



Florida Standards Assessments

2015–2016

Volume 5 Test Administration



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TABLE OF CONTENTS

INTRODUCTION 1

1. TESTING PROCEDURES AND TESTING WINDOWS 2

 1.1 Eligible Students..... 5

 1.2 Testing Accommodations..... 6

2. ADMINISTRATOR TRAINING 9

 2.1 Computer-Based FSA Administration 9

 2.2 Paper-Based Administration..... 11

 2.3 Test Administration Resources 11

3. TEST SECURITY PROCEDURES 14

 3.1 Security of Test Materials 14

 3.2 Investigating Test Irregularities..... 15

LIST OF TABLES

Table 1: Session Lengths by Grade Level in FSA ELA Reading..... 2

Table 2: Session Lengths by Grade Level in FSA Mathematics and EOC 3

Table 3: Number of Items per Session in Spring 2016 FSA 3

Table 4: FSA Administration Schedule 4

Table 5: Guides and Manuals 12

APPENDICES

- A. *Florida Standards Assessments Test Administrator User Guide 2015–2016*
- B. *Spring/Summer 2016 Florida Standards Assessments Computer-Based Test Administration Manual*
- C. *Spring 2016 Florida Standards Assessments English Language Arts Writing Test Administration Manual*
- D. *Spring 2016 Florida Standards Assessments Paper-Based Test Administration Manual*
- E. *Spring 2016 FSA Scripts and Instructions for Administering Paper-Based Assessments*
- F. *Spring 2016 FSA ELA Reading and Mathematics Braille Scripts*
- G. *Spring 2016 FSA EOC Braille Scripts*
- H. *System Requirements*
- I. *Technical Specifications Manual*
- J. *TIDE User Guide*
- K. *Secure Browser Installation Manual*
- L. *FSA Systems Quick Guide*
- M. *Sample K-12 Student Assessment Monthly Summary*

- N. Florida Standards Assessments Practice Test Quick Guide 2015-2016*
- O. FSA Practice Tests*
- P. Answer keys for FSA Practice Tests*

INTRODUCTION

The State of Florida implemented a new online assessment for operational use beginning with the 2014–2015 school year. This new assessment program, referred to as the Florida Standards Assessments (FSA), replaced the Florida Comprehensive Assessment Tests (FCAT) 2.0 in Writing, Reading, and Mathematics. The FSAs are comprised of ELA assessments for grades 3 through 10, which consist of a Reading component for grade 3 and Writing and Reading components for grades 4 through 10, Mathematics assessments for grades 3 through 8, and end-of-course (EOC) assessments for Algebra 1, Algebra 2, and Geometry. In the 2015–2016 school year, grades 4 through 10 Reading, grades 8 through 10 Writing, grades 5 through 8 Mathematics, and the EOC assessments for Algebra 1, Algebra 2, and Geometry were mandatory computer-based assessments. Grade 3 Reading, grades 3 and 4 Mathematics, and grades 4 through 7 Writing tests were administered on paper. For computer-based tests, a paper-and-pencil version was provided as an accommodation for eligible students according to their Section 504 Plan or Individual Educational Plan (IEP).

1. TESTING PROCEDURES AND TESTING WINDOWS

All Florida public school students were required to participate in the FSA unless they were granted a special exemption. Students enrolled in tested grade levels/subjects participated in the Spring 2016 FSA administration with or without accommodations, per Section 1008.22(3)(a), Florida Statutes. Students in special programs, English language learners (ELLs), and students with disabilities are described in the following section. For eligible students participating in the computer-based FSA ELA Writing, ELA Reading, Mathematics, and EOC assessments, the accommodations made available are described in the test administration manual, which was accessible before and during testing at www.FSAssessments.org. Hard copies of manuals were also shipped to districts for school and district staff.

Students were required to participate in practice test sessions with sample items before the administration to become familiar with the computer-based test system functionality and item types. Answer keys for Reading and Mathematics practice tests, which list the item, correct answer, and grade level/subject of each item, were also available for each published practice test. Writing rubrics and scoring guides with sample responses were available in the FSA Resources section (<http://fsassessments.org/resources/>).

