FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Statewide Assessments Accommodations Guide

2023–2024

Grades 3–10 FAST ELA Reading and Mathematics,
FAST ELA Reading Retake, B.E.S.T. Writing,
End-of-Course Assessments,
Statewide Science, FSA Retakes,
and Florida Civic Literacy Exam

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The Florida Statewide Assessments

Introduction

The Bureau of K–12 Student Assessment is responsible for all aspects of Florida's K–12 statewide student assessment programs, including developing, administering, scoring, and reporting the results for assessments aligned to the Florida Standards and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, as well as assisting with the administration and reporting of several other K–12 student assessment programs. Services are provided both by Florida Department of Education (FDOE) staff and through various contracts with assessment vendors. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (see Section 1008.22, Florida Statutes). For more information about the statewide assessment program, see the department's webpage at **https://www.fldoe.org/accountability/assessments/**.

About This Guide

The purpose of this guide is to provide information and resources for the administration of statewide Florida Standards Assessments (FSA) Retakes, Science and Social Studies assessments, the Florida Civic Literacy Exam (FCLE), B.E.S.T. assessments, Grades 3–10 Florida Assessment of Student Thinking (FAST) progress monitoring (PM) assessments, and the FAST ELA Reading Retake to students with allowable accommodations. Test administrators and school assessment coordinators should use the information in this guide **as a supplement** to the test administration manuals for each administration, but not as a replacement for the manuals, as not all administration and policy information is included in this document.

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

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

All test administration manuals and other resources, including scripts for administering assessments with accommodations, are posted on the Florida Statewide Assessments Portal.

For information about accommodations for FAST K–2 Star assessments, please refer to the *K–2 Progress Monitoring Statewide Assessments Accommodations Guide*.

General Information about Accommodations

The following table lists available accommodations for each assessment.

Assessment	CBT Accommodations	PBT Accommodations
FAST 3–10 ELA Reading and Mathematics FAST ELA Reading Retake	Text-to-speech Masking	Regular print Large print One-item-per-page Contracted braille* Uncontracted braille*
B.E.S.T. Writing	Text-to-speech Masking Speech-to-text Text-to-Speech on Writing Response	Regular print Large print One-item-per-page Contracted braille Uncontracted braille
B.E.S.T. Algebra 1 EOC B.E.S.T. Geometry EOC FSA Algebra 1 EOC Retake	Text-to-speech Masking	Regular print Large print One-item-per-page Contracted braille* Uncontracted braille*
Biology 1, Civics, and U.S. History EOCs Florida Civic Literacy Exam (FCLE)	Text-to-speech Masking	Regular print Large print One-item-per-page Contracted braille* Uncontracted braille*
Grades 5 and 8 Science	N/A	Large print One-item-per-page Contracted braille* Uncontracted braille*
FSA ELA Writing Retake	Regular print passage booklet Large print passage booklet Speech-to-text Text-to-Speech on Writing Response Text-to-speech Masking	Regular print Large print One-item-per-page Contracted braille Uncontracted braille
FSA ELA Reading Retake	Regular print passage booklet Large print passage booklet Closed Captioning American Sign Language Text-to-speech Masking	Regular print Large print One-item-per-page Contracted braille Uncontracted braille

*Braille test forms are available in both UEB with Nemeth and UEB Math/Science.

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

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

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

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

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

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

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

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

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

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

Students with Disabilities

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

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

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

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

Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2023–2024 Florida Statewide Assessments. Not all allowable accommodations are listed. District assessment coordinators may contact the Bureau of K–12 Student Assessment to discuss questions regarding allowable accommodations.

A. Flexible Presentation

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include the following:
  - Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments.
  - Accommodations/assistive technology the student needs when using a computer or mobile device.
  - Training and services the student needs to successfully use a computer or mobile device in instruction/assessments.
  - The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future.
- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility for regular print test materials must be submitted to FDOE.
- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility for large print test materials must be submitted to FDOE.
- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.
- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, the ability to take pages out of the test document, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.

- A regular print or large print passage booklet may be requested for a student participating in a computer-based FSA ELA Reading Retake, FSA ELA Writing Retake, or B.E.S.T. Writing test. The passage booklet contains the passages only and does **not** contain prompts, test items, or answer choices. Student eligibility for passage booklets must be submitted to FDOE. (Passage booklets are not available for FAST assessments.)

- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in Writing and ELA Reading tests may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see page 10). Passages in Mathematics, Science, EOC assessments, or the FCLE **may** be read aloud. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Directions, prompts, items, and answer choices may be repeated as many times as a student requests.

- For students who have oral presentation of directions only, directions are the scripts and the bold text in the test and answer book (or test book) **before** test items.

- For computer-based test administrations, a student may use the text-to-speech (TTS) accommodation for oral presentation of prompts, items, and answer choices. TTS will not be enabled on passages in Writing and ELA Reading tests, with the exception of students who have been approved for a unique accommodation (see page 10).

- For computer-based Writing test administrations, students who have text-to-speech may also receive Text-to-Speech on Writing Response.

- American Sign Language (ASL) videos and Closed Captioning for FSA ELA Reading Retake audio content are available for eligible students who have these accommodations identified in their IEPs or Section 504 Plans.

- Dual monitors may be set up for an American Sign Language (ASL) accommodation, where the student will work on one monitor and have the ASL translator work from the other.

- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in Writing and ELA Reading tests may **not** be signed to students. Passages in Mathematics, Science, EOC assessments, or the FCLE **may** be signed. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Directions, prompts, items, and answer choices may be signed as many times as a student requests.

- For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include, but are not limited to, reading/signing all allowable portions without request by a student and reading/signing only when a student requests.

- Test directions may be repeated, clarified, or summarized as many times as a student requests.

- A student may be provided with a copy of directions from the test administration script that is read by the test administrator.

- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).

- A student may read aloud directions, passages, prompts, items, and answer choices to himself/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.

- Verbal encouragement (e.g., "keep working," "make sure to answer every question") may be used; however, it may not be used to assist a student in producing or correcting responses. 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 test items.

- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.

- Colored transparencies/overlays may be used.

- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.

- Positioning tools, such as a reading stand, may be used.

- A student may use a highlighter to highlight key words or phrases in directions, passages, prompts, items, and answer choices. In the Secure Browser, all students can use the highlighter tool. If a highlighter is used on a scannable document and the ink is visible on a response area (e.g., writing response, answer bubble), responses must be transcribed into a replacement document.

B. Flexible Responding

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.

  - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the responses of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.

  - If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation, capitalization, and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.

  - If a student taking a paper-based FSA ELA Writing Retake or B.E.S.T. Writing test provides a typed response or a large print response, a hand-written transcription of the response onto the paper-based test is not required. Directions for returning typed or large print Writing responses are included on pages 45–46 of this guide.

