



Statewide Assessments Accommodations Guide

2024–2025

Grades 3–10 FAST ELA Reading and Mathematics,
FAST ELA Reading Retake, End-of-Course Assessments,
and Florida Civic Literacy Exam

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Introduction: 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 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.fdoe.org/accountability/assessments/>.

About This Guide

The purpose of this guide is to provide information and resources for the Fall/Winter 2024 administration of statewide 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
- Test Invalidations Policy
- Maintaining Test Security

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 FAST ELA Reading Retake Florida Civic Literacy Exam (FCLE)	Text-to-speech Masking	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 FAST 3–8 Mathematics Biology 1, Civics, and U.S. History EOCs	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. The student’s plan should identify the needed assistive technology and instructional materials along with the necessary documentation related to accommodations to ensure the student receives access to grade-level content, instruction, and full participation in state and district assessments. Care must be taken to provide a student with the appropriate accommodations as indicated in their respective individualized education programs. In addition, students with disabilities must be provided the opportunity to participate in sample item 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), Florida Statutes (F.S.), or Rule 6A-19.001(6), Florida Administrative Code (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, 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. 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 2024–2025 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. 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. For Mathematics and Science assessments, braille materials are available in UEB Math/Science and Nemeth transcriptions. 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.
- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in 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 **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 ELA Reading tests, with the exception of students who have been approved for a unique accommodation (see page 10).

- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in 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 the Internet, calculator, image upload features, in-device applications, or file storage features (e.g., devices with an exam mode must be used with exam mode activated, or devices with a memory card must have the memory card removed during testing).
 - Speech must be disabled if the student does not have an oral presentation accommodation. If the student does have an oral presentation accommodation, speech must be disabled on ELA Reading unless the student is approved for the Unique Accommodation that allows passages to be read aloud.
 - Magnification devices with image or file storage, calculator, in-device applications, and/or Internet access features without an exam mode or another option to disable the features require the creation of a security plan. This security plan must address how device use will be monitored during testing and how the school will ensure the removal of stored images after testing concludes. In addition, this plan must be submitted to the district assessment coordinator and documented on the student’s IEP. See guidance table below and on the following page.

Magnification Device Features and Policies

Feature	Action	Documentation Required
Exam Mode	When available, must be turned on for all statewide assessments	

Feature	Action	Documentation Required
Speech	Must be disabled on ELA Reading unless the student is approved for the Unique Accommodation that allows passages to be read aloud or if the student does not have an oral presentation accommodation	
Internet or Other Applications	If present, turn on Exam Mode or disable within device settings	In the event that access to the Internet or other applications cannot be disabled, create security plan to monitor access, document on student’s IEP, and share plan with district assessment coordinator
Built-in Storage	If present, turn on Exam Mode or plan to remove stored images and files after testing concludes	Create security plan to address removal of stored images and files, document on student’s IEP, and share plan with district assessment coordinator

- 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., 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.
- A student may use a scribe to record his or her mathematical computations when solving problems. The student will dictate each step as he or she wants it recorded. The test administrator or proctor may not perform any computations for the student and may only follow directions provided by the student. The student may review and edit the work.
- FDOE recommends that when transcribing a student response from one medium to the Data Entry Interface (DEI) for FAST, FCLE, and EOC assessments that one staff member transcribes the response and another staff member confirms the transcription.
- 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 use special paper such as raised-line, shaded-line, color-coded, or blank paper to take notes or respond to items. If used to respond to items, 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 test and after each test 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. 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 EOC or FCLE test session must participate in testing using paper-based test materials (student eligibility for paper-based test materials must be submitted to FDOE). 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 (student eligibility for paper-based test materials must be submitted to FDOE) 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.

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, Classroom Audio Distribution Systems (CADS), Bluetooth devices, and soundfield systems, may be used to connect to students' hearing devices to access sound and enhance sound. Special rooms or noise-canceling equipment (e.g., headphones, earplugs, earmuffs) 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. If an electronic sign language dictionary, glossary, or website uses the internet, schools must ensure that students have access only to the dictionary, glossary, or website and do not have access to any other sites.
- For Grade 6 FAST Mathematics and Biology 1 EOC Assessments, 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.
- 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.
 - Some math and/or science assessments may require braille manipulatives for specific items. These manipulatives will be shipped by the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) to districts for use by students taking braille versions of these assessments.
- 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 Hearing Assistive Technology Systems (e.g., Bluetooth, FM Systems, CADS, soundfield systems) for their hearing aids, cochlear implants, and/or bone-anchored hearing devices may have access to the device and use the Hearing Assistive Technology system during the 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 a Bluetooth hearing device also has a TTS accommodation, they may pair the hearing device to the computer or device they are using for testing. To ensure that it can pair correctly, the student should take an accommodated sample items session in the Secure Browser to ensure that the operating system allows the TTS tools to work with the student’s Hearing Assistive Technology system.