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

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

FSA ELA Reading

All FSA ELA Reading assessments are administered in two sessions over two days.

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

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

FSA ELA Reading and Writing Retakes

The FSA ELA Reading Retake assessment is administered in two sessions over two days. For the FSA ELA Reading Retake sessions, any student who has not completed the session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

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

FSA Mathematics

As shown in Table 2, all FSA Mathematics assessments are administered over two days. For grades 6–8, Session 1 must be administered on Day 1 and Sessions 2 and 3 on Day 2.

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

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

FSA EOC Assessments

All FSA EOC assessments are administered in two sessions over two days. Any student who has not completed the session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

Table 3 presents the number of items per session in FSA assessments administered in Spring 2016.

Table 3: Number of Items per Session in Spring 2016 FSA

Reading			
Grade	Session 1	Session 2	
3	1–28	29–60	
4	1–30	31–60	
5	1–28	29–60	
6	1–29	30–62	
7	1–29	30–62	
8	1–34	35–62	
9	1–33	34–64	
10	1–32	33–64	
Mathematics			
Grade/Subject	Session 1	Session 2	Session 3
3	1–32	33–64	NA
4	1–32	33–64	NA
5	1–32	33–64	NA
6	1–22	23–44	45–66
7	1–22	23–44	45–66
8	1–22	23–44	45–66

Mathematics			
Grade/Subject	Session 1	Session 2	Session 3
Algebra 1	1–34	35–68	NA
Algebra 2	1–34	35–68	NA
Geometry	1–34	35–68	NA

The Spring 2016 FSA was administered during the test windows shown in Table 4.

Table 4: FSA Administration Schedule

Dates	Florida Standards Assessments (FSA)	Grade Level
February 29–March 11, 2016	FSA English Language Arts (ELA) Writing Component	4–7* 8–10, 10 Retake
March 28–April 8, 2016	FSA ELA Reading Component*	3
March 28–April 8, 2016	FSA ELA Reading Component	10 Retake
March 28–April 8, 2016	FSA Mathematics*	3–4
April 11–May 6, 2016	FSA ELA Reading Component	4–10
April 11–22, 2016	FSA ELA Reading Component Accommodated*	4–10
April 11–May 6, 2016	FSA Mathematics	5–8
April 11–22, 2016	FSA Mathematics Accommodated *	5–8
April 18–May 13, 2016	FSA Algebra 1, Geometry, and Algebra 2 End-of-Course (EOC) Assessments	Multiple grade levels (students tested based on course enrollment or retakers)
April 18–29, 2016	FSA Algebra 1, Geometry, and Algebra 2 End-of-Course (EOC) Assessments Accommodated*	Multiple grade levels (students tested based on course enrollment or retakers)

*indicates a paper-based test

1.1 ELIGIBLE STUDENTS

- **Public school students** enrolled in tested grade levels/subjects were required to participate in the FSA.
- **Home Education Program Students:** Students who received instruction at home and were registered appropriately with their district office as Home Education Program students were eligible to participate in statewide assessments. If parents or guardians identified an FSA assessment as a selected measure of their child’s annual progress, Home Education Program students could participate, as directed by the district assessment coordinator.
- **McKay Scholarship Program Students:** Students enrolled in private schools through the McKay Scholarship Program had the opportunity to participate in statewide assessments. Students enrolled in public schools through the McKay Scholarship Program were required to participate in statewide assessments as outlined in their IEPs.
- **Florida Tax Credit (FTC) Scholarship Program Students:** Section 1002.395(7)(e), F.S., allows for a private school student enrolled in the FTC Scholarship Program to participate in the statewide assessments.
- **English Language Learners (ELLs):** All ELLs participated in statewide assessments. ELLs who had been enrolled in school in the United States for less than one year could be exempt from FSA ELA assessments (Reading and Writing) if a student’s ELL team agreed that exemption was appropriate. However, exempt ELLs were required to participate in the state’s annual English language proficiency assessment. Additionally, all ELLs enrolled in tested grade levels and subjects were expected to participate in Mathematics, Science, and EOC assessments, regardless of how long these students had been enrolled in a U.S. school.
- **Students with Disabilities:** Students with disabilities participated in the statewide assessment program by taking one of the following:
 - FSA without accommodations
 - FSA with accommodations
 - Florida Standards Alternate Assessment

All determinations regarding participation in the statewide assessment program should have been documented in the student’s IEP or Section 504 Plan.