  - FDOE recommends that when transcribing a student response from one medium to the Data Entry Interface (DEI) for FAST and B.E.S.T. EOC assessments or regular print document for FSA Retakes, FCLE, EOCs, Statewide Science, and B.E.S.T. Writing assessments that one staff member transcribes the response and another staff member confirms the transcription.

- A student may use speech-to-text technology to record responses. Information for using speech-to-text technology is found on page 44. Additionally, for students taking computer-based Writing tests, speech-to-text is offered 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 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 entering answer choices correctly on a computer-based or paper-based test. The test administrator should not monitor every student response, but may check occasionally during normal test administration monitoring.

- A student may enter answers directly in a Science or FCLE test book. This would require that responses are then transcribed into an answer book by school/district personnel.

- A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

- A student may use a dry-erase board to plan or do their 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 they are writing, the student must be tested individually.

C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.

- A student may use a specific time of day for test sessions.

- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student's IEP or Section 504 Plan. **Extended time is not unlimited time;** it should align with the accommodation used regularly in the student's classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time. Each test session must be completed within one school day.

- A student with a flexible scheduling accommodation that requires more than one day to complete an FSA ELA Reading Retake, science, EOC, or FCLE test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:

  ▪ The student may not be permitted to change his or her responses to items that were completed on a previous day.

  ▪ The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

- ▪ The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should not be used. Clips must be removed after testing.

- A student with a flexible scheduling accommodation that requires more than one day to complete a FAST Reading or FAST Mathematics test session may participate in testing using paper-based test materials using the above procedures or may test on the computer. If testing on the computer, when returning to the test the next day, students will no longer have access to previously answered responses. If a student is testing over multiple days on computer and returns after 48 hours, the test will need to be reopened.

- All Writing administrations must be completed in one school day.

- Grade 8 students with extended time accommodations may be administered one Science session per day (students may test over 2 days).

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.

- A student may have preferential seating.

- 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 or noise-canceling headphones may be used to decrease auditory distractions.

- The opportunity for movement may be increased or decreased.

- Stimuli may be reduced (e.g., by limiting the number of items around the student's desk or computer station).

- White noise/sound machines or music that are approved by district/school coordinators may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

E. Assistive Devices and Tools

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

- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).

- Visual magnification and auditory amplification devices may be used.

- Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.

- A student may have stress-relieving aids, such as a stress ball, during the test administration.

- Students who use sign language as their primary means of communication may use an English/ sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.

- For Session 2 of the FSA Algebra 1 EOC Retake, a regular, large key/large display, or talking scientific calculator may be used.

- For Grade 6 FAST Mathematics, a four-function calculator is available in the online platform. A handheld calculator may be provided for students taking computer-based tests. For students testing with paper-based accommodations, a regular, large key/large display, or talking four-function calculator must be provided.

- For Grades 7–8 FAST Mathematics and the B.E.S.T. Algebra 1 and Geometry EOC assessments, a scientific calculator is available in the online platform. A handheld calculator may be provided for students taking computer-based tests. For students testing with paper-based accommodations, a regular, large key/large display, or talking scientific calculator must be provided.

- For Grade 8 Science and Biology 1 EOC Assessments, a regular, large key/large display, or talking four-function calculator may be used.

- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.

- A student may use blank mathematics grids/guides to organize mathematical computation.

- Multiplication charts/tables may not be used.

- Devices designed to check grammar or spelling must not be used.

- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used except when approved by FDOE for use with braille test materials. Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.

- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing.

- 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, they may pair the hearing aids to the computer or device they are 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. Paper-based accommodations are not unique accommodations and may be provided to eligible students.

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

Accommodations for English Language Learners (ELLs) and Recently Exited ELLs

Districts are required to offer accommodations to students identified as ELLs and any student who has exited from the ESOL program and is in the two-year follow-up period. The following are allowable accommodations for ELLs participating in Florida Statewide Assessments. For FAST assessments, these accommodations are to be offered for all progress monitoring windows: PM1, PM2, and PM3.

A. **Flexible Setting**

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

B. **Flexible Scheduling**

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

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

C. **Assistance in Heritage Language**

- ELLs and recently exited ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may **not** be provided for words or phrases in Writing and ELA Reading passages.

- For students who are ELLs or recently exited ELLs and who also have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive **limited assistance** in their heritage language.

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Writing and ELA Reading passages.

D. Approved Dictionary and Glossary

- ELLs and recently exited ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, in print, electronic, or digital format, such as those made available to ELLs and recently exited ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. If the dictionary, glossary, or website uses the Internet, schools must ensure that students have access only to the dictionary, glossary, or website that meets the requirements and does not have access to any other sites.

Oral Presentation Accommodations

The following read-aloud accommodations are available:

- **Writing**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions and prompt read aloud to them. See a Writing prompt example on page 35. The Writing test requires that students read a variety of texts and respond to what they have read. Because this portion of the test assesses reading skills as well as writing skills, the passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see following page).

- **ELA Reading**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions, test questions, and answer choices read aloud to them. The Reading passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see following page). Please see the *Instructions for Oral Presentation Accommodations* on pages 30–34 for more details about what content may be read aloud in Reading items.

- **Mathematics and Algebra 1 and Geometry EOCs**—All Mathematics and Algebra 1 and Geometry EOC directions, passages, test questions, and answer choices may be read aloud to students with this accommodation. See Mathematics examples beginning on page 36.

- **Statewide Science, Biology 1 EOC, Civics EOC, U.S. History EOC, and FCLE**—Grades 5 & 8 Science, Biology 1 EOC, Civics EOC, U.S. History EOC, and FCLE directions, passages, test questions, and answer choices may be read aloud to students with this accommodation. See examples on pages 41–43.

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

For a student to qualify for the unique accommodation that allows auditory presentation of Writing and Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. A student may also qualify for the unique accommodation that allows auditory presentation of Writing and Reading Passages if he or she has a documented deficit in decoding and is receiving evidence-based intervention in addition to core instruction. These unique accommodations must be submitted every school year by the district assessment coordinator to FDOE for approval.

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

Computer-Based Accommodations

The CBT accommodations listed on page 2 are available for students who have these accommodations specified on their IEPs or Section 504 Plans.

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

Student Eligibility for Paper-Based Accommodations

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

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

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

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

School Assessment Coordinator Responsibilities and Instructions

Ensure Implementation of Accommodations

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

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

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

Receive and Maintain Test Materials

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

- Regular Print test documents
- Large Print test materials
- Contracted Braille test materials
- Uncontracted Braille test materials
- One-Item-Per-Page test materials

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

- FSA ELA Writing Retake Passage Booklets
- FSA ELA Reading Retake Passage Booklets
- B.E.S.T. Writing Passage Booklets

Please see the instructions in the most recent test administration manual for information about returning used and unused secure materials to DRC, Pearson, and your district assessment coordinator.

Security Numbers

All regular print, large print, braille, and one-item-per-page test materials, as well as passage booklets and audio passage transcripts, are secure documents and must be protected from loss, theft, or reproduction in any medium. A unique identification number and barcode are printed on the cover of all secure test materials. Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration, and until the time they are returned to the contractor.

