2013 Florida Comprehensive Assessment Test (FCAT/FCAT 2.0)

Reading, Mathematics, and Science Assessments
Elementary School Training

Test Administration Manuals

- These training materials are designed to highlight important information regarding test administration policies and procedures. Not all information from the test administration manual is included in this presentation, so it is imperative that administrative and school staff read and familiarize themselves with all information in the manual in addition to using these training materials.

FCAT Session Schedule: Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday, April 15</th>
<th>Tuesday, April 16</th>
<th>Wednesday, April 17</th>
<th>Thursday, April 18</th>
<th>Friday, April 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3, 4, 5</td>
<td>Reading, Session 1</td>
<td>Reading, Session 2</td>
<td>Mathematics, Session 1</td>
<td>Mathematics, Session 1</td>
<td>Make-up Testing</td>
</tr>
<tr>
<td>Grades 3, 4, 5</td>
<td>Reading, Session 2</td>
<td>Reading, Session 2</td>
<td>Mathematics, Session 1</td>
<td>Mathematics, Session 1</td>
<td>Make-up Testing</td>
</tr>
<tr>
<td>All Grades</td>
<td>Make-up Testing</td>
<td>Mathematics, Session 1</td>
<td>Science, Session 1</td>
<td>Science, Session 1</td>
<td>Make-up Testing</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Make-up Testing</td>
<td>Mathematics, Session 2</td>
<td>Science, Session 1</td>
<td>Science, Session 1</td>
<td>Make-up Testing</td>
</tr>
<tr>
<td>All Grades</td>
<td>Make-up Testing</td>
<td>Mathematics, Session 2</td>
<td>Science, Session 1</td>
<td>Science, Session 1</td>
<td>Make-up Testing</td>
</tr>
<tr>
<td>All Grades</td>
<td>Make-up Testing</td>
<td>Mathematics, Session 2</td>
<td>Science, Session 1</td>
<td>Science, Session 1</td>
<td>Make-up Testing</td>
</tr>
<tr>
<td>All Grades</td>
<td>Make-up Testing</td>
<td>Mathematics, Session 2</td>
<td>Science, Session 1</td>
<td>Science, Session 1</td>
<td>Make-up Testing</td>
</tr>
</tbody>
</table>
FCAT Session Schedule: Week 2

Day 6 – Monday, April 22

Grade 5* Mathematics Session 1 CBT or Paper Accommodations

70 minutes

Day 7, Tuesday, April 23

Grade 5* Mathematics Session 1 CBT or Paper Accommodations

70 minutes

Day 8, 9 and 10 – Wednesday, April 24 – Friday, April 26

Grades 4 & 5 Computer Based Testing (Make-up Testing)

Day 11, 12, 13 – Monday, April 29 – Tuesday, April 30

Grades 4 & 5 Makeup Testing

*Paper Based Accommodations must be given to student in attendance on these days

FCAT Session Schedule CBT

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Math Group 1 1st Period</td>
<td>Math SESSION 1 of 2 70 minutes</td>
<td>Math SESSION 2 of 2 70 minutes</td>
<td>Math SESSION 1 of 2 70 minutes</td>
<td>Math SESSION 2 of 2 70 minutes</td>
<td>Math SESSION 1 of 2 70 minutes</td>
</tr>
<tr>
<td>5 Math Group 2 2nd Period</td>
<td>Math SESSION 1 of 2 70 minutes</td>
<td>Math SESSION 2 of 2 70 minutes</td>
<td>Math SESSION 1 of 2 70 minutes</td>
<td>Math SESSION 2 of 2 70 minutes</td>
<td>Math SESSION 1 of 2 70 minutes</td>
</tr>
<tr>
<td>5 Math Group 3 3rd Period</td>
<td>Math SESSION 1 of 2 70 minutes</td>
<td>Math SESSION 2 of 2 70 minutes</td>
<td>Math SESSION 1 of 2 70 minutes</td>
<td>Math SESSION 2 of 2 70 minutes</td>
<td>Math SESSION 1 of 2 70 minutes</td>
</tr>
</tbody>
</table>

What’s New for FCAT 2.0 2013

NEW!
What's New for FCAT 2013

Testing Rules Acknowledgment

- Prior to testing, students must listen to the testing rules read by the test administrator and then sign below a Testing Rules Acknowledgment that reads: “I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.”

- The Testing Rules Acknowledgment is located on the inside front cover of the test book or test and answer book.

- If a student does not sign below the acknowledgment at the beginning of Session 1 of a test, the test administrator should contact the school assessment coordinator.

What's New for FCAT 2013

Test Sessions

- For all FCAT 2.0 tests, Session 1 MUST be completed before Session 2.

- Any students absent for Session 1 may not participate in Session 2 until they have completed Session 1.

- A student with a flexible scheduling/extended time accommodation must complete one session before continuing to the next session.

- Test administrators are required to use ALL of the allotted time in each session and should not end a session early.

What's New for FCAT 2013

Test Group Code

- Schools must use one unique four-digit test group code for both sessions of a test administered to a group of students in a testing room. For instance, the group of students taking Grade 3 Reading in Mrs. Smith's classroom will use the same test group code for Session 1 and Session 2.

- If students are absent for a test session, a different unique code must be used for each make-up session.
What’s New for FCAT 2013

Test Materials Chain of Custody Form

Schools are required to maintain a Test Materials Chain of Custody Form (available in PearsonAccess and in Appendix C of the Spring 2013 RMS Manual).

Record accurate information on the form, including the dates activities are completed, the names of the persons performing activities involving the materials, and information about the locked storage room.