Per Section 1008.212, F.S., a student with a disability, who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment, shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not an adequate criterion for the granting of an extraordinary exemption.

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

In addition to the extraordinary exemption option, a child with a medical complexity may have been exempt from participating in statewide, standardized assessments pursuant to the provisions of Section 1008.22(9), F.S.

1.2 TESTING ACCOMMODATIONS

Students participating in the computer-based FSA were able to use the standard online testing features in the Test Delivery System (TDS). These features included the ability to select background color, font color, and font size before testing, zoom in and out to increase or decrease the size of text and images, highlight items and passages (or sections of items and passages), cross out response options by using the strikethrough function, and mark a question for review using the flag function.

Accommodations were provided to students with disabilities enrolled in public schools with current IEPs or Section 504 Plans, as well as to students identified as English language learners with ELL plans. Although students could have decided not to use an accommodation, they were required to have been offered the opportunity to use the accommodations indicated on their IEPs or Section 504 plans.

Students who required computer-based accommodations (e.g., text-to-speech) were provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. Computer-based test settings and accommodations were required to be identified in the Test Information Distribution Engine (TIDE) before starting a test session. Some settings and accommodations could not be changed after a student started the test.

If a student with an IEP, Section 504 Plan, or an ELL plan used any accommodations during the test administration, this information was recorded by the Test Administrator (TA) in his or her required administration information.

Guidelines recommended for making accommodation decisions included 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 negate the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing daily classroom instruction and routine assessment activities.

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

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

1. Evidence that the student had been found eligible as a student with a disability as defined by Section 1003.01(3)(a), F.S., or Rule 6A-19.001(6), FAC.
2. Documentation that the requested accommodations had been regularly used for instruction.

Available Accommodations

The TA and the school assessment coordinator were responsible for ensuring that arrangements for accommodations had been made before the test administration dates.

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

- Large print
- Contracted EBAE braille
- Uncontracted EBAE braille
- One-item-per-page

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

- Masking (online accommodation offered in TDS)
- Text-to-speech (online accommodation offered in TDS)
- Regular print passage booklets (for Reading and Writing)
- Large print passage booklets (for Reading and Writing)
- Paper-based test materials (regular print, large print, contracted braille, uncontracted braille, one-item-per-page)

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

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

- Flexible presentation
- Flexible responding
- Flexible scheduling
- Flexible setting

- Assistive device(s) other than standard calculator

Administration accommodations offered to students identified as ELLs included:

- Flexible scheduling
- Flexible setting
- Assistance in heritage language
- Approved dictionary

Unique Accommodations

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

2. ADMINISTRATOR TRAINING

Key personnel involved with FSA administration included district assessment coordinators, school assessment coordinators, and TAs. The roles and responsibilities of staff involved in testing are further detailed in the next section.

Before the Spring 2016 assessment administrations, district assessment coordinator webinars were conducted twice to provide updates and reminders for TDS and TIDE. Webinars were posted on the portal as a resource for school and district staff. Additionally, TAs were encouraged to complete the online TA Certification Course before administering the test.

Test administration manuals and guides were available online for school and district staff; some test administrations manuals were printed and shipped to districts. The *Florida Standards Assessments Test Administrator User Guide* (Appendix A of this volume) was designed to familiarize TAs with TDS and contained tips and screen captures throughout the text. The user guide contained the following information:

- Steps to take prior to accessing the system and logging in;
- Navigation instructions for the TA interface application;
- Details about the student interface, used by students for online testing;
- Instructions for using the training sites available for TAs and students; and
- Secure browser features and keyboard shortcut keys.