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

Additional Materials

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

- Test tickets (CBT only)
- Headphones/earbuds (CBT – FSA ELA Reading Retake and **all** text-to-speech forms)
- Microphone (CBT – Writing speech-to-text forms)
- Writing Planning Sheets (Writing only, CBT and PBT)
- CBT Worksheets (CBT ELA Reading, Civics EOC, and U.S. History EOC only)
- CBT Work Folders (Algebra 1, Geometry, and Biology 1 EOC only)
- Approved four-function or Scientific Calculators for select FAST Mathematics assessments, including large key/large display, or talking calculators for paper-based accommodations only (See page 9 for more information.)
- Approved four-function calculators, including large display/talking calculators (Grade 8 Science and Biology 1 EOC only – optional for Biology 1 EOC CBT)

Complete Tasks in TIDE

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

Student Demographic Information

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

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

Student Demographics Panel in TIDE

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

Primary Exceptionality

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

Primary Exceptionality Classifications

Description	Code
Orthopedically Impaired	C = OI
Speech Impaired	F = SI
Language Impaired	G = LI
Deaf or Hard of Hearing	H = DHH
Visually Impaired	I = VI
Emotional/Behavioral Disability	J = EBD
Specific Learning Disability	K = SLD
Gifted	L = GIF
Hospital/Homebound	M = HH

Description	Code
Dual-Sensory Impaired	O = DSI
Autism Spectrum Disorder	P = ASD
Traumatic Brain Injured	S = TBI
Other Health Impaired	V = OHI
Intellectual Disability	W = InD

Section 504

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

Testing Accommodations Listed on IEP or Section 504 Plan

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

Test Indicator/Online Indicator

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

ESE/Section 504 Plan and ELL Accommodation Types

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

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

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

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

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

For ESE/Section 504 Plan students:
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

For ELL or recently exited ELL students:
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

Mark Computer-Based Accommodations

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

- For Text-to-Speech, Speech-to-Text, Text-to-Speech on Writing Response, Masking, ASL Videos, and Closed Captioning, selecting these accommodations for a student in TIDE will enable the appropriate tools and content on that student's test form in the student interface.
- For FSA ELA Retake or B.E.S.T. Writing Passage Booklets, selecting these accommodations for a student in TIDE will ensure the student is assigned the correct test form in the student interface that matches the booklets.

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

Arrange Practice Sessions

Paper-Based Practice Activities

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

- Paper-based sample/practice tests and answer keys

These materials are available on the portal.

Practice Test Sessions for Computer-Based Tests

Students who require CBT accommodations (e.g., text-to-speech, masking) should complete the appropriate accommodated practice test(s). See the *Practice Tests and Sample Test Materials User Guide* for information about creating practice test sessions in the TA Training Site.

Required Administration Information

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

Seating Charts

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

Additional Information for PBT Administrations

Preidentified (PreID) Student Labels

PreID labels **must** be applied to all regular print, scorable test documents. For some spring administrations, the preidentification information provided by districts is used to print PreID labels and rosters. For fall, winter, and summer administrations, as well as FSA Retake, FAST Grades 3–10 ELA Reading, FAST Grades 3–8 Mathematics, and FCLE administrations in spring, On-Demand PreID Labels must be printed locally. School staff may verify and apply labels no sooner than one week prior to testing.

On-Demand PreID Labels

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

Affix PreID Labels

Please adhere to the following policies when preparing student materials:

- Do not use student labels from previous administrations.
- Ensure that the administration or subject (e.g., Spring 2024 FSA ELA Writing Retake, Summer 2024 Biology 1 EOC) is correctly indicated on the PreID label.
- Test tickets and colored return labels must not be applied to test documents.
- Only the school assessment coordinator and other authorized school personnel may prepare materials and affix PreID labels. Sealed test documents must not be opened.
- Students and unauthorized school personnel are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- The *Test Materials Chain of Custody Form* must be maintained at all times to track test materials with security barcodes.
- The PreID label number below the barcode must be readable. Be sure that the printer setting for "Fit to Print" is unchecked. Check that the barcodes are not faded or torn.
- Affix labels in the box on the student demographic page that states "APPLY PREID LABEL HERE."
- All secure materials must be returned to locked storage and remain there until testing begins.

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

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.

2. For spring administrations where PreID labels are provided, verify the information on the PreID roster against the school's student information database. It is not necessary to verify the labels against the roster because the same data file was used to create both.

3. If any information other than the FLEID is blank or incorrect on the PreID label, the information should be entered or edited in TIDE, but the label may still be used. If the **FLEID** is **incorrect**, a new student record **must** be created in TIDE and a new label must be printed and applied directly over the incorrect label.

4. Carefully place the label on the demographic page in the box that states "APPLY PREID LABEL HERE." Do not place the label over the student write-in fields on the test document. Ensure that the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.

5. Do not remove labels once they have been affixed. If the FLEID on a label is incorrect or the incorrect subject label is applied, a new label must be printed and applied directly over the incorrect label.

Assessment Viewing Application (AVA)

The Assessment Viewing Application (AVA) website must be used to provide access to audio content for students taking paper-based versions of the FSA ELA Reading Retake.

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

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

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

- **Accommodated Form**—Any student who requires access to ASL videos or Closed Captioning will use the accommodated form in AVA.

- **Non-Accommodated Form**—All other students who need access to audio or animation only will use the non-accommodated form in AVA.

For more information about AVA, please refer to the *AVA User Guide*.

Test Group Codes

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

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

Test group codes are not used for FAST or B.E.S.T. EOC paper-based adminstrations.

Test Administrator Responsibilities and Instructions

Remember, prior to testing you must:

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

- Read, sign, and return a *Test Administrator Prohibited Activities Agreement*.

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

Ensure Implementation of Accommodations

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

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

- You must be properly trained in providing the appropriate accommodations to students. If no trained personnel are available to provide accommodations to students, delay student testing until trained administrators are available.

- Proctors must be made aware of the accommodations being provided in the testing room.

- Care must be taken to ensure that students in a testing room are not provided accommodations not listed on their plans. For instance, students who do not have a read-aloud accommodation should not be tested in a room where content is being read aloud to students with this accommodation.

- If you will provide a read-aloud accommodation for a student(s), please reference the *Instructions for Oral Presentation Accommodations* on pages 30–43 for guidance.

- For students with flexible scheduling, you must be aware of the exact amount of extended time each student will receive. In addition, you must be aware of security procedures during extended breaks (e.g., materials return, no student access to electronic devices).

- When testing students who are allowed certain accommodations, you may need to modify the administration scripts (e.g., change timing references if students have an extended time accommodation). It is especially important that you review the scripts before testing begins to determine the necessary modifications. Scripts for accommodated assessments are available on the Florida Statewide Assessments Portal.

Test Administration Information

Please refer to the test administration manual for the current administration for specific test administrator instructions.