Retain electronic or hard copies of completed forms after materials are packaged for pickup, and return the originals in the district coordinator only box.

What’s New for FCAT 2013

PreID Labels

- Five elements must be correct on PreID labels:
  - student name
  - student ID number
  - district number
  - school number
  - grade level

- If any of this information is incorrect, the label must not be used and the correct information must be gridded on the student grid sheet.

- On Resake PreID labels ONLY, an incorrect grade level may be corrected by gridding.

What’s New for FCAT 2013

Return Labels

- **BLUE** labels—Grade 3 TO BE SCORED Materials
- **RED** labels—Grades 4–8 TO BE SCORED Materials
- **OLIVE** labels—NOT USED
- **WHITE** labels—Large Print and One-Item-Per-Page TO BE SCORED Materials
- **PINK** labels—Braille TO BE SCORED Materials
- **YELLOW** labels—All NOT TO BE SCORED Materials, including Special Documents
What's New for FCAT 2013

Electronic Devices

- School personnel must ensure that students do not have access to their cell phones or other electronic devices at any time during testing, including breaks (restroom breaks, etc.), even if they do not use them.
- If a student is found to be in possession of ANY electronic devices during testing or during a break, his or her test must be invalidated.
- Students and parents/guardians must be made aware of this policy prior to testing.

What's New for FCAT 2013

Grade 5 Computer Based Test

- New to Elementary schools in 2013
- CBT was administered for Middle and High for the last 2 years
- Information for CBT marked Yellow in this presentation

The use of SEAL CODES between session 1 and 2 of the Computer Based test. Make sure to not provide seal codes to test administrators until the second day of testing.

Reminders for FCAT 2013
**Reminders for FCAT 2013**

- Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification or criminal punishment.
- The daily session schedule and session lengths for this administration differ from previous administrations. Schools must not deviate from this schedule without prior written approval from the FDOE. PAY ATTENTION TO SESSION TIMING!

### Seating Charts

- Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing.
- All seating charts must indicate the front and back of the room, as well as the direction the students are facing.
- If the seating configuration changes during testing, a new seating chart must be created.
- See page 26 of the Spring 2013 RMS Manual for all information that should be included on a seating chart.

### TEST ADMINISTRATORS

- All test administrators must be certified educators.
- Test administrators are required to sign a Test Administrator Prohibited Activities Agreement in addition to a Security Agreement. Certification numbers must be recorded on this document.
- The FCAT/FCAT 2.0 Administration and Security Agreement emphasizes the importance of proper training and the possible consequences of test administration irregularities.
- Test administrators must NOT administer the FCAT/FCAT 2.0 to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator.
- Under NO circumstances may a student’s parent/guardian be present in that student's testing room.
If a student starts a test and leaves without finishing (for an appointment, illness, etc.), he/she will NOT be allowed to complete the test.

- No exceptions will be made once the student leaves the school's campus; therefore, if you have concerns about a student, you should not allow the student to begin.

Test administrators are required to use ALL of the allotted time in each session and should not end a session early.

- FCAT 2.0 Rulers for Session 2 only of Grades 3 and 4 Mathematics will be provided on perforated sheets with other test materials. Rulers must not be distributed for Session 1.

Test Security Policies and Procedures

- Per Florida State Board of Education Rule 6A-10.042, FAC, and Test Security Statute, s. 1008.24, F.S. (see Appendix B), district and school personnel are required to maintain test security before, during, and after testing.

- Please remember that inappropriate actions can result in student or classroom invalidation and/or loss of teaching certification.

- All school personnel, including itinerant teachers and proctors, must receive thorough training, from the school assessment coordinator, in test administration and security policies and procedures, familiarize themselves with all relevant content of the test administration manuals, read the Statute and Rule in Appendix B, and then sign an FCAT/FCAT 2.0 Test Administration and Security Agreement.

- All test administrators must be certified educators and must sign the Test Administrator Prohibited Activity Agreement.

- School assessment coordinators must maintain an accurate Test Materials Chain of Custody Form.
Reminders for FCAT 2013

Three Options for Collecting Materials:

- **Option A:** Students close the test book and sit quietly with materials in front of them until everyone is finished.

- **Option B:** Students raise their hands when finished, Test Administrator collect materials. Students sit quietly until everyone has finished.

- **Option C:** Students raise their hands when finished; Test Administrator collect materials. Students are permitted to read a book, but may not write, until everyone has finished.

Students to be tested

- **Reading and Mathematics:** Grades 3–5
- **Science:** Grade 5
- **Grade 5 Mathematics on the Computer**

(scheduling)

Special Groups

- **English Language Learners (ELLs):**
  - ALL ELLs are expected to participate in FCAT Reading and Writing.
  - ALL ELLs are expected to participate in the FCAT Mathematics and Science tests.
  - Appropriate accommodations must be provided, see Appendix A of the manual.

