators understand how to create, monitor, and stop test sessions in the TA Interface.
	Print test tickets to distribute to test administrators. Test tickets contain login information for students, and each student must have a test ticket to log in to an assessment. Refer to the <i>TIDE User Guide</i> for instructions.
Duri	ng Testing:
	Distribute test materials for students in each testing room immediately before testing is scheduled to begin. Do <b>not</b> distribute these materials ahead of time.
	Be available to answer questions from test administrators.
	Provide test administrators with additional materials, as necessary.

	Actively monitor each testing room to ensure that test administration and test security policies and procedures are being followed, accommodations are being administered correctly, seating charts and Security Logs are being properly completed, and required administration information is being collected.
	Arrange for and supervise make-up test administrations.
	Contact your district assessment coordinator if any test irregularities or security breaches occur.
	Monitor student progress and test completion rates in TIDE.
	Contact district staff and the Florida Help Desk immediately if technical issues arise.
After	· Testing:
	Verify that all distributed secure materials have been returned. Report missing materials to your district assessment coordinator and conduct the necessary investigation(s).
	Make copies of all collected required administration information, seating charts, and Security Logs, and file the copies. Ensure that seating charts indicate which direction each student is facing.
	Organize test materials and return them to your district assessment coordinator as indicated on pages 35–36.

### Spring 2023 Grades 4–10 B.E.S.T. Writing Field Test

### **District Assessment Coordinator Checklist**

<b>Before Testing:</b>		

	Carefully read the test administration manual and the <i>TIDE User Guide</i> , and resolve any questions with the Bureau of K–12 Student Assessment at FDOE.
	Train school assessment coordinators and technology coordinators. Ensure that they are aware of policies are procedures specific to this administration, including test session lengths.
	Receive test materials and make sure that each school receives the correct range of boxes.
	Communicate the process for collecting required administration information to your school assessment coordinators.
	Create or update School Administrator, School Assessment Coordinator, and Test Administrator accounts in TIDE.
	Ensure that appropriate test settings are provided and accommodations for eligible students are correctly implemented.
	Ensure that all school assessment coordinators, school administrators, technology coordinators, test administrators, and proctors have signed a 2022–2023 Test Administration and Security Agreement and that test administrators have signed a Spring/Summer 2023 Test Administrator Prohibited Activities Agreement.
Duri	ing Testing:
	Provide schools with additional materials, as necessary.
	Monitor schools to ensure that test administration and test security policies and procedures are followed.
	Be available during testing to answer questions from school personnel and technology coordinators.
	Communicate with the Bureau of K–12 Student Assessment, as needed, in the case of test irregularities, missing materials, and security breaches, or if you need guidance when test invalidation is being considered.
After	r Testing:
	Review the required administration information from your District Assessment Coordinator ONLY boxes, immediately report any missing materials to FDOE, and conduct any necessary investigations.
	Verify that seating charts and Security Logs were completed and file them.
	Store ancillary materials (e.g., seating charts) until after the administration is concluded.



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# No Electronic Devices Allowed



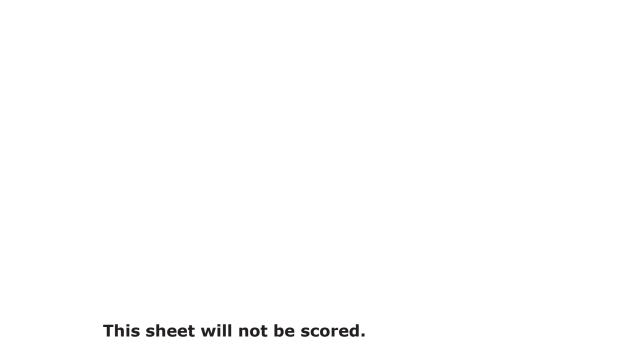


STUDENT NAME	
DATE	

### **WRITING PLANNING SHEET**

Use this sheet to plan what you will write. The writing on this sheet will **not** be scored.

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