Assessment Viewing Application (FSA ELA Reading Retake PBT only)

The Assessment Viewing Application (AVA) website must be used to provide access to audio content for students taking paper-based versions of the FSA ELA Reading Retake.

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

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

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

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

Please access the *AVA User Guide* for more detailed information and instructions.

Test Group Codes

Your school assessment coordinator will provide you with a unique four-digit test group code for each paper-based test. The test group code is used as a security measure to identify groups of students tested together. You will need to post the test group code at the beginning of the test session, as indicated in the test administration script, and record the code with your required administration information and on your seating chart. For two-session tests, you will use the same code for all sessions. Test group codes are not used for FAST or B.E.S.T. EOC paper-based adminstrations.

Receive Materials

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

Assemble Computer-Based Test Materials

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

- Test Tickets
- Writing Planning Sheets
- CBT Worksheets
- CBT Work Folders
- Headphones/Earbuds (FSA ELA Reading Retake and all text-to-speech forms)

- Microphone (CBT – Writing speech-to-text forms)
- FSA ELA Reading Retake Passage Booklets
- FSA ELA Writing Retake Passage Booklets
- B.E.S.T. Writing Passage Booklets
- Reference Sheets or Periodic Tables (Grades 4–8 Mathematics and Algebra 1, Geometry, and Biology 1 EOCs only—optional)
- Approved four-function or Scientific Calculators for select FAST or B.E.S.T. Mathematics assessments, including large key/large display, or talking calculators for accommodations only (See page 9 for more information.)
- Approved four-function calculators, including large display/talking calculators (Biology 1 EOC only—optional)

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

Assemble Regular Print Materials

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

- FSA ELA Writing Retake Test and Answer Books
- FSA ELA Reading Retake Test and Answer Books
- FAST ELA Reading Test and Response Books
- FAST Mathematics Test and Response Books
- FAST ELA Reading Retake Test and Response Books
- Algebra 1 and Geometry EOC Test and Response Books
- Biology 1, Civics, and U.S. History EOC Test and Answer Books
- FCLE Test Books and Answer Books
- Grade 5 Science Test Books and Answer Books
- Grade 8 Science Test Books and Answer Books
- Periodic Tables (Grade 8 Science and Biology 1 EOC)
- Writing Planning Sheets (Writing only)
- Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 9 for more information.)
- Approved four-function calculators, including large display/talking calculators (Grade 6 FAST Mathematics, Grade 8 Science, and Biology 1 EOC only)
- Reference Sheets (Grades 4–8 Mathematics and Algebra 1 and Geometry EOCs only—optional)

For regular print paper-based administrations, follow the instructions in the appropriate manual or PBT accommodated script, both located on the portal, and read the scripts **verbatim** to students.

Assemble Large Print Materials

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

For Administering FSA Retake, B.E.S.T. Writing, Science and Social Studies, or FCLE Assessments

Students using large print materials record their responses directly in the large print test documents. A regular print document (Form 1) is also included in each large print test materials kit. **School/district personnel must transcribe student responses into the regular print document, apply a PreID label to the regular print document, and ensure that all information on the front of each student's regular print document has been filled in accurately.** Large print test documents that are not transcribed into a regular print documents with correct PreID labels will likely fall into late reporting.

Assemble the following large print test materials:

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test and Answer Books (or Regular Print Answer Document for Grades 5 & 8 Science and FCLE)
  - Special Document Return Envelopes
  - Approved Regular Four-Function Calculator (Grade 8 Science, and Biology 1 EOC only), including large key/large display, or talking calculators (See page 9 for more information.)

- **Student**
  - Large Print Test and Answer Books
  - Large Print Writing Planning Sheets
  - Large Print *Periodic Table of the Elements* (Grade 8 Science and Biology 1 EOC only)
  - Approved four-function calculators, including large key/display, or talking calculators (Grade 8 Science, and Biology 1 EOC only)

For Administering FAST and B.E.S.T. EOC Assessments

Students using large print materials record their responses directly in the large print test documents. **School/district personnel must enter student responses into the Data Entry Interface (DEI).** Large print test documents that are not entered into the DEI may not receive a score.

Assemble the following large print test materials:

- **Test Administrator**
  - Required Administration Information
  - Approved Regular Four-Function Calculator (Grade 6 FAST Mathematics) or Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 9 for more information.)

- **Student**
  - Large Print Test and Response Books
  - Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 9 for more information.)
  - Approved four-function calculators, including large key/display, or talking calculators (Grade 6 FAST Mathematics only)

Large Print Scripts

You will use the applicable paper-based test administration scripts provided in the manual or on the portal to administer assessments to students using large print materials.

- **Modification for FCLE, Grade 5 Science, and Grade 8 Science**
  - Test directions on the top page 4 of the FCLE, Grade 5 Science, and Grade 8 Science Test Books are changed in the Large Print Test and Answer Book to read: "Read each item carefully. Use the space in this Test and Answer Book to do your work as needed. Then, mark your answer directly in this Test and Answer Book by circling the answer you have chosen. If you change your answer, be sure to erase completely."

Prepare Student Large Print FSA Retake, B.E.S.T. Writing, Science and Social Studies, or FCLE Assessments Documents

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

PreID labels must be applied and all information on the front of each student's regular print document must be filled in accurately and completely. For information about PreID labels, see pages 18–19 of this guide.

Prepare Student Large Print FAST and B.E.S.T. EOC Assessments Documents

Ensure the student name is written on the front cover of the large print test and response book. PreID labels are not required for FAST or B.E.S.T. EOC large print test and response books.

Transcribe Large Print FSA Retake, B.E.S.T. Writing, Science and Social Studies, or FCLE Assessments Student Responses

Students using large print materials will record their responses directly in the large print test and answer book. School/district personnel **must** transcribe the student's responses from the large print test and answer book into the **regular print document** included in the student's return envelope using a number 2 pencil. It is recommended that one school/district staff member transcribes the student's responses into the regular print document and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student's regular print document (Form 1) has been filled in accurately and completely before placing it in the student's Special Document Return Envelope. For large print FSA ELA Writing Retake responses, there is an option to photocopy students' responses instead of transcribing by hand. See the Directions for Returning Large Print Writing Responses section on page 47 for further instructions on this process.

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

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

Transcribe Large Print FAST and B.E.S.T. EOC Student Responses

Students using large print materials will record their responses directly in the large print test and response book. School/district personnel **must** enter the student's responses from the large print test and response book into the Data Entry Interface (DEI). It is recommended that one school/district staff member enters the student's responses into the DEI and another staff member reviews the entries to ensure accuracy.

Flexible responding accommodations should be provided as necessary to eligible students using large print materials to ensure that student responses are recorded correctly. If a student using large print materials provides verbal or signed responses, you may record the student's responses directly into the DEI or you may record the student's responses in the large print test and response book and then the responses must be transcribed into the DEI for scoring.