- **Student With Disabilities (SWDs):**
  - All students with disabilities participate in the statewide assessment program by taking one of the following:
    - FCAT 2.0 without accommodations,
    - FCAT 2.0 with accommodations, or
    - Florida Alternate Assessment.
  - All determinations regarding participation in the statewide assessment program must be documented in the student’s IEP or Section 504 plan.
Special Groups

- Home Education Program students
  - MAY participate in the FCAT administration appropriate for their grade-level (Grades 3–10)
  - May NOT take the Retake tests
- McKay Scholarship Program students
  - In PRIVATE schools MAY participate
  - In PUBLIC schools MUST participate
  - May NOT take the Retake test
- Florida Tax Credits (FTC) Scholarship Program students
  - INDIVIDUAL students MAY participate in the FCAT appropriate for their grade-level
  - May NOT take the Retake test
- District’s Virtual Instruction Program Students
  - All grades MUST participate
- FLVS Full Time and Florida Virtual Academy
  - ALL Grades (3–8) MUST participate

Special Groups*

- Home Education: #9998
- McKay Scholarship: #3518
- Hospital/Homebound: NO SPECIAL CODE FOR HH
- Florida Virtual School(s)
  - Florida Virtual School Full Time: Packaged with Separate Document Count Form: District #71; Elementary & Middle School #0300; High School #0400
  - Florida Virtual Academy: Packaged with Separate Document Count Form: District #50; School #7079
  - *Scores not aggregated with district/school data
  - *Special packaging instructions for return

Special Groups Contact Information:

- Home Education: District Guidance at (754) 321-2586
- McKay Scholarship: Tara Rodger at (754) 321-2553
- Hospital/Homebound: Daicea Banton at (754) 321-7320
- Florida Virtual School Full Time and Florida Virtual Academy: Karl Yeats (754) 321-4250
Make-up Procedures

- Make-up testing may begin on Day 2 of the testing window.
- Make-up testers must test session 1 before testing session 2.
- All Grade 3 testing must be completed by Friday, April 19.
- Make-up administrations must occur only **AFTER** regular testing.
- Distribute make-up materials on day of testing.
- Return materials immediately after each make-up session.
- Maintain test security during make-ups.
- You must provide make-ups during the ENTIRE testing window.
- CBT has make-up days not available to paper testers.

Student Test Materials

Test Book/Answer Document Configuration - Elementary

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>TEST MATERIALS</th>
<th>ITEM TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>Reading Test and Answer Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics Test and Answer Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCAT 2.0 Ruler (Session 2 only)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>Reading Test Book</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Answer Folder</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics Test and Answer Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCAT 2.0 Ruler (Session 2 only)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>Reading Test Book</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Answer Folder</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics Test and Answer Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Reference Shelf (Accommodations only)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science Test Book</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Answer Book</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Additional Materials

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Planning (Writing)</th>
<th>Planning (Mathematics)</th>
<th>Planning (Science)</th>
<th>Calculator (Mathematics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES*</td>
</tr>
</tbody>
</table>

*Grades 3 & 4 FCAT 2.0 Mathematics Session 2 ONLY
†Grade 5 has an online reference sheet. Paper based accommodated materials receive printed copies.
If a school wants a paper copy for Computer Based Testers, they may make copies of the Reference Sheet in the Test Administration Manual

## Using Preidentified Documents

- Use the label if ALL of the following information is correct (even if other information is incorrect)
  - Student name
  - Student ID number
  - District number
  - School number
  - Grade level
- Grid any missing information in the appropriate sections of the grid sheet
- Place labels on documents in the order they are packaged

## Preidentification of Answer Documents

- Labels and answer sheets sorted alphabetically by Homeroom (Period 0000) teacher
- Carefully check labels (against TERMS)
- Only the school coordinator and staff designated by the principal may open packages and affix labels. School Coordinator needs to be certified.
- Students are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
  - The labels must be affixed in a locked office and the sealed books must NOT be opened.
  - Books must be returned to locked storage.
  - Chain of Custody Form must be maintained at all times.
  - Place labels on documents in the order they are packaged.
  - Make sure Pre-ID materials are distributed to the correct student.
Sample Student Label

- Affix the label in the box in the lower left corner of the student grid sheet.
- Do not remove labels once they have been affixed.
- Do not place a label over another label.

Student Grid Sheet

- Grade Level/Content Assessed
- Form Code
- Security Number Area
- Student Information (must be completed by the student)
- Timing Tracks
- School Use Only
- DNS and UNDO bubbles
- Student Label Area
- Registration Mark

RMS Test Materials
School Box Contents

Receive Materials/Maintain Security

- Box contents are listed on pages 241-242 of the manual.
- Save the original boxes for returning special document materials.
- If you need additional materials or if you have questions, contact Student Assessment and Research via the Assessment Materials ordering conference:

assessment.materials@browardschools.com
Test Invalidation

The DNS Bubble MUST be gridded on a USED document if:

- A test MUST be invalidated if any of the following circumstances occur:
  1. A student has an electronic device during testing (even during a break in testing)
  2. A student is cheating during testing.

  Situations involving possession of electronic devices or possible cheating should be investigated and discussed with the school assessment coordinator and the administrator before a final invalidation decision is made.

- Return ALL invalidated tests with the DNS bubble(s) gridded with all other TO BE SCORED (red-labeled) materials.

  This will ensure that the student’s record is on the electronic file, but the student will not receive a score.
Possible Test Invalidation

- A test **MAY** be invalidated if any of the following circumstances occur:
  - A student becomes ill and is unable to finish, OR a student is not allowed the correct amount of time.
  - An error occurs in the administration of an accommodation.
  - An error occurs in test administration or procedures that could compromise the validity of the test results (e.g., students had access to an unauthorized visual aid that gave an unfair advantage).
  - A student is disruptive during testing
  - A student works in the wrong session

Do NOT Invalidate

1. Student withdrew before starting a test
2. Student absent for a session or the entire testing window
3. Unused defective answer document
4. Unused incorrect preidentified information

Package for return with NOT TO BE SCORED materials.
Do NOT attempt to remove an affixed label.

Defective Materials
Defective Test Book

- If a defective test book is identified before testing, give the student a replacement test book.
- If a defective book is identified during Session 1 of testing, the student should be given a replacement book with the same form code. If a replacement book with the same form code is not available, the student may use a book with any form code, and the replacement code should be grided on the student grid sheet.
- If a defective book is identified during Session 2, the student should be given a replacement book with the same form code. If a replacement book with the same form code is not available, the student may use a book with any form code, and the form code bubble on the student grid sheet. Do NOT bubble the replacement form code on the student grid sheet.
- Return defective books with the NOT TO BE SCORED materials.