The *Spring/Summer 2016 Florida Standards Assessments Computer-Based Test Administration Manual* (Appendix B of this volume) provided information about policies and procedures for the FSA. The test administration manuals, which are updated annually before each administration, included test administration information, guidance, and directions.

2.1 COMPUTER-BASED FSA ADMINISTRATION

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

Roles and Responsibilities in the Online Testing Systems

District assessment coordinators, school assessment coordinators, and test administrators each had specific roles and responsibilities in the online testing systems. See the test administration manual for their specific responsibilities before, during, and after testing.

District Assessment Coordinators

District assessment coordinators were responsible for coordinating testing at the district level, ensuring that the school assessment coordinators in each school were appropriately trained and aware of policies and procedures, and that they were trained to use AIR's systems.

School Assessment Coordinators

Before each administration, school and district assessment coordinators were required to verify that student eligibility was correct in TIDE and that any accommodations or test settings were correct. To participate in a computer-based test, students were required to have been listed as eligible for that test in TIDE. See the *TIDE User Guide* (Appendix J of this volume) for more information.

School assessment coordinators were responsible for ensuring that testing was conducted in accordance with the test security and other policies and procedures established by the Florida Department of Education at their schools. School assessment coordinators were primarily responsible for identifying and training TAs. School assessment coordinators worked with technology coordinators to ensure that computers and devices were prepared for testing and technical issues were resolved. During the testing window, school assessment coordinators monitored testing progress, ensured that all students participated as appropriate, and handled testing issues as necessary.

Test Administrators

TAs administered the FSA, and conducted a practice test session based on instructions from each school assessment coordinator.

TAs were responsible for reviewing necessary manuals and user guides to prepare the testing environment and ensure that students did not have books, notes, scratch paper (other than their work folders, worksheets, or planning sheets), or electronic devices. They were required to administer the FSA following the directions found in the manual. Any deviation in test administration was required to be reported by TAs to the school assessment coordinator, who was to report it to the district assessment coordinator. Then, if necessary, the district assessment coordinator was to report it to FDOE.

TAs also ensured that only the resources allowed for specific tests were available and no additional resources were being used during administration of the FSA. In grades 7 and 8 FSA Mathematics and Algebra 1, Geometry, and Algebra 2 EOC assessments, a scientific calculator was included in TDS. The scientific calculator was available for Sessions 2 and 3 of the Grades 7 and 8 Mathematics and for Session 2 of the Algebra 1, Geometry, and Algebra 2 EOCs. Handheld scientific calculators could also be provided to students during the appropriate test sessions. FDOE did not provide a list of approved handheld calculators; instead, a list of required and prohibited functionalities was provided. The list of required and prohibited calculator functionalities is available on the FSA Portal. Providing a calculator with prohibited functionality or in the incorrect test session (Session 1) was cause for test invalidation.

For the Reading component of the CBT ELA assessment, students in grades 4 through 10 were required to have headphones or earbuds. There were no technical specifications for headphones or earbuds. FDOE did not provide headphones or earbuds; rather, the schools provided them or students could use their own. These should have been checked to ensure they worked with the computer or device the students would use for the assessment prior to the first day of testing. To further verify headphones were working, a sound check was built in to the sign-in process of the assessment and students were asked to verify that headphones and earbuds were working prior to entering the test.

2.2 PAPER-BASED ADMINISTRATION

The test administration manual for the computer-based tests covered specific accommodations information as well as general test security policies and procedures that were common in both paper-based and computer-based administrations. The *Spring 2016 Florida Standards Assessments Paper-Based Test Administration Manual* (Appendix D of this volume) included TA responsibilities specific to paper-based test administrations. Additional instructions for administering tests to students using large print, braille, and one-item-per-page accommodations are provided in Appendix A of the Paper-Based Test Administration Manual. The test administration manual for ELA Writing contained scripts and instructions for paper-based and computer-based administrations. For grades 4 through 10 ELA Reading, Grades 5 through 8 Mathematics, and EOC assessments, paper-based scripts and instructions were available online at www.FSAssessments.org (see Appendix E of this volume).