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. These accommodations are to be offered for all statewide assessments and all FAST assessment 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 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 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:

- **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 34–36 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 on pages 37–41.
- **Biology 1 EOC, Civics EOC, U.S. History EOC, and FCLE**—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 42–44.

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 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 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 to ensure 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.

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.

District 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. Additionally, when possible, students who receive oral presentation by a human reader should be tested one-on-one, so that other students do not overhear questions they may encounter on future administrations.
- 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](#).
- School assessment coordinators must mark CBT accommodations in TIDE.
- Testing rooms must be actively monitored during testing to ensure appropriate administration of accommodations.

Order and Receive Materials

Place additional orders in TIDE for test documents and any other required test materials. Ensure that schools in your district have an adequate supply of work folders, planning sheets, and worksheets.

Do not distribute secure materials to schools any earlier than two weeks prior to testing. If you find it necessary to distribute materials to specific schools sooner than two weeks before testing, please contact the Bureau of K–12 Student Assessment with a list of schools for approval.

District materials will be packaged in separate boxes labeled with the district's name. You can access copies of your district and school packing lists in TIDE. After your shipment arrives, make sure that each school receives the correct materials. If boxes are missing, notify the Florida Help Desk at 866-815-7246. Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

For math and/or science assessment items, braille manipulatives may be needed. They will be shipped separately via FedEx by the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI). If any braille manipulatives are needed for an assessment you ordered, FDOE will email you and verify the shipping address for where you want the braille manipulatives to be sent within your district. Please make sure these braille manipulatives are delivered to the appropriate schools prior to administration.

Prepare for Sample Items Sessions

Instruct school assessment coordinators to schedule and arrange sample items sessions as described on page 19.

If any of the students in your district require accommodated sample test materials, you may place an order for those materials in TIDE. For FAST, FCLE, and EOC Assessments braille sample test materials are available. To order these materials, select “Accommodated Sample Test Materials” from the test administration drop-down when you log in to TIDE. You can then place your order for these materials under the *Place Additional Orders* page.

Monitor Test Administrations with Accommodations

Be available during testing to answer questions from school assessment coordinators and to supply additional materials as needed. If possible, district personnel should perform on-site monitoring of test administration activities in schools to ensure that test administration and test security policies and procedures are followed and accommodations are being administered correctly.

Enter Student Responses

Determine whether school or district staff will be responsible for entering responses for regular print, large print, and one-item-per-page test and response books into the DEI for FAST, FCLE, and EOC assessments. If school-based staff will enter responses, you must assign them the SDE role in TIDE. One staff member should transcribe the responses and another staff member should confirm the transcription. Braille materials for the above subjects can be entered into the DEI locally or returned to DRC or Pearson for transcription and DEI entry. See instructions in Appendix A.

Prepare Paper-Based Test Materials for Return

For detailed instructions on preparing secure materials for return, please refer to the *Paper-Based Materials Return Instructions* in Appendix A.

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. Additionally, when possible, students who receive oral presentation by a human reader should be tested one-on-one, so that other students do not overhear questions they may encounter on future administrations.
- 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](#).
- School assessment coordinators must mark CBT accommodations in TIDE.
- Testing rooms must be actively monitored during testing to ensure appropriate administration of accommodations. Checking documentation after testing is concluded is insufficient; school staff must observe TAs while testing is occurring to verify that accommodations are administered properly.

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

Please see the instructions in Appendix A for information about returning used and unused secure materials to DRC and Pearson.

Additional Materials

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

- Test tickets (CBT only)
- Headphones/earbuds (text-to-speech forms)
- CBT Worksheets (Civics EOC, and U.S. History EOC only)
- CBT Work Folders (B.E.S.T. Algebra 1 & Geometry EOCs, and Biology 1 EOC only)
- FAST Mathematics Scratch Paper (CBT 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 for paper-based accommodations only (Biology 1 EOC only. See page 9 for more information.)
- Approved braille manipulatives from FIMC-VI, as needed for math and/or science assessments

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
- Sex
- Ethnicity
- Race

Student Demographics Panel in TIDE

The screenshot shows the 'Student Demographics' panel in TIDE. It includes the following fields and options:

- *District:
- *School:
- *Last Name:
- *First Name:
- Middle Initial:
- *FLEID:
- *Enrolled Grade:
- *Birth Date (MMDDYYYY):
- *Sex: Male Female
- *Section 504: Yes No
- *English Language Learner (ELL): Yes No
- *Primary Exceptionality:
- *Alternate Passing Score for ELA: Yes No
- *Testing Accommodations Listed on IEP or 504 Plan: Yes No
- District Use:

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
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) **must** have the correct CBT accommodations selected in TIDE prior to testing.