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

Assemble One-Item-Per-Page Materials

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

For Administering FSA Retake, B.E.S.T. Writing, Science and Social Studies, or FCLE Assessments

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and answer books. A regular print document (Form 1) is also included in each one-item-per-page test materials kit. **School/district personnel must transcribe student responses into the regular print document, apply a PreID label to the regular print document, and ensure that all information on the front of each student's regular print document has been filled in accurately.** One-item-per-page test and answer books that are not transcribed into regular print documents with correct PreID labels will likely fall into late reporting.

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

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test and Answer Books (or Regular Print Answer Document for Grades 5 & 8 Science and FCLE)
  - Special Document Return Envelope
  - Approved Regular Four-Function Calculator (Grade 8 Science and Biology 1 EOC only), including large key/large display, or talking calculators (See page 9 for more information.)

- **Student**
  - One-Item-Per-Page Test and Answer Books
  - Writing Planning Sheets

- *Periodic Table of the Elements* (inside the one-item-per-page test book) (Grade 8 Science and Biology 1 only)
- Approved four-function calculators, including large display/talking calculators (Grade 8 Science and Biology 1 EOC only)

For Administering FAST and B.E.S.T. EOC Assessments

Students using one-item-per-page materials record their responses directly in the one-item-per-page print test documents. **School/district personnel must enter student responses into the Data Entry Interface (DEI).** One-item-per-page test documents that are not entered into the DEI may not receive a score.

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

- **Test Administrator**
  - Required Administration Information
  - Approved Regular Four-Function Calculator (Grade 6 FAST Mathematics) or Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 9 for more information.)

- **Student**
  - One-Item-Per-Page Test and Response Books
  - Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 9 for more information.)
  - Approved four-function calculators, including large key/display, or talking calculators (Grade 6 FAST Mathematics only)

One-Item-Per-Page Script

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

- **Modification for Biology 1**
  - Remove the *Periodic Table of the Elements* from the one-item-per-page test and answer book by opening the binder rings and instruct students to refer to the periodic table at any time during the test.

- **Modification for FCLE, Grade 5 Science, and Grade 8 Science**
  - Test directions on the top of page 4 of the FCLE, Grade 5 Science, and Grade 8 Science Test Books are changed in the Large Print Test and Answer Book to read: "Read each item carefully. Use the space in this Test and Answer Book to do your work as needed. Then, mark your answer directly in this Test and Answer Book by circling the answer you have chosen. If you change your answer, be sure to erase completely."

- **Modification for All Subjects**
  - Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test and answer book. The box in the upper right corner of the title page must be completed by each student, and school/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print document has been filled in accurately and completely.

- Omit instructions to grid the test group code, if applicable. School staff should grid the appropriate test group code(s) on the front of each student's regular print document.
- Omit instructions to remove the seal. The one-item-per-page test and answer books do not contain seals.
- Refer to or distribute the appropriate page(s) to students as the remaining directions in the scripts are read aloud.

Prepare Student One-Item-Per-Page FSA Retake, B.E.S.T. Writing, Science and Social Studies, or FCLE Assessments Documents

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

PreID labels must be applied and all information on the front of each student's regular print document must be filled in accurately and completely. For information about PreID labels, see pages 18–19 of this guide.

Prepare Student One-Item-Per-Page FAST and B.E.S.T. EOC Assessments Documents

Ensure the student name, school name, and district name is written on the front cover of the one-item-per-page test and response book. PreID labels are not required for FAST or B.E.S.T. EOC one-item-per-page test and response books.

Transcribe One-Item-Per-Page FSA Retake, B.E.S.T. Writing, Science and Social Studies, or FCLE Assessments Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and answer book. School/district personnel **must** transcribe the student's responses from the one-item-per-page test and answer book into the **regular print document** included in the student's return envelope using a number 2 pencil. It is recommended that one school/district staff member transcribes the student's responses into the regular print book and another staff member reviews the transcription to ensure accuracy. School/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print document (Form 1) has been filled in accurately and completely, and transcribe the student's responses into the regular print document before placing it in the student's Special Document Return Envelope.

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

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

Transcribe One-Item-Per-Page FAST and B.E.S.T. EOC Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and response book. School/district personnel **must** enter the student's responses from the one-item-per-page test and response book into the Data Entry Interface (DEI). It is recommended that one school/district staff member enters the student's responses into the DEI and another staff member reviews the entries to ensure accuracy.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses are recorded correctly. If a student using one-item-per-page materials provides verbal or signed responses, you may record the student's responses directly into the DEI or you may record the student's responses in the large print test and response book and then the responses must be transcribed into the DEI for scoring.

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a one-item-per-page test and answer book), make sure that **all** of the student's responses are in **one** document type, and then enter or return the student's responses according to the return instructions for that document type.

Assemble Braille Materials

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

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

Assemble the following braille test materials:

- **Test Administrator**
  - ▪ Braille Scripts
  - ▪ Braille Notes
  - ▪ Required Administration Information
  - ▪ Regular Print Test and Answer Books (or Regular Print Answer Document for Grades 5 & 8 Science and FCLE or Regular Print Test and Response Books for FAST and B.E.S.T. EOC)
  - ▪ Special Document Return Envelopes

- **Student**
  - ▪ Braille Test Books
  - ▪ Braille Paper (for student responses)
  - ▪ Braille Writing Planning Sheets
  - ▪ Braille Testing Rules Acknowledgment Sheet
  - ▪ Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 9 for more information.)
  - ▪ Approved four-function calculators, including large display/talking calculators (Grade 6 FAST Mathematics, Grade 8 Science, and Biology 1 EOC only)

Braille Scripts and Braille Notes

You will use the braille scripts provided with the braille test materials to administer the assessments to students using braille materials. It is important that you review the braille scripts before testing begins. Braille scripts are also available on the portal.

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

Prepare Student Braille Documents

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

PreID labels must be applied and all information on the front of each student's regular print document must be filled in accurately and completely. For information about PreID labels, see pages 18–19 of this guide.

Braille Student Responses

Students who use braille materials will record their responses on braille paper. The contractor will transcribe the student's responses from the braille paper into the regular print document. School/district personnel must apply a PreID label and ensure that information on the front of each student's regular print document has been filled in accurately and completely before placing it, along with the braille book and answer sheets, in the student's Special Document Return Envelope.

If a student using braille materials provides verbal or signed responses, you will record the student's responses in the regular print test and answer book (or regular print answer document for Grades 5 & 8 Science and FCLE or Regular Print Test and Response Book for FAST and B.E.S.T. EOC) provided for the student. Include the student's braille test materials and the regular print document containing his or her responses in the student's Special Document Return Envelope(s).

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

Instructions for Oral Presentation Accommodations

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

For students with the oral presentation accommodation taking Mathematics, Algebra 1 EOC, Geometry EOC, Grades 5 & 8 Science, Biology 1 EOC, Civics EOC, U.S. History EOC, or the FCLE, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/incorrect response.