TAs were required to ensure that students used no. 2 pencils to complete information on the student grid sheets, sign the Testing Rules Acknowledgment, and record their responses. School assessment coordinators were required to provide TAs with the materials needed to administer each test session. Secure materials were required to be delivered or picked up immediately before the beginning of each test session. After testing, TAs returned the testing materials to the school assessment coordinator immediately. Schools were required to track all secure materials by maintaining required administration information and chain of custody forms, and to report any missing materials or security breaches to the district assessment coordinator immediately. District staff were then to notify FDOE.

2.3 TEST ADMINISTRATION RESOURCES

The list of in-person training sessions, webinars, and training resources for the Spring 2016 FSA administration is provided below. Training materials were all available online at www.FSAssessments.org.

- Systems overview and changes for the upcoming school year were discussed at the annual district assessment coordinator (DAC) meeting in September 2015
- TIDE webinars for school assessment coordinators
- TIDE online training module
- TDS webinar for school assessment coordinators
- TA certification course
- Secure browser and TA Interface presentation for school assessment coordinators

In addition to training sessions, Table 5 presents the list of user guides and manuals related to the FSA administration.

Table 5: Guides and Manuals

Resource	Description
System Requirements	This document was developed by the American Institutes for Research (AIR) and the Florida Department of Education (FDOE) and contains technology requirements to help Florida districts and schools prepare for online testing using AIR's TDS. (See Appendix H)
Technical Specifications Manual	This manual provides information about supported operating systems and related requirements, network and Internet requirements, and general hardware and software requirements. (See Appendix I)
TIDE User Guide	This user guide describes tasks performed in TIDE for FSA assessments. (See Appendix J)
Secure Browser Installation Manual	This manual provides instructions for installing the FSA secure browser on supported computers and devices used for online assessments. (See Appendix K)
Test Administrator User Guide	This user guide supports TAs who manage testing for students participating in FSA computer-based assessments. (See Appendix A)
FSA Systems Quick Guide	This quick guide provides brief instructions for the most commonly used features of the FSA systems: TIDE, TDS, and ORS. The user roles that can perform each task are indicated in parentheses in each section. (See Appendix L)
Spring/Summer 2016 FSA Computer-Based Test Administration Manual	This test administration manual includes scripts and instructions for administering the Spring 2016 computer-based FSA ELA Reading, FSA Mathematics, and FSA EOC assessments. (See Appendix B)
Spring 2016 FSA Paper-Based Test Administration Manual	This manual includes scripts for administering the Spring 2016 FSA ELA Reading and Mathematics paper-based tests, as well as TA responsibilities before, during, and after testing. (See Appendix D)
Spring 2016 FSA ELA Writing Test Administration Manual	This test administration manual includes scripts and instructions for administering the Spring 2016 writing component of the FSA ELA Assessment. (See Appendix C)
Spring 2016 Scripts and Instructions for Administering Paper-Based Assessments	Scripts and instructions for administering paper-based grades 3-10 ELA Reading, grades 5-8 Mathematics, and EOC Algebra 1, Algebra 2, and Geometry assessments, test administrator instructions for large print, braille, and one-item-per-page accommodations. (See Appendix E)
Spring 2016 FSA ELA Reading & Mathematics Braille Scripts	Scripts for administering braille grades 3–10 ELA Reading and grades 3–8 Mathematics tests. (See Appendix F)
Spring 2016 FSA EOC Braille Scripts	Scripts for administering braille for Algebra 1, Algebra 2, and Geometry. (See Appendix G)
FSA Practice Test Quick Guide	This user guide provides information for individuals accessing the FSA practice tests. (See Appendix N)

Department Resources and Support

In addition to the resources listed in Table 5, the Department provided the following resources for districts:

- Regular e-mail communications containing policy information, testing reminders, and guidance.