- For Text-to-Speech and Masking, 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 students who have been approved for the unique accommodation of auditory presentation of ELA passages, Text-to-Speech with Passages is set by FDOE. Uploading or selecting Text-to-Speech in TIDE for these students will deselect Text-to-Speech with Passages.

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 Sample Items Sessions

Paper-Based Sample Test Materials Activities

According to instructions from your district assessment coordinator, schedule and arrange paper-based sample test materials activities. Students participating in paper-based assessments are strongly encouraged to use the paper-based sample test materials and answer keys in a scheduled session at their schools and on their own to become familiar with responding to items on paper. These materials are available on the portal under Students & Families.

Sample Items Sessions for Computer-Based Tests

According to instructions from your district assessment coordinator, schedule and arrange computer-based sample items sessions. Students who require CBT accommodations (e.g., text-to-speech, masking) should complete the appropriate accommodated sample items. Students with the Text-to-Speech accommodation must take their sample items with the secure browser. See the [Sample Items User Guide](#) for information about creating sample items 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.

PreID Labels

PreID labels **must** be applied to all regular print test documents.

PreID labels and rosters are not provided for FAST ELA Reading, FAST Mathematics, B.E.S.T. EOCs, Biology 1, Civics, and U.S. History EOCs, or the FCLE; schools must print On-Demand PreID Labels for regular print tests for these subjects. Demographic information must be verified in TIDE before printing On-Demand PreID Labels. On-Demand PreID Labels must be printed and applied to the correct place on test documents. School staff may verify and apply labels no sooner than one week prior to testing.

Failure to apply a PreID label may delay the scoring process, and results for TO BE SCORED test documents returned without labels may be included in late reporting. Instructions for printing On-Demand PreID Labels can be found in the [TIDE User Guide](#).

Ensure the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.

Maintain Test Security

Adhere to the following policies when preparing paper-based student test materials:

- 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.
- All secure materials must be returned to locked storage and remain there until testing begins.

Security Numbers

All regular print test documents and special document (large print, one-item-per-page, braille) test materials are secure documents and must be protected from loss, theft, and reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all secure documents. See the sample demographic pages on the following page for the location of the security number.

Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

Location of Security Number on Sample Student Demographic Page

▼ ALIGN TOP OF LABEL HERE ▼

APPLY PREID LABEL HERE

A PreID Label MUST be applied to this book.



Student Name _____

Biology 1 EOC Assessment

Test and Response Book

Fall 2024


The student will respond in this book, and school staff must enter responses into the Data Entry Interface (DEI).

DEI Entry
 Transcribed by: _____ Date: _____
 Verified by: _____ Date: _____

▼ ALIGN TOP OF LABEL HERE ▼

APPLY PREID LABEL HERE

A PreID Label MUST be applied to this book.



Student Name _____

Grade 10 FAST ELA Reading

Test and Response Book

PM1
2024–2025

The student will respond in this book, and school staff must enter responses into the Data Entry Interface (DEI).

DEI Entry
 Transcribed by: _____ Date: _____
 Verified by: _____ Date: _____

Security Number: 10000020

Barcode: 5519437

The test administrator should also maintain a record of the security numbers for all test documents assigned to him or her. If a test administrator receives test documents 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.

Hazardous Materials

If a test document is soiled (e.g., with blood, vomit), the district assessment coordinator should email the security number to the Florida Help Desk at FloridaHelpDesk@CambiumAssessment.com. All hazardous materials must be reported by the last day of the test window. At their discretion, school personnel may transcribe responses into a replacement test document.

The damaged test document should then be destroyed or disposed of in a secure manner (e.g., shredding, burning). Soiled test documents should not be returned with test materials.

Missing Materials

School assessment coordinators must verify that all secure materials are received and should report any mispackaged or missing materials to their district assessment coordinator immediately. The [Test Materials Chain of Custody Form](#) must be maintained at all times to track secure test materials. Individuals responsible for handling secure materials are accountable for the materials assigned to them. Test administrators should report any missing materials to the school assessment coordinator immediately.

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must contact the district assessment coordinator. If guidance is needed, the district assessment coordinator should call the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel.

A written report must be submitted to the Bureau of K–12 Student Assessment within 30 calendar days after secure materials have been identified as missing. The report must include the following, as applicable:

- the nature of the situation,
- the time and place of the occurrence,
- the names of the people involved,
- copies of completed forms (e.g., [2024–2025 Test Administration and Security Agreement](#), [2024–2025 Test Administrator Prohibited Activities Agreement](#), [Test Materials Chain of Custody Form](#)),
- a description of the communication between the district assessment coordinator’s office and school personnel,
- how the incident was resolved, and
- what steps are being implemented to avoid future losses.