Passages in Writing and ELA Reading tests may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation. For a student to qualify for the unique accommodation that allows auditory presentation of Writing and ELA Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. A student may also qualify for the unique accommodation that allows auditory presentation of Writing and Reading Passages if he or she has a documented deficit in decoding and is receiving evidence-based intervention in addition to core instruction. These unique accommodations must be submitted every calendar year by the district assessment coordinator to FDOE for approval.

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

Please note the following for Writing and ELA Reading assessments.

1. Directions, test questions, prompts, and answer choices may be read aloud.

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

3. When passages or excerpts from passages appear within items, the following rules apply:

   • Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.

   • Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.

   • More than two lines from a poetry passage that appear in an item may **not** be read aloud.

   • Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.

   • Excerpts within editing task choice items, regardless of how long they are, may **not** be read aloud.

FSA ELA Retake Examples

Example:

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

← Directions may be read aloud.

> People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in <u>people</u> awe, wonder, and even delight. Some of the Sun's optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn't make them any less breathtaking.
>
> Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun's light rays are bent, reflected, and <u>split</u> into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.
>
> Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called a parhelion, a mock sun, or <u>referred to as a sundog</u>. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the <u>halo</u> these bright spots are known as sundogs.

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

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

← Directions may be read aloud.

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

 Ⓐ   people:
 Ⓑ   people,
 Ⓒ   people;
 Ⓓ   correct as is

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

 Ⓐ   they split
 Ⓑ   it splits
 Ⓒ   splits
 Ⓓ   correct as is

16. Part A

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

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

Part B

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

 Ⓐ   halo,
 Ⓑ   halo;
 Ⓒ   halo/
 Ⓓ   correct as is

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

Example:

> **Now answer Numbers 19 through 22. Choose the correct word or phrase for each of the following.**

⟵ Directions may be read aloud.

19. Choose the sentence that uses pronouns correctly.

Ⓐ While theater doesn't fascinate everyone, many people love it.

Ⓑ While theater doesn't fascinate everyone, many people love these.

Ⓒ While theater doesn't fascinate everyone, many people love those.

Ⓓ correct as is

20. Choose the correct spelling.

Ⓐ indevidual

Ⓑ individual

Ⓒ individule

Ⓓ correct as is

21. Choose the correct way to complete the sentence.

Ⓐ mistakes because they will have to think on their feet to fix them.

Ⓑ mistakes. Because they will have to think on their feet to fix them.

Ⓒ mistakes, because they will have to think on their feet to fix them.

Ⓓ correct as is

22. Choose the sentence that corrects the unclear pronoun.

Ⓐ Both the teachers and the classes are popular, and who are experts in their field.

Ⓑ Both the teachers and the classes are popular, and both are experts in their field.

Ⓒ Both the teachers and the classes are popular, and the students are experts in their field.

Ⓓ Both the teachers and the classes are popular, and the teachers are experts in their field.

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

FSA ELA Reading Retake and FAST ELA Reading Examples

Example:

> Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.

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

> "Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're <u>good to go</u>!" (paragraph 6)

⟵ Everything in this portion of the item may be read aloud. (An individual sentence from a passage that appears in an item may be read aloud.)

Ⓐ okay to leave

Ⓑ able to learn quickly

Ⓒ able to begin

Ⓓ prepared to travel

Ⓔ ready to start to learn

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

Example:

> **Part A**
>
> Fill in the circle **before** the sentence that shows how the author supports the idea that students who live far from each other can learn together.
>
> Ⓐ She tells about why students should learn online.
> Ⓑ She shares details about the way students learn online.
> Ⓒ She gives examples of how online learning helps students.
> Ⓓ She explains that the online classroom is only for a short time.
>
> **Part B**
>
> Fill in the circle **before** the two sentences that support the answer in part A.

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

> Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class he or she is taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.

Do **not** read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may **not** be read aloud.)

Example:

> **Part A**
>
> How has learning from distant places changed over time?
>
> Ⓐ Students can ask questions and get answers faster.
> Ⓑ Students can hear their teacher during the same class time.
> Ⓒ Students use the mail to receive and send work.
> Ⓓ Students live far apart from their classmates.
>
> **Part B**
>
> Select one sentence that supports the answer in part A.

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

> Ⓐ "The students can live in one country, and the teacher can be located in a different country."
> Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
> Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
> Ⓓ "Everyone can see and hear everything that's being said as it happens."
> Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."

Everything in this portion of the item may be read aloud. (Individual sentences from a passage that appear in an item may be read aloud.)

Instructions for Oral Presentation Accommodations

Example:

> Select the lines from Passage 2 that develop the speaker's desire for adventure.

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

> ☐ Three of us afloat in the meadow by the swing,
>   Three of us aboard in the basket on the lea.
>   Winds are in the air, they are blowing in the spring,
>   And waves are on the meadow like the waves there are at sea.
>
> ☐ Where shall we adventure, to-day that we're afloat?
>   Wary of the weather and steering by a star?
>   Shall it be to Africa, a-steering of the boat,
>   To Providence, or Babylon, or off to Malabar?
>
> ☐ Hi! but here's a squadron a-rowing on the sea—
>   Cattle on the meadow a-charging with a roar!
>   Quick, and we'll escape them, they're as mad as they can be,
>   The wicket is the harbour and the garden is the shore.

← Do **not** read anything in this portion of the item aloud. (More than two lines from a poetry passage that appear in an item may not be read aloud.)

Example:

> Read this excerpt from Passage 2.
>
> Our little isle is green and breezy,
> Come and rest thee! O come hither,

← Everything in this portion of the item may be read aloud. While the excerpt contains more than one sentence, there are only two lines of poetry included. Two lines or fewer may be read aloud.

> Which set of contrasting ideas does this excerpt best portray?
>
> Ⓐ the harshness of the sea and the peace of the island
> Ⓑ the ugliness of the ship and the beauty of the island
> Ⓒ the comfort of home and the toughness of the open sea
> Ⓓ the excitement of the battlefield and the dullness of the sea

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

Example:

> Which lines from Passage 2 illustrate the harshness of the sea?

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

> Ⓐ The sea is lonely, the sea is dreary,/The sea is restless and uneasy;/Thou seekest quiet, thou art weary, (lines 1–3)
> Ⓑ As the dark waves of the sea/Draw in and out of rocky rifts,/Calling solemnly to thee (lines 12–14)
> Ⓒ With voices deep and hollow,—/"To the shore/Follow! O, follow! (lines 15–17)
> Ⓓ To be at rest among the flowers;/Full of rest, the green moss lifts,/As the dark waves of the sea (lines 10–12)

← Do **not** read anything in this portion of the item aloud. (More than two lines from a poetry passage that appear in an item may not be read aloud. Lines of poetry in this item are denoted by slashes.)

Writing Example

Example:

<table>
<tr>
<td>

Writing Prompt

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Manage your time carefully so that you can

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

Be sure to include

- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

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

</td>
<td>

Everything in this section may be read aloud. The passages may not be read aloud.