Defective Answer Documents

Answer Documents

- If a defective answer document (answer folder, answer book, and test and answer book) is identified before testing, give the student a replacement document.
- Return defective documents with the NOT TO BE SCORED materials.
- All DNS bubbles MUST be grided on an answer document. Cross the defective document with the NOT TO BE SCORED materials if any of the following circumstances occur:
  - Document is defective and USED
  - Student Name, Student ID Number, District Number, School Number, OR Grade Level (except for Retake) is INCORRECT on a label affixed to a USED document
  - A student label has been placed over another student label on a USED document
- If any of the three circumstances occur during testing, give the student a replacement document. When the student completes the session, he/she must, under the supervision of the test administrator, transfer the exact responses from the defective document to the replacement.

Defective Test and Answer Books (continued)

- Ensure the replacement document has the same form code if the replacement is one of the following:
  - Grade 3 Reading Test and Answer Book
  - Grade 3 Mathematics Test and Answer Book
  - Grade 4 Reading Test and Answer Book
  - Grade 4 Mathematics Test and Answer Book
- If the same form code book is not available and it is a Test & Answer Book, contact Student Assessment.
- The student must then, under the supervision of the test administrator, transfer his or her exact responses into a replacement Test and Answer Book.
**Defective Answer Documents (continued)**

(Answer Folder, Answer Book, or Test and Answer Book)

- Under the following circumstances, it is NOT necessary to grid
  the DNS bubble if the document has been packaged properly
  for return with all other NOT TO BE SCORED materials.

1. Preidentified document belongs to a student who has withdrawn before
   testing begins.

2. Preidentified document belongs to a student who has been absent
   during the entire testing window.

3. Document is defective and UNUSED (found before testing begins).

4. Preidentified information is incorrect and the document is UNUSED.
   If a test document is soiled, see page 18 of the Spring 2013
   RMS Manual.

For more information on defective materials, see pages 23-24

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**Test Security**

- Do NOT:
  - Read, reveal, or copy test items
  - Interpret or read items to students
  - Change or interfere with student responses
  - Read or copy student responses
  - Fail to follow security procedures and test administration
    directions
  - Fail to account for test materials before, during, and after
    testing
  - Cause achievement of students or schools to be inaccurately
    measured or reported

- *If any staff involved in the test participate in the activities above
  either intentionally or unintentionally, they may be subject to
criminal punishment and/or loss of teaching certification.*
TEST SECURITY

- Test Security Documentation:
  - Every staff member involved in testing must receive live training from the School Assessment Coordinator.
  - Every staff member involved in testing must sign a Test Administration and Security Agreement. Keep on file at the school.
  - Every Test Administrator must sign the Test Administrator Prohibited Activities Agreement. Keep this on file at the school.
  - Anyone administering the test must put their Florida Educator certification number on the Prohibited Activities Agreement.
  - Seating Charts are mandatory. If a student moves during testing, it must be noted on the Seating Chart. The front and back of the room must also be noted.
  - FCAT Required Administration Information is required. Security Numbers must be tracked.
  - Test Security Logs must be completed for every testing room.

- FCAT/FCAT 2.0 Test Administration and Security Agreement

- FCAT/FCAT 2.0 Test Administrator Prohibited Activities Agreement
Proctors

- When testing a large group of students, proctors must be assigned to the room. Refer to the table below for the required number of proctors.

<table>
<thead>
<tr>
<th>1-20 students</th>
<th>Test Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-40 students</td>
<td>Test Administrator and 1 Proctor</td>
</tr>
<tr>
<td>41-90 students</td>
<td>Test Administrator and 2 Proctors</td>
</tr>
</tbody>
</table>

- It is strongly recommended that a proctor be assigned to rooms with 30 or fewer students whenever possible.
- CBT Testing requires proctors for 25 or more students.
- "Administrative Assistants" used as a second set of eyes.
- Use Proctor Training BECON

Test Security

- NEVER leave materials unsecured
- Count materials each time they change hands
- Use the Test Material Chain of Custody Form 2013 form to track who is in contact with materials
- Collect materials daily
- Place materials in locked storage
- Record security numbers

Chain of Custody

Test Materials Chain of Custody Form

- Schools are required to maintain a Test Materials Chain of Custody Form (available in PearsonAccess and in Appendix C of the Spring 2013 RMS Manual).
- Record accurate information on the form, including the dates activities are completed, the names of the persons performing activities involving the materials, and information about the locked storage room. ONLY THREE PEOPLE SHOULD HAVE ACCESS TO THE LOCKED STORAGE ROOM.
- Retain electronic or hard copies of completed forms after materials are packaged for pickup, and email or return the originals to the district assessment coordinator.
A security number consists of a nine-digit number followed by a check digit (located in upper right corner of secure test books or test and answer books).

Written documentation of the number ranges must be maintained at all times during distribution and return of materials.

- Pre-populated Administration Record/Security Checklists with security numbers for all secure documents assigned to each school are provided in PearsonAccess.
- A blank copy of the checklist is provided in Appendix C of the Spring 2013 RMS Manual and in PearsonAccess.

Security Numbers

- Track materials using security numbers
- Distribute materials sequentially
- Maintain complete list and verify each document is returned
- Document number ranges each time the materials are distributed and collected
- Note unused materials
- Record information on the FCAT Administration Record/Security Checklist
As directed by the school coordinator, the test administrator may use the pre-populated Administration Record/Security Checklist, a blank copy of the checklist, or may make his/her own comprehensive record of security numbers.