Missing secure materials can be reported using the [Missing Materials Form](#). School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

School personnel should submit completed forms to the district assessment coordinator. District assessment coordinators should verify that all pertinent information has been included and should submit the written report to FDOE as indicated on the form. **Remember that secure student information must not be communicated via email.**

Monitor Test Administrations with Accommodations

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

Monitor each testing room to ensure that test administration and test security policies and procedures are followed and accommodations are being administered correctly. Checking documentation after testing is concluded is insufficient; school staff must observe TAs while testing is occurring to verify that accommodations are administered properly.

Receive Materials from Test Administrators

As you receive materials from test administrators, verify that all secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing and complete the necessary investigation.

Make copies of all completed chain of custody forms, security logs, seating charts, and required administration information. Return the originals according to the Prepare District Assessment Coordinator ONLY Box instructions in the test administration manual.

Enter Student Responses

All regular print, large print, and one-item-per-page paper-based assessments must be transcribed by school or district staff into the Data Entry Interface (DEI). Braille materials can be entered into the DEI locally or returned to DRC or Pearson for transcription and DEI entry. The district assessment coordinator will determine which staff will be responsible for entering in student responses. School staff who will enter responses into the DEI must be assigned the School Data Entry (SDE) role in TIDE to access the system. Each test should be transcribed by one staff member, and another staff member should confirm the transcription prior to the test being submitted. Responses should be entered into the DEI within one week of the student completing the paper-based assessment. All responses must be recorded by the end of the test administration window. **Any test and response books returned to DRC or Pearson without being first recorded into the DEI will not be scored.** More information about the DEI can be found in the [DEI User Guide](#).

Invalidate DEI Tests

If a paper-based FAST, FCLE, or EOC test needs to be invalidated, it should be entered into the DEI. Then follow the instructions for invalidating a CBT test in the [TIDE User Guide](#). Invalidation must be entered in TIDE by the last day of the test administration window.

Prepare Paper-Based Test Materials for Return

Follow instructions from your district assessment coordinator regarding the return of secure materials. Reference Appendix A as needed.

If a student discovers that the test document is defective during testing, give the student a replacement document. Do not remove the student PreID label from the defective book. An On-Demand PreID Label must be printed in TIDE and applied to the replacement document. After the test session has ended, the student must, under the supervision of the test administrator, transfer the exact responses from the defective test document to the replacement test document.

If a test document is soiled, see the instructions in the “Hazardous Materials” section on page 22.

For packaging and return instructions, see the “Prepare Materials for Return” section on pages 45–46 in Appendix A.

Test Administrator Responsibilities and Instructions

Remember, prior to testing you must:

- Read, sign, and return a [2024–2025 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 [2024–2025 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, testing must be delayed 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 33–44 for guidance regarding which portions of the test can be read aloud.
- 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 manuals for the current administration for specific test administrator instructions.

Record Required Administration Information for Paper-Based Test Administrations

For paper-based test administrations, you are required to maintain the following information, as directed by your school assessment coordinator:

- Students assigned to your testing room—provide student names and FLEIDs
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Accommodations provided to students (codes provided below)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials are received and returned

Record this information according to your school assessment coordinator's instructions. A new [Administration Record/Security Checklist](#) should be used for each session. An electronic version is available on the [Florida Statewide Assessments Portal](#). Return the required administration information to your school assessment coordinator.

Accommodations Codes

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

Use the following codes to record accommodations with required administration information.

For ESE/504 students:

- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

For ELL or recently exited ELL students:

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

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.

Computer-Based Test Materials

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

- Test Tickets
- CBT Worksheets
- CBT Work Folders
- FAST Mathematics Scratch Paper

- Headphones/Earbuds (text-to-speech forms)
- 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](#).

Regular Print Materials

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

- FAST ELA Reading Test and Response Books
- FAST Mathematics Test and Response Books
- FAST ELA Reading Retake Test and Response Books
- B.E.S.T. Algebra 1 and Geometry EOC Test and Response Books
- Biology 1, Civics, and U.S. History EOC Test and Response Books
- FCLE Test and Response Books
- Periodic Tables (Biology 1 EOC)
- 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 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 PBT accommodated script, located on the portal, and read the script **verbatim** to students.

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 FAST, FCLE, or 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 or Approved 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 (See page 9 for more information.)

Large Print Scripts

You will use the applicable paper-based test administration scripts provided on the portal to administer assessments to students using large print 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, Civics, FCLE, and U.S. History**
 - Omit instructions to remove the seal. These large print test and response books do not contain seals.

Prepare Student Large Print FAST, FCLE, or 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 these subjects' large print test and response books.