</td>
</tr>
</table>

Mathematics and Algebra 1 and Geometry EOC Examples

For students with an oral presentation accommodation taking Mathematics or Algebra 1 and Geometry EOCs, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, and graphs described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

Example:

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

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

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

Height of Max's Classmates

Height (inches)

Height (inches)

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

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

Example:

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

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

→ Everything in this portion may be read aloud.

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

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

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

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

Instructions for Oral Presentation Accommodations

Example:

| A figure is shown. | ← | Everything in this portion may be read aloud. |

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

| What is the measure, in degrees, of the shaded angle? | ← | Everything in this portion may be read aloud. |

Example:

| Maurice and Gina each have a container of water, as shown. | ← | Everything in this portion may be read aloud. |

Maurice   **Gina**

25 L   25 L

20   20

15   15

10   10

5   5

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

| What is the difference, in liters (L), between the amounts of water in their containers? | ← | Everything in this portion may be read aloud. |

Instructions for Oral Presentation Accommodations

Example:

| Polygon *ABCDE* is shown on the coordinate grid. | ← | Everything in this portion may be read aloud. |

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

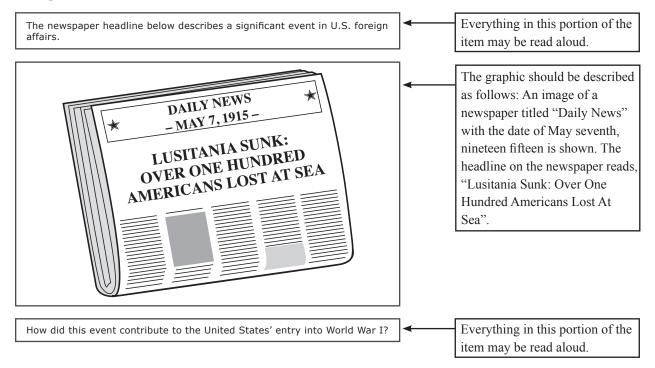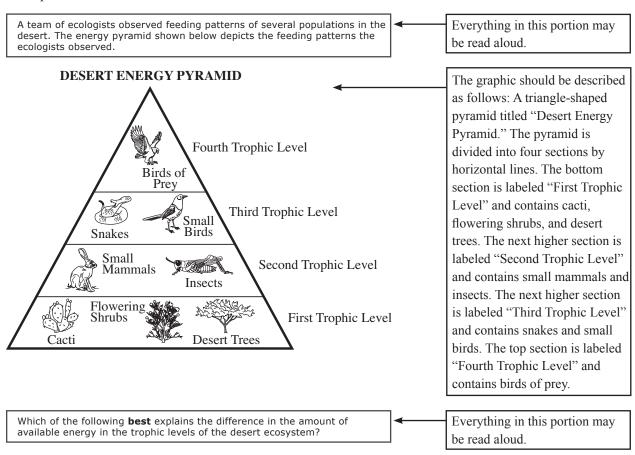| What is the perimeter, to the nearest hundredth of a unit, of polygon *ABCDE*? | ← | Everything in this portion may be read aloud. |

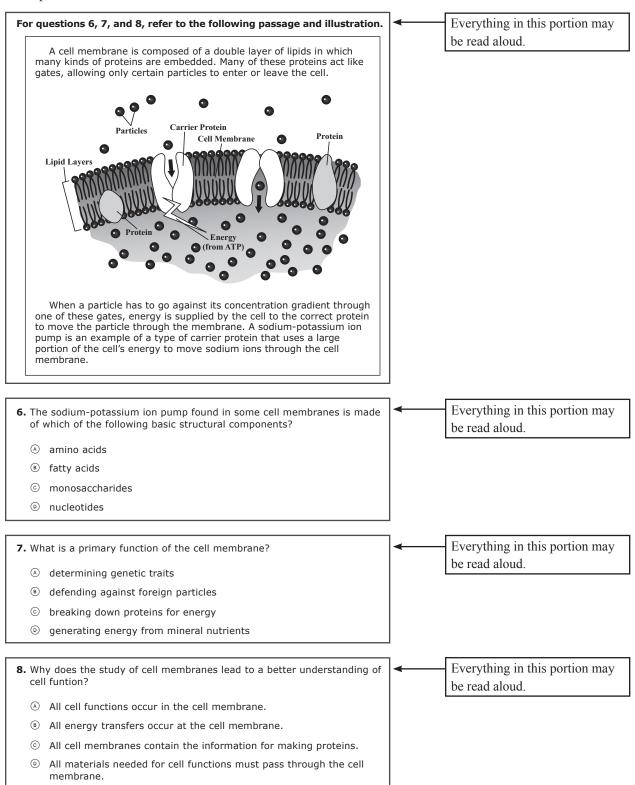# Biology 1 EOC, Civics EOC, U.S. History EOC, Statewide Science, and Florida Civic Literacy Exam Examples

For students with an oral presentation accommodation taking Biology 1, Civics, and U.S. History EOCs, Statewide Science Assessments, or the Florida Civic Literacy Exam, charts, tables, graphs, pictures, and other graphics may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, graphs, and pictures described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

Civics EOC, U.S. History EOC, or Florida Civic Literacy Exam

Example:

| The newspaper headline below describes a significant event in U.S. foreign affairs. | ← | Everything in this portion of the item may be read aloud. |

The graphic should be described as follows: An image of a newspaper titled "Daily News" with the date of May seventh, nineteen fifteen is shown. The headline on the newspaper reads, "Lusitania Sunk: Over One Hundred Americans Lost At Sea".

| How did this event contribute to the United States' entry into World War I? | ← | Everything in this portion of the item may be read aloud. |

Biology 1 EOC or Statewide Science Assessment

Example:

A team of ecologists observed feeding patterns of several populations in the desert. The energy pyramid shown below depicts the feeding patterns the ecologists observed.

Everything in this portion may be read aloud.

DESERT ENERGY PYRAMID

Fourth Trophic Level

Birds of Prey

Third Trophic Level

Snakes

Small Birds

Small Mammals

Insects

Second Trophic Level

Cacti

Flowering Shrubs

Desert Trees

First Trophic Level

The graphic should be described as follows: A triangle-shaped pyramid titled "Desert Energy Pyramid." The pyramid is divided into four sections by horizontal lines. The bottom section is labeled "First Trophic Level" and contains cacti, flowering shrubs, and desert trees. The next higher section is labeled "Second Trophic Level" and contains small mammals and insects. The next higher section is labeled "Third Trophic Level" and contains snakes and small birds. The top section is labeled "Fourth Trophic Level" and contains birds of prey.

Which of the following **best** explains the difference in the amount of available energy in the trophic levels of the desert ecosystem?

Everything in this portion may be read aloud.

Example:

For questions 6, 7, and 8, refer to the following passage and illustration. ← Everything in this portion may be read aloud.