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.

Security numbers of secure materials not already listed on the pre-populated checklist (e.g., materials distributed from district overage) MUST be added to the record with the names of the students to whom the test materials are assigned.
Testing Location Considerations

- Use classrooms whenever possible.
- Make sure that each room is free of distractions and has
  - Comfortable seating
  - Good lighting
  - Sufficient workspace
  - Adequate ventilation
  - Avoid testing in a cafeteria, gymnasium, auditorium, or library
- Make sure that:
  - Students are not facing each other when seated at tables.
  - Students are not in seating that allows them to easily view other students’ documents or computer monitors.
  - There is at least three feet between students and privacy screens are used for CBT.
- Remove or cover all visual aids on student desks or displayed in the room, such as posters showing mathematical and scientific concepts.

Emphasis on Active Administering and Proctoring

- Test Administrators and proctors must be actively monitoring students.
  - **This means that for the entire test session, the adults in the room are actively walking around, observing students, and proactively addressing the class as to any potential issues.**
- Ensure that there is adequate space (3 feet) between students that are testing and that privacy boards are used.
- Make sure that students are working independently and cannot view other students’ tests.
- Ensure the security of the test materials.
- Ensure all electronic devices are not in students’ possession.

Invalidations Matrix Student Implications

<table>
<thead>
<tr>
<th>Students</th>
<th>Examples of</th>
<th>When invalidation will happen:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Device Policy</td>
<td>Student has a cell phone or any device that is not allowed.</td>
<td>Invalidiation will occur immediately.</td>
</tr>
<tr>
<td>Learning Targets Before Test is Completed</td>
<td>Students have not completed the learning target.</td>
<td>Invalidiation will occur immediately.</td>
</tr>
<tr>
<td>Related Activity During Test</td>
<td>Students are not following the directions.</td>
<td>Invalidiation will occur immediately.</td>
</tr>
<tr>
<td>Students in Answer with Other Students</td>
<td>Students are sharing answers.</td>
<td>Invalidiation will occur immediately.</td>
</tr>
</tbody>
</table>

This will not happen immediately, unless it is determined as a rule violation.
Invalidations Matrix Staff Implications

<table>
<thead>
<tr>
<th>Staff</th>
<th>Actions prohibited</th>
<th>Examples of</th>
<th>Ramifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Self provides student with test booklet, sample of test, wholesale or other unauthorized item.</td>
<td>Loss of teaching certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leaks test questions, answers, test materials, complete test book (or otherwise compromises integrity of test).</td>
<td>Loss of teaching certification</td>
</tr>
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</tr>
</tbody>
</table>

Missing Materials/Security Breach

- Test administrators should report any test irregularities (e.g., whole classrooms of disruptive students), possible security breaches and ANY report of missing materials to the school assessment coordinator immediately.

- The school assessment coordinator MUST communicate with Student Assessment and Research regarding possible test invalidations IMMEDIATELY AFTER (Same Day) they occur. Student assessment can be reached at 754-321-4250.

Letter of explanation documents:

- Within 2 calendar days of the incident, a written report must be submitted to Dr. Desmond Blackburn Chief School Performance and Accountability Officer, or Paul Houchens Director of Student Assessment & Research to:

  The report must include:
  - The nature of the situation
  - The time and place of the occurrence
  - The names of the persons involved
  - A description of the communication between the district assessment coordinator’s office and school personnel
  - How the incident was resolved
  - What steps are being taken to avoid future test irregularities or security breaches
**Test Administrator Responsibilities**

**Before testing:**

- **Assemble Materials**
  - The Test Administration Manual is needed on the day of testing to read scripts to students, to ensure accurate timing for test sessions, and as a reference to avoid testing irregularities.
  - Test Group Codes (unique four digit code) will be provided by your School Test Coordinator. It is very important that each room has its own unique Test Group Code.
  - Test Administrator Checklist (located in Appendix C)

- **Assemble Materials (cont’d)**
  - Signs (located in Appendix C)
    - Do Not Disturb (posted on entrances to the testing room)
    - Session (displayed for students)
    - Electronic Devices (displayed for students)
  - Security Log (located in Appendix C)
  - Seating Chart for each test session
  - Record of Required Administration Information (or session roster)
  - Pencils for students, if needed
  - Watch or Clock to keep accurate time during testing
Test Administrator Responsibilities

Before testing:
- Assemble Materials (cont’d)
  - Cover sheets (located in Appendix C) to separate test materials
  - Calculators for Grades 7, 8, and Retake Mathematics, as well as Grade 8 Science
  - Test Materials will be distributed on the day of testing

Before testing:
- Sign and return an FCAT/FCAT 2.0 Security Agreement, which indicates that the test administrator:
  - Has received training
  - Has read the Test Security Statute and State Board Rule
  - Has read all applicable portions of the Test Administration Manual
  - Understands and agrees to adhere to all test security and administration policies and procedures
- Sign and return a Test Administrator Prohibited Activities Form (certification numbers must be recorded on this form)
Test Administrator Responsibilities

**Communicate Testing Policies to Parents and Students**
- **Electronic Devices Policy**—If students are found with ANY electronic devices during testing or breaks their tests will be invalidated. The best practice would be for students to leave devices at home or in their lockers on the day of testing.
- **Leaving Campus**—If students leave campus before completing the test (for lunch, an appointment, or illness, etc.), they WILL NOT be allowed to complete the test.
- **Test Rules Acknowledgement**—Students will be asked to read and sign (paper-based), read and click a checkbox (computer-based) prior to testing indicating that they will not give or receive unauthorized help during the test. If students are caught cheating or irregular answer patterns are detected during scoring, their tests will be invalidated.