Transcribe Large Print FAST, FCLE, or 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 response 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.

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 FAST, FCLE, or 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 or Approved 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 (See page 9 for more information.)

One-Item-Per-Page Script

You will use the applicable paper-based test administration scripts provided 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 response book by opening the binder rings and instruct students to refer to the periodic table at any time during the test.
- **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 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.
 - Omit instructions to remove the seal. The one-item-per-page test 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 FAST, FCLE, or 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 one-item-per-page test and response books.

Transcribe One-Item-Per-Page FAST, FCLE, or 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 one-item-per-page 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 response book), make sure that **all** of the student's responses are in **one** document type and, if applicable, follow the transcription guidance for that document type (e.g., transcribe the response in the one-item-per-page test and response book into a regular print test and response book). Then enter or return the student's responses according to the return instructions for that document type.

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.

Assemble the following braille test materials, as applicable:

- **Test Administrator**
 - Braille Scripts
 - Braille Notes
 - Braille Manipulatives (provided by FDOE, see following page)
 - Required Administration Information
 - Regular Print Test and Answer Books (or Regular Print Test and Response Books)
 - Special Document Return Envelopes
- **Student**
 - Braille Test Books
 - Braille Paper (for student responses)
 - 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 (See page 9 for more information.)

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. The Braille Notes also include instructions on the use of FDOE-provided manipulatives if a specific Mathematics or Science item has been identified as needing a manipulative. **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.**

Braille Manipulatives

If you have ordered a test that requires a braille manipulative, it will be shipped separately via FedEx by the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) to the location designated by your district assessment coordinator. A return shipping label will be included so that the manipulative can be shipped back to FIMC-VI once the student is finished with the assessment. For more information regarding braille manipulatives, please see the online document *Guide for Administering Braille Versions of Statewide Assessments with Manipulative* on the [Florida Statewide Assessments Portal](#).

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 page 20 of this guide.

Braille Student Responses for FAST, FCLE, or EOC

Students who use braille materials will record their responses on braille paper. School/district personnel may enter the student's responses into the Data Entry Interface (DEI) locally, or the student's responses may be returned to DRC or Pearson for transcription and DEI entry. If returned to DRC/Pearson, the contractor will transcribe the student's responses from the braille paper into the DEI. School/district personnel are responsible for applying a PreID label and ensuring that the student name has been written on the front of each student's regular print test and response book before placing it 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 response book provided for the student. The responses should be entered into the DEI by school or district staff and returned in a NOT TO BE SCORED box.

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 response book), responses recorded into regular print, large print, or one-item-per-page documents should be entered locally into the DEI.

Return Materials to the School Assessment Coordinator

After testing is complete, return test materials to the school assessment coordinator. Notify the school assessment coordinator immediately if any items are missing.

Ensure a PreID label has been applied to each regular print document. If no PreID label has been applied, contact your school assessment coordinator. **Do not open or check through test documents.**

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, 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 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 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 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: Students identified as English Language Learners (ELLs) or recently exited ELLs may receive assistance in their heritage language only for any portions of the tests that may be read aloud or signed for students with disabilities. This is not to be used as oral presentation.

Please note the following for 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.

FAST ELA Reading Examples

Example:

<p>Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>"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)</p>	<p>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.)</p>
<p>Ⓐ okay to leave Ⓑ able to learn quickly Ⓒ able to begin Ⓓ prepared to travel Ⓔ ready to start to learn</p>	<p>Everything in this portion of the item may be read aloud.</p>

Example:

<p>Part A</p> <p>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.</p> <p>Ⓐ 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.</p> <p>Part B</p> <p>Fill in the circle before the two sentences that support the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Ⓐ 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.</p>	<p>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.)</p>

Example:

<p>Part A</p> <p>How has learning from distant places changed over time?</p> <ul style="list-style-type: none"> Ⓐ 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. <p>Part B</p> <p>Select one sentence that supports the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<ul style="list-style-type: none"> Ⓐ "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." 	<p>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.)</p>

Example:

<p>Select the lines from Passage 2 that develop the speaker's desire for adventure.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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? <input type="checkbox"/> 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. 	<p>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.)</p>

Instructions for Oral Presentation Accommodations

Example:

<p>Read this excerpt from Passage 2.</p> <p>Our little isle is green and breezy, Come and rest thee! O come hither,</p>	<p>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.</p>
<p>Which set of contrasting ideas does this excerpt best portray?</p> <p>Ⓐ the harshness of the sea and the peace of the island</p> <p>Ⓑ the ugliness of the ship and the beauty of the island</p> <p>Ⓒ the comfort of home and the toughness of the open sea</p> <p>Ⓓ the excitement of the battlefield and the dullness of the sea</p>	

Example:

<p>Which lines from Passage 2 illustrate the harshness of the sea?</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Ⓐ The sea is lonely, the sea is dreary,/The sea is restless and uneasy;/ Thou seekest quiet, thou art weary, (lines 1–3)</p> <p>Ⓑ As the dark waves of the sea/Draw in and out of rocky rifts,/ Calling solemnly to thee (lines 12–14)</p> <p>Ⓒ With voices deep and hollow,—/“To the shore/Follow! O, follow! (lines 15–17)</p> <p>Ⓓ To be at rest among the flowers;/Full of rest, the green moss lifts,/ As the dark waves of the sea (lines 10–12)</p>	<p>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.)</p>

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)

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:

Select the values of x that make each equation or inequality true.			
	$x = 1$	$x = 2$	$x = 3$
$2x + 5 = 9$	Ⓐ	Ⓑ	Ⓒ
$2x + 5 < 9$	Ⓓ	Ⓔ	Ⓕ
$2x + 5 \leq 9$	Ⓖ	Ⓗ	Ⓘ

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.

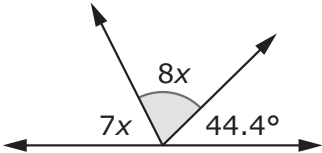
X equals one. Two x plus five is less than nine. Option D. X equals two. Two x plus five is less than nine. Option E. X equals three. Two x plus five is less than nine. Option F.

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.

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**

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.

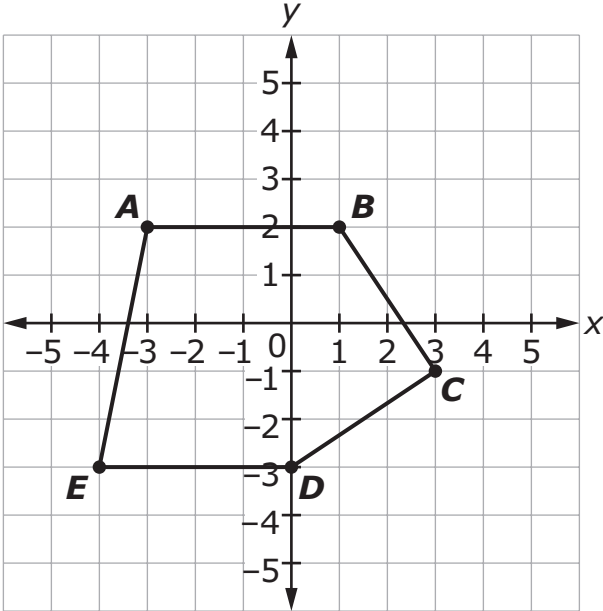
What is the difference, in liters (L), between the amounts of water in their containers?

Everything in this portion may be read aloud.

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, and Florida Civic Literacy Exam Examples

For students with an oral presentation accommodation taking Biology 1, Civics, and U.S. History EOCs, 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

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

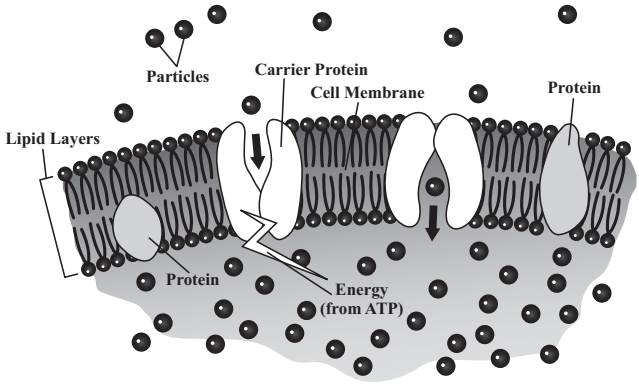
The diagram is a pyramid with four horizontal sections. The top section is labeled 'Fourth Trophic Level' and contains 'Birds of Prey'. The second section from the top is labeled 'Third Trophic Level' and contains 'Snakes' and 'Small Birds'. The third section from the top is labeled 'Second Trophic Level' and contains 'Small Mammals' and 'Insects'. The bottom section is labeled 'First Trophic Level' and contains 'Cacti', 'Flowering Shrubs', and 'Desert Trees'.