A cell membrane is composed of a double layer of lipids in which many kinds of proteins are embedded. Many of these proteins act like gates, allowing only certain particles to enter or leave the cell.

Particles
Carrier Protein
Cell Membrane
Protein
Lipid Layers
Protein
Energy (from ATP)

When a particle has to go against its concentration gradient through one of these gates, energy is supplied by the cell to the correct protein to move the particle through the membrane. A sodium-potassium ion pump is an example of a type of carrier protein that uses a large portion of the cell's energy to move sodium ions through the cell membrane.

6. The sodium-potassium ion pump found in some cell membranes is made of which of the following basic structural components? ← Everything in this portion may be read aloud.

Ⓐ amino acids

Ⓑ fatty acids

Ⓒ monosaccharides

Ⓓ nucleotides

7. What is a primary function of the cell membrane? ← Everything in this portion may be read aloud.

Ⓐ determining genetic traits

Ⓑ defending against foreign particles

Ⓒ breaking down proteins for energy

Ⓓ generating energy from mineral nutrients

8. Why does the study of cell membranes lead to a better understanding of cell funtion? ← Everything in this portion may be read aloud.

Ⓐ All cell functions occur in the cell membrane.

Ⓑ All energy transfers occur at the cell membrane.

Ⓒ All cell membranes contain the information for making proteins.

Ⓓ All materials needed for cell functions must pass through the cell membrane.

Speech-to-Text Policies for Florida Statewide Assessments

This guidance is intended for students who have speech-to-text as an accommodation on their Individual Education Plans (IEPs) or Section 504 Plans. For information on providing verbal or signed-response accommodations, see the Flexible Responding section on pages 6–7.

Test Administration

- For students taking Grades 4–10 B.E.S.T. Writing or FSA ELA Writing Retake through TDS on the computer, an integrated speech-to-text tool is available in the secure browser for students who have that accommodation set in TIDE.

- A student using speech-to-text must be tested in a separate setting so that other students are not disturbed and that the student's spoken answers are not heard by other students.

- For students taking the Writing assessment on paper, responses may be printed from the program used for speech-to-text and returned for scoring. For directions on how to return typed Writing responses, see pages 45–46.

- If students use speech-to-text to provide responses for an ELA Reading, Mathematics, Algebra 1 EOC, Geometry EOC, Biology 1 EOC, Civics EOC, U.S. History EOC, FCLE, or Statewide Science Assessment, a paper-based test must be used, and the responses must be transcribed by a test administrator into the test document or into the DEI (for FAST or B.E.S.T. EOC assessments).

- If using a third-party speech-to-text program, all electronic files containing student responses and/or planning must be deleted immediately after the test session.

Allowable Functionalities

- FDOE does not provide a list of suggested programs to use for a speech-to-text accommodation. The program should be one that the student uses on a regular basis for classroom accommodations so that he or she is familiar with it.

- A student who has a text-to-speech accommodation, in addition to a speech-to-text accommodation, may use the text-to-speech functionality to read back his or her response(s).

- For Writing, students who use speech-to-text devices must have the opportunity to plan their writing and view their planning notes using the device.

- Autocorrect spelling may be used; however, it is the student's responsibility to go back and edit his or her response and make sure that there were no mispronunciations.

Prohibited Functionalities

- A third-party software must be able to function without the use of the Internet, and students must be monitored to ensure that they do not open any other programs during testing.

- If the software allows for macros, grammar autocorrect, or word prediction, those features must be turned off.

Directions for Returning
Typed Writing Responses

These instructions may be used to return typed responses for students taking a paper-based FSA ELA Writing Retake or B.E.S.T. Writing Assessment.

If a student taking a paper-based Writing assessment provides a typed response in a program other than the secure browser/TDS and the response will not be transcribed into the regular print test and answer book, follow the steps below and on the following page:

1. Ensure that a PreID label has been applied and all information on the front of the student's regular print test and answer book has been filled in accurately and completely.

2. Print a copy of the student's typed Writing response.

    FDOE recommends that the student response be 12–14 point font size. The font should be clearly readable, such as Times New Roman or Arial. Normal default margins of 1" all around are recommended, as this will allow the document to be cut down to fit within the lines.

3. Write the test and answer book lithocode number on each page of the student's typed Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book. The security number located next to the barcode should not be used.

4. Cut out and tape the student's response into the regular print test and answer book so that it fits within the lined boxes and does not cover the T-Marks. In order for the student's response to be scanned, the typed pages must be trimmed to fit completely within the lined boxes. Only the writing that is inside the lined boxes will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each typed page. Tape can be placed over the text on the edges of the response, but the tape may not cover the T-Marks. Scotch tape is recommended. Do not tape the typed response into a student's large print test and answer book.

5. Use a No. 2 pencil to write "Typed Response" above the lined box on each page in the regular print test and answer book that contains a part of the student's typed response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured.

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

Directions for Returning Large Print Writing Responses

Follow these directions to make a photocopy of the student's large print FSA ELA Writing Retake or B.E.S.T. Writing response for return in the regular print test and answer book as an option instead of transcribing the response by hand.

1. Ensure that a PreID label has been applied and all information on the front of the student's regular print test and answer book has been filled in accurately and completely.

2. Make a copy of the student's handwritten large print response by placing the first page of the large print book with the student's writing on a copier. Change the settings to copy from 11×17" to 8.5×11". Make a copy of each page with a written response. DRC recommends darkening the copy if the copier has this setting. Each large print page of the student's response should now fit vertically on an 8.5×11" sheet of paper.

3. Write the test and answer book lithocode number on the bottom of each copied page within the black lines of the student's handwritten response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book (see page 45 for the location of the lithocode). The security number located next to the barcode should not be used.

4. Using a paper cutter or scissors, cut around the response on the black lines that surround the copied response, and tape the student's response into the regular print test and answer book. The response should fit within the lined boxes in the regular print test and answer book. Ensure that the copied response does not cover the T-Marks (see page 45). If there is more than one copied page, be sure to tape the response in the order it was written. If the response ends before the end of the page, the page can be cut after the lithocode number and not at the end of the box. In order for the student's response to be scanned, the response must fit completely within the lined boxes. Only the writing that is inside the lined boxes in the regular print test and answer book will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each copied page. Tape can be placed over the text on the edges of the response, but the tape may not cover the T-Marks. Clear scotch tape is recommended.

5. Use a No. 2 pencil to write "Large Print Response" above the lined box on each page in the regular print test and answer book that contains a part of the student's response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured. This step is important because the scanner will not always pick up ink from certain copiers. If "Large Print Response" is written in pencil at the top of the page and there is no copied response directly below it, the handscorer will pull the original large print book where the original response was copied from and score the original response.

6. Place the student's test materials (e.g., large print and regular print test and answer books) in the Special Document Return Envelope.

7. Complete the front of the Special Document Return Envelope.

8. Return the completed Special Document Return Envelope in a DRC blue-labeled TO BE SCORED box.

Appendix A. Change Log

Location	Change	Date