**Before testing:**
- Read manual and attend School Test Coordinator training
- Prepare room for testing
- Remove or cover all visual aids
- Post DO NOT DISTURB and Electronic Devices signs
- Assemble materials needed for testing
- Receive appropriate test materials needed (Day of the test)
- Receive and prepare additional materials (Day of the test)
- Receive test group codes (Grades 3–10)
- Receive Seal Codes (2nd session only) & Authorization Tickets (Day of the test)
- Prepare Seating Chart

**Before Computer Based Testing**

Before Testing:
- Ensure that each student taking a CBT has taken the EPAT practice test
- Ensure that your School Testing Coordinator has set up your sessions in PearsonAccess, has started each session and has provided you with Session Rosters, Administration Records/Security Checklists, Seating Charts and an option for collecting materials (A or B).
- Ensure that your School Testing Coordinator has provided you with Work Folders/Worksheets (MS/HS only), and Student Authorization Tickets to provide to the students
- Remind students to submit their tests but not to exit TestNav upon completion of the Computer Based Test
Before Computer Based Testing

**Before Testing:**

- Students must not be able to easily view other students’ computer screens, work folders, worksheets or test and answer books. During the practice test, check the configuration of your testing room to make sure you will be able to provide a secure environment during testing.

- Students must not be able to easily view other students’ computer screens or test materials. Check the configuration of your testing room and make adjustments prior to test administration. Use visual blocks (file folders taped to the sides of the computer screens, computers placed back to back, etc). Privacy Boards provided by the Student Assessment and Research Department should be used but not as a replacement for active monitoring during testing.

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**Before Computer Based Testing**

- When you arrive on the day of testing, open each student workstation in the testing room to the student login screen as indicated in the script, but do not log in for students.

- Display the student comment form URL, or create shortcuts on student workstations to ensure each student is able to complete a form after testing.

- Ensure that you have a way to contact the technology coordinator or the school assessment coordinator without leaving the room unattended.

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**Test Administrator Responsibilities**

**During testing DO:**

- Use #2 pencils ONLY
- Have students clear their desk of all scratch paper, books, notes. Students should not be in possession of any electronic devices.
- Distribute test materials, pre-identified & blank
- Read appropriate scripts VERBATIM
- Make sure students:
  - have read and signed (paper-based) or selected the checkboxes (computer-based) for the Testing Rules Acknowledgment
  - are working in the correct session/area of the test
  - are working independently and are not talking or disturbing other students
Test Administrator Responsibilities

**During testing DO:**
- Keep time accurately per the Test Administration Manual
- Complete the Test Administration Security Log, Required Administration Information and Seating Chart
- Maintain test security during testing. Walk around the room and actively monitor the students while they are testing.
- Encourage the class to continue working, however, you may **not** talk with them about test items or help them with their answers. It is appropriate to address the entire class when doing this.
- Encourage the class to go back and check their work, if they finish early. It is appropriate to address the entire class when doing this.

**Test Administrator Responsibilities**

**During testing DO NOT:**
- Talk with students about test items.
- Help students with their answers.
- Use non-verbal queues in any way.
- Check through test books.
- Discuss test items or answers with students even after all test materials have been returned and testing has been completed.
- Talk on your cell phone, grade papers, work on the computer etc. You must be actively supervising the test administration.
- Return test materials to students once they have finished and submitted their assessment to you.

**During Computer Based Testing**

During CBT Testing, in addition to what is required for Paper based testing, you must:
- Ensure that no student is looking at another student’s computer monitor
- Note the accommodations provided on the Administration Record and Security Checklist or Session Roster
- If a student logs out for any reason (lunch, break, etc...) a staff member must resume their session in Pearson Access. Then the student may resume testing.
Test Administrator Responsibilities

After Testing

- Collect all test materials from the students
- For CBT collect Math work folders, Reading Worksheets or Passage Books, Session Rosters and Student Authorization Tickets
- Notify School Test Coordinator of any missing materials
- Remove reference sheets
- Check DNS and UNDO bubbles, Pre-id info, student signature,
- Complete the:
  - Security Log
  - Seating Chart
  - Administration Record/Security Checklists
  - Comment Form - PearsonAccess.com/bl

After Computer Based Testing

After Testing:

- Collect and return:
  1. Test Administration Security Log
  2. Completed Administration Record/Security Checklist and FCAT Seating Chart
  3. Reading Worksheets or Passage Books, Paper Reference Sheets, Math work folders, Session Rosters and Student Authorization Tickets

Test Administrator Material Return

Stack materials using cover sheets (in Appendix C):

- Absent students (hold for make-up)
- School TO BE SCORED w/cover sheet(s)
- Home Education, McKay, FTC Scholarship, and District then Florida K-8 Virtual School TO BE SCORED
- NOT TO BE SCORED materials w/cover sheet
- Test Administration Manual/Manuals
- Test Administration Security Log
- Administration Record/Security Checklists/Session Roster
- FCAT Rulers and Reference Sheets
- FCAT Seating Chart

Return the above items to your School Test Coordinator soon after testing is over each day. Test Administrators must not keep any secure test materials in their classroom.
School Coordinator Responsibilities

Before testing:
- Receive and inventory test materials. Use the enclosed Packing Lists to inventory your materials soon after they arrive to your school.
- Keep test materials secure at all times in locked storage with limited access (no more than 3 people).
- Use Chain of Custody form to keep track of test materials every time they are in and out of locked storage and to list authorized school personnel who come in contact with the test materials.
- Track security numbers.
- Do not open shrink-wrapped materials or begin preparing (applying student labels) more than one week prior to testing.
- Save the original boxes for returning special document materials.
- Ensure that an adequate supply of working calculators are available prior to the beginning of test administration.
- Assign and communicate Test Group Codes and or Seal Codes (CBT second session).
- If you need additional materials email assessment.materials@browardschools.com.