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:

<p>For questions 6, 7, and 8, refer to the following passage and illustration.</p> <p>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.</p>  <p>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.</p>	<p>Everything in this portion may be read aloud.</p>
<p>6. The sodium-potassium ion pump found in some cell membranes is made of which of the following basic structural components?</p> <ul style="list-style-type: none"> Ⓐ amino acids Ⓑ fatty acids Ⓒ monosaccharides Ⓓ nucleotides 	<p>Everything in this portion may be read aloud.</p>
<p>7. What is a primary function of the cell membrane?</p> <ul style="list-style-type: none"> Ⓐ determining genetic traits Ⓑ defending against foreign particles Ⓒ breaking down proteins for energy Ⓓ generating energy from mineral nutrients 	<p>Everything in this portion may be read aloud.</p>
<p>8. Why does the study of cell membranes lead to a better understanding of cell function?</p> <ul style="list-style-type: none"> Ⓐ 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. 	<p>Everything in this portion may be read aloud.</p>

Appendix A: Paper-Based Materials Return Instructions

Introduction

This appendix contains instructions for preparing and packaging materials for return for the Fall/Winter 2024 administrations of the following Florida Statewide Assessments:

DRC

- FAST ELA Reading Retake
- B.E.S.T. Algebra 1 EOC
- B.E.S.T. Geometry EOC
- FAST ELA Reading
- FAST Mathematics

Pearson

- Biology 1 EOC
- Civics EOC
- U.S. History EOC
- Florida Civic Literacy Exam (FCLE)

District assessment coordinators and school assessment coordinators should familiarize themselves with these instructions prior to preparing materials for return after any paper-based test administration. Note that the process for returning paper-based test materials to DRC differs from the materials return process to Pearson. Therefore, it is important to follow these instructions carefully.

For questions regarding return dates, please contact the Bureau of K–12 Student Assessment at 850-245-0513. Other questions regarding material returns may be directed to the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com.

Prepare Materials for Return

Prepare materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

1. **Verify that all secure materials have been collected.** District assessment coordinators must investigate immediately if any secure materials are missing.
2. **Confirm that scorable tests have been entered into the Data Entry Interface (DEI) for the following subjects:**

- | | |
|---------------------------|--------------------|
| • FAST ELA Reading Retake | • Biology 1 EOC |
| • B.E.S.T. Algebra 1 EOC | • Civics EOC |
| • B.E.S.T. Geometry EOC | • U.S. History EOC |
| • FAST ELA Reading | • FCLE |
| • FAST Mathematics | |

All scorable regular print, large print, and one-item-per-page tests must be entered into the DEI for scoring. Any of these test materials returned to DRC or Pearson without being first recorded into the DEI will not be scored.

To prepare materials for return:

- Ensure a PreID label is applied to all regular print test documents.

- **If student responses are recorded on braille answer sheets the materials may be returned to DRC or Pearson for transcription.** Follow return instructions for TO BE SCORED braille materials.
 - **If responses are recorded for the student or if braille responses are transcribed at the school into the regular print test documents, responses should be entered by school or district staff into the DEI.** Follow return instructions for NOT TO BE SCORED braille materials.
3. **Separate materials into stacks, by contractor, as indicated by the DRC and Pearson Materials & Return Label Colors tables on pages 50–53.**

Materials do not need to be sorted by subject or special program if they require the same type of return label. For instance, all Science and Social Studies EOCs, and FCLE NOT TO BE SCORED materials may be placed in the same box, unsorted, with a Pearson yellow return label affixed.

Note: Secure test materials should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the *Hazardous Materials* section on page 22.

Package Materials for Return

Package materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

Place materials in boxes and apply the appropriate colored return labels on the boxes. Refer to the Materials and Return Label Color tables for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials for each contractor, organized by subject. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Boxes also must have a UPS-RS label applied. See the chart on page 54 for UPS label instructions.

If you need additional labels, the district assessment coordinator may request additional return labels through the *Place Additional Orders* page in TIDE. Do not copy or create your own labels.

Returning Braille Manipulatives

All braille manipulatives for math or science tests must be returned to Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) using the return FedEx label included in the initial packaging. **Do not return these to DRC or Pearson with the other braille materials.** If you need a replacement return label, contact Leeann Eldredge at FDOE.



Packaging Instructions for Returning Materials to DRC

TO BE SCORED Braille Test Documents – Return to DRC
<p>➤ FAST ELA Reading, FAST Mathematics, FAST ELA Reading Retake, and B.E.S.T. Algebra 1 and Geometry EOC tests that have not been entered into the DEI</p>
<p>1. The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.</p> <p>Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials for each subject tested:</p> <p>Braille Test Documents</p> <ul style="list-style-type: none"> • Braille Answer Sheets containing student responses • Braille Test Books • Braille Testing Rules Acknowledgment Sheet • Regular Print Test Documents (with PreID label applied) <p>2. Verify the following on the braille and associated regular print test documents:</p> <ul style="list-style-type: none"> • Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets. • Student responses are recorded on braille answer sheets or, if recorded for the student, in the regular print test documents. FAST and B.E.S.T. EOC assessment responses that are recorded for the student in the regular print document should be entered into the DEI, then all braille materials should be returned as NOT TO BE SCORED. If student responses are not recorded properly, they may be in late reporting. • Regular print test documents have the correct PreID labels applied. Do not place PreID labels on the braille test books. PreID labels must be applied to the regular print test documents. If the original regular print test document is damaged or used by another student, a replacement regular print test document must accompany the special document with a PreID label applied. <p>3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked “Student Envelope __ of __” should be used to number each student’s envelopes 1 of n, 2 of n, etc., where n is the total number of envelopes for that student. Seal the envelope(s).</p> <p>4. Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived. Do not return TO BE SCORED braille materials in the same boxes as NOT TO BE SCORED regular print or large print and/or one-item-per-page materials. Mispackaged materials will delay reporting of student results.</p>