- A monthly summary containing a list of all e-mail communications sent from the Department’s assessment office that month as well as a list of new or updated resources posted to the FSA Portal (see Appendix M for a sample monthly summary).
- Student PowerPoint presentations designed to help students understand important policy and testing information before the day of the test.
- Parent/guardian letters that districts could use to inform parents and guardians of testing dates and policies.
- Training materials for districts to use when training school assessment coordinators on test administration procedures and policies.
- Bureau of K–12 Student Assessment FSA district assessment coordinator monthly calls to address important reminders and frequently asked questions (began in January 2016).

Florida Standards Assessments Practice Tests and Answer Keys

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

Both computer-based and paper-based practice test materials are available in the FSA Portal. Computer-based practice tests are designed for use with the secure browser or a supported web browser. The portal provides the list of supported web browsers and their versions for the practice tests. Appendix O of this volume provides the paper-based, practice test versions of the grade 5 FSA Mathematics and grade 5 FSA ELA Reading tests. The instructions on accessing practice tests are available in the FSA portal (<http://fsassessments.org/students-and-families/practice-tests/>).

Answer keys for English Language Arts (ELA) Reading and Mathematics practice tests that list the item, correct answer, and grade level/subject of each item are also available for each published practice test. Appendix P of this volume provides the answer keys for one test in each subject. The answer keys for grade 5 FSA Mathematics and grade 5 FSA ELA Reading are included for both computer-based and paper-based practice tests. Additionally, the rubric for the grade 5 FSA ELA Writing paper-based practice test is included. The answer keys for the remaining Mathematics, ELA, and EOC tests, including the rubrics for ELA Writing rubrics are available in the FSA portal (<http://fsassessments.org/students-and-families/practice-tests/>).

3. TEST SECURITY PROCEDURES

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

The test security procedures for the FSA included the following:

- Procedures to ensure security of test materials
- Procedures to investigate test irregularities
- Guidelines to determine if test invalidation is appropriate/necessary

See the test administration manual for the test security policies and procedures.

3.1 SECURITY OF TEST MATERIALS

All test items, test materials, and student-level testing information were considered secure and were required to be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration was required to be reported to ensure the validity of the assessment results.

The security of all test materials was required before, during, and after test administration. Under no circumstances were students permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing. After any administration, initial or make-up, secure materials (e.g., passage booklets, test tickets, used worksheets, used work folders) were required to be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials were never to be left unsecured and were not permitted to remain in classrooms or be taken off the school's campus overnight. Secure materials were not allowed to be destroyed (e.g., shredded, thrown in the trash), except for soiled documents. In addition, any monitoring software that would have allowed test content on student workstations to be viewed or recorded on another computer or device during testing had to be turned off.

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

- read or view the passages or test items before, during, or after testing;
- reveal the passages or test items;
- copy the passages or test items;
- explain the passages or test items for students;
- change or otherwise interfere with student responses to test items;
- copy or read student responses; or
- cause achievement of schools to be inaccurately measured or reported.

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

To access the computer-based FSA tests, a secure browser was required. The secure browser provided a secure environment for student testing by disabling the hot keys, copy and screen capture capabilities, and access to the desktop (Internet, e-mail, and other files or programs installed on school machines). Users could not access other applications from within the secure browser, even if they knew the keystroke sequences. Students were not able to print from the secure browsers. During testing, the desktop was locked down. The secure browser was designed to ensure test security by prohibiting access to external applications or navigation away from the test. See the *Florida Standards Assessments Test Administrator User Guide* in Appendix A for further details.

3.2 INVESTIGATING TEST IRREGULARITIES

Throughout the testing window, TAs were to report any test irregularities (e.g., disruptive students, loss of Internet connectivity) to the school assessment coordinator immediately. A test irregularity could have included testing that was interrupted for an extended time due to a local technical malfunction or severe weather. School assessment coordinators were required to notify district assessment coordinators of any test irregularities that were reported. If further guidance was needed or an irregularity occurred that would require action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices), district assessment coordinators were to contact the Bureau of K–12 Student Assessment.