School Coordinator Responsibilities

Before testing:
- "Train Test Administrators and Proctors"
  - Distribute Test Administration Manuals and instruct Test Administrators to read all appropriate sections.
  - Make sure Test Administrators know what test will be administered each day and what script to read from the manual on each day of testing.
  - Ensure all Test Administrators maintain the following according to the requirements in the manual:
    - Records of Required Administration Information & or Session Roster
    - Seating Chart
    - Security Logs (The Test Administrator's name must be the first name on the Security Log)
  - Review test security policy and procedures and collect the following:
    - Signed Test Security Agreements
    - Signed Test Administrator Prohibited Activities Agreement (with certification numbers)
- "Inventory your materials early – Order additional test materials needed early."
**School Coordinator Responsibilities**

**Before testing:**
- Make arrangements for accommodations
- Ensure Test Administrators are aware of which option will be used to collect materials
- Provide appropriate test settings
  - Ensure visual aids are covered or removed
  - There must be at least 3 feet between students
- Test in classrooms whenever possible
- Ensure Computer Based Testing labs are ready and sessions are set up in Pearson Access
  - Print Authorization Tickets and Session Rosters and provide to TAs the same day of test (not earlier).

**During Testing:**
- Provide test administrators with additional materials during testing, as necessary.
- Monitor each testing room to ensure that test administration and test security policies and procedures are being followed.
- Be available during testing to answer questions from test administrators.
- Make sure that Security Logs, Seating Charts, and Administration Records/Security Checklists are being maintained in each testing room.
School Coordinator Responsibilities

Maintain Security
- After ANY administration, initial OR make-up, materials must be returned to you immediately.
- Materials must be placed in locked storage between test sessions and noted on the Chain of Custody.
- Secure materials should never remain in classrooms or be taken from the school’s campus overnight.
- Report any testing irregularities or test security breaches to the Student Assessment & Research Department immediately.
- Use the Chain of Custody form to record all contact with test materials.

School Coordinator Responsibilities After Testing
- Verify Test Administrators have returned all test materials to you.
- Notify Student Assessment and Research of any missing materials.
- Photocopy and file for your records:
  - Administration Record/Security Checklists and/or Session Rosters
  - Seating Charts
  - Test Administration Security Logs
  - Chain of Custody Form
- The original documents of the forms listed above are to be returned in the District Coordinator Only Box.
- Keep Student Authorization Tickets until scores are reported (CBT).
- Used Work Folders and Reading Worksheets come back with the DCO box.
- Complete Comment Forms.

School Coordinator Material Return

Prepare TO BE SCORED Answer Documents for return, completing a Document Count Form:
1. School TO BE SCORED
2. Home Education TO BE SCORED
3. McKay Scholarship TO BE SCORED
4. FTC Scholarship TO BE SCORED
5. FLVS Full Time and/or Florida Virtual Academy TO BE SCORED
- Prepare NOT TO BE SCORED materials for return.
School Coordinator Material Return

Document Count Forms
- Verify that you have included all documents from make-up sessions before you complete the forms.
- Complete Document Count Forms by following the instructions on the form. There is only one version of the count form (includes special documents and Retakes).
- For Grades 3–8 TO BE SCORED materials, complete a separate Document Count Form for each grade level and document type.

Do not copy blank count forms; however, once the count forms are completed, you should copy them for your records. If you need additional count forms, contact assessment.materials@browardschools.com

Place each completed form on top of the first stack of corresponding grade level’s TO BE SCORED answer documents.

Separate Document Count Forms must be completed for any special program student documents (Home Ed, Virtual School, etc.).

The information on the Document Count Form will be used for scoring purposes. If information (e.g., school number) on the Document Count Form conflicts with information on a PreID label or a student grid sheet, the information on the Document Count Form will be used. Therefore, it is vital that all information on this form be accurate.

See pages 249-259 of the FCAT R/M/S manual for more detailed instructions.
Ensure that the correct district and school numbers are gridded.

Grid the correct document type, number of documents under the form, and special document type, if applicable.

Materials Return

- Indicate District Number, School Number and School Name.
- Count and indicate number of documents in THIS band.
- Number total paper bands 1 of n, 2 of n, where “n” is the total number of paper bands per document type.
Paper Band

- Documents for each grade level and document type must be banded separately. You may use more than one paper band per grade level and document type, if necessary.
- Place a paper band around each stack of TO BE SCORED answer documents. The Document Count Form must be under the paper band on top of the stack labeled 1 of n.
- Seal the paper band and be sure that it securely holds the documents. Do not use staples, paper clips, or tape to secure the paper bands.

Package Materials for Return

Place Reading, Mathematics and Science TO BE SCORED materials in the boxes according to the diagram on page 256 of the FCAT R/M/S manual.

- You may place materials for more than one grade level in the same box.
- Place the appropriate color To-Be-Scored return label on the top of each box:
  - Grade 3: Blue Label
  - Grades 4 & 5: Red Label
  - Large Print: White Label
  - Braille: Pink Label
- Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy labels.
- Email Assessment Materials to order additional return labels.

RMS Packaging Diagram
Page 256 in your Manual
Grade 3 TO BE SCORED BLUE-Label

Pack Materials in this order:
• Charter Schools and Multi-Level Schools with more than one location number must pack materials separately for each school location number even if the schools are in the same building.
• Florida Virtual School Answer Documents in separate bands with separate Document Count Form
• Home Education, McKay, and FTC Scholarship and the District’s Virtual Program
• TO BE SCORED Answer Documents in separate bands with separate Document Count Forms
• Banded Stacks with document count forms, and your School’s TO BE SCORED Answer Documents
• Affix a BLUE label to the top of each Grade 3 To-Be-Scored box.
• Number the boxes 1 of n, 2 of n, with “n” being the total number of Blue labeled boxes.

Grades 4-5 TO BE SCORED RED-Label

Pack Materials in this order:
• Charter Schools and Multi-Level Schools with more than one location number must pack materials separately for each school location number even if the schools are in the same building.
• Florida Virtual School Answer Documents in separate bands with separate Document Count Form
• Home Education, McKay, and FTC Scholarship and the District’s Virtual Program
• TO BE SCORED Answer Documents in separate bands with separate Document Count Forms
• Banded Stacks (by grade level) with document count forms, and your School’s TO BE SCORED Answer Documents
• Affix a RED label to the top of each Grade 4-8 To-Be-Scored box.
• Number the boxes 1 of n, 2 of n, with “n” being the total number of Red labeled boxes.

NOT TO BE SCORED YELLOW-Label

Pack Materials in this order:
• Charter Schools and Multi-Level Schools with more than one location number must pack materials separately for each school location number even if the schools are in the same building.
• Unused test books, unused non-preidentified and preidentified documents
• Used and unused Reading Passage Booklets
• Defective documents with All DNS bubbles gridded
• Unused special documents materials and any special documents with DNA bubbles gridded
• Seal the boxes and affix a YELLOW label to the top of each box.
• Number the boxes 1 of n, 2 of n, with “n” being the total number of Yellow NTBS boxes.
District Coordinator Only Box

Include the following in your District Coordinator Only Box:
- ORIGINAL FCAT Administration Records/Security Checklists & Session Rosters
- ORIGINAL FCAT Seating Charts
- ORIGINAL Test Administration & Security Logs
- ORGinal Chain of Custody Forms
- Used Florida Computer Based Testing Work Folder (5th Grade) or Worksheet (6,7,9,10 Reading)
- Seal and write “District Coordinator ONLY”, your school name and 4-digit school number on the top of the box.
- Charter Schools with more than one location number must pack materials separately for each school location number even if they are in the same building.

<table>
<thead>
<tr>
<th>SSS Return Boxes</th>
<th>Label Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 TO BE SCORED Answer Documents</td>
<td>BLUE</td>
</tr>
<tr>
<td>Grades 4-8 TO BE SCORED Answer Documents</td>
<td>RED</td>
</tr>
<tr>
<td>NOT TO BE SCORED Materials (LP &amp; Braille)</td>
<td>YELLOW</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>All special documents, Large Print and Braille Materials (TO BE SCORED documents and Braille notes) returned with the appropriate grade level.</td>
<td>WHITE for LP</td>
</tr>
<tr>
<td>📌 Non-secure materials (unused paper bands, unused Document Count Forms, unused braille paper, etc.)</td>
<td>PINK for Braille</td>
</tr>
<tr>
<td>📌 Original Administrative Materials:</td>
<td></td>
</tr>
<tr>
<td>✓ Record of Required Administration Information or Session Rosters</td>
<td></td>
</tr>
<tr>
<td>✓ FCAT Security Logs ✓ Seating Charts</td>
<td></td>
</tr>
<tr>
<td>✓ Chain of Custody Form ✓ Used Work</td>
<td></td>
</tr>
<tr>
<td>No Return Label – Mark Boxes District Coordinator ONLY</td>
<td></td>
</tr>
</tbody>
</table>

Grade 3 To-Be-Scored

Grade 3 Braille To-Be-Scored

Materials Pick-Up

- Grade 3 Reading/Math To-Be-Scored (Blue label)
- Grade 3 To-Be-Scored Braille (Pink label)

Pony staff will pick-up Grade 3 To-Be-Scored (Blue) and To-Be-Scored Braille (Pink) on Monday, April 22nd OR Tuesday, April 23rd

Schools with no Make-Ups should return Grade 3 To-Be-Scored (Blue & Pink) materials earlier in the Pony on Friday, April 19th.
Grades 4-8 To-Be-Scored
Grades 4-9 Braille To-Be-Scored
Materials Pick Up:
- Grades 4 - 8 To-Be-Scored (Red label)
- Grades 4 – 9 Braille (Pink label)
- Grades 9, 10 and Retakes will be transcribed to CBT
- All Large Print will be transcribed to CBT

Pony staff will pick-up Grades 4 - 8 (Red) and 4-9 (Pink) on Monday, April 29th OR Tuesday April 30th. Materials must be ready for pick on April 29th.

Schools with no Make-Ups should return Grades 4-9 To-Be-Scored (Red & Pink) materials earlier in the

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Not-To-Be-Scored materials pick up for All Grade Levels and All subject areas

- Not-To-Be-Scored documents include: unused test books, unused non-preidentified and pre-identified documents, used and unused Reading Passage Booklets, defective documents, unused large print, unused Braille.
- District Coordinator Only Box

Warehouse OR Pony will pick-up ALL Not-To-Be Scored (Yellow) and District Coordinator Only Box on Thursday, May 2nd – Tuesday, May 7th.
Schools must have materials ready for Not-To-Be-Scored (Yellow) pick up on Thursday, May 2nd.