TO BE SCORED Braille Test Documents – Return to DRC
➤ FAST ELA Reading, FAST Mathematics, FAST ELA Reading Retake, and B.E.S.T. Algebra 1 and Geometry EOC tests that have not been entered into the DEI
<p>5. Affix a pink DRC TO BE SCORED return label for the correct administration (e.g., DRC – FALL 2024 B.E.S.T. EOC & FAST PM1/RETAKE, DRC – WINTER 2024 B.E.S.T. EOC & FAST PM2/RETAKE) to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).</p> <p>6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in DRC white-labeled boxes. Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator.</p>

NOT TO BE SCORED Materials – Return to DRC
➤ FAST ELA Reading, FAST Mathematics, FAST ELA Reading Retake, and B.E.S.T. Algebra 1 and Geometry EOC tests that have been entered into the DEI
<p>1. Place all DRC NOT TO BE SCORED materials in boxes.</p> <ul style="list-style-type: none"> • Include Braille Notes and NOT TO BE SCORED special document materials. • Include FAST and B.E.S.T. used and unused regular print, large print, and one-item-per-page test and response books. • Return bags should not be used for NOT TO BE SCORED materials. <p>2. Affix a white DRC NOT TO BE SCORED return label for the correct administration (e.g., DRC – FALL 2024 B.E.S.T. EOC & FAST PM1/RETAKE, DRC – WINTER 2024 B.E.S.T. EOC & FAST PM2/RETAKE) to the top of each box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).</p>



Pearson

Packaging Instructions for Returning Materials to Pearson

TO BE SCORED Braille Test Documents – Return to Pearson
➤ Biology 1, Civics, & U.S. History EOCs, and FCLE tests that have not been entered into the DEI
<p>1. The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.</p> <p>Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials for each subject tested:</p> <p>Braille Test Documents</p> <ul style="list-style-type: none"> • Braille Answer Sheets containing student responses • Braille Test Books • Braille Testing Rules Acknowledgment Sheet • Regular Print Test Documents (with PreID label applied)

TO BE SCORED Braille Test Documents – Return to Pearson

➤ Biology 1, Civics, & U.S. History EOCs, and FCLE tests that **have not** been entered into the DEI

2. **Verify the following on the braille and associated regular print test documents:**
 - **Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.**
 - **Student responses are recorded on braille answer sheets or, if recorded for the student, in the regular print test documents.** Responses that are recorded for the student in the regular print document should be entered into the DEI, then all braille materials should be returned as NOT TO BE SCORED. **If student responses are not recorded properly, they may be in late reporting.**
 - **Regular print test documents have the correct PreID labels applied. Do not place PreID labels on the braille test books.** PreID labels must be applied to the regular print test documents. If the original regular print test document is damaged or used by another student, a replacement regular print test document must accompany the special document with a PreID label applied.
3. **Verify that the student information is completed on the Special Document Return Envelope(s).** The space on the envelope marked “Student Envelope __ of __” should be used to number each student’s envelopes 1 of n , 2 of n , etc., where n is the total number of envelopes for that student. Seal the envelope(s).
4. **Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived.** Do not return TO BE SCORED braille materials in the same boxes as NOT TO BE SCORED regular print or large print and/or one-item-per-page materials. Mispackaged materials will delay reporting of student results.
5. **Affix a pink Pearson TO BE SCORED return label for the correct administration (e.g., FL FALL 24: Biology 1, Civics, U.S. History, FL WNTR 24: K-12 FCLE) to the top of the box in the square that reads “Apply return shipping label here.”** Boxes should be numbered.
6. **Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in Pearson yellow-labeled boxes.** Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator.

NOT TO BE SCORED Materials – Return to Pearson

➤ Biology 1, Civics, & U.S. History EOCs, and FCLE tests that **have** been entered into the DEI



1. **Place all Pearson NOT TO BE SCORED materials (unused non-identified documents and documents that should not be processed for scoring) in boxes.**
 - Include Braille Notes and NOT TO BE SCORED special document materials.
2. **Affix a yellow Pearson NOT TO BE SCORED return label for the correct administration (e.g., FL FALL 24: Biology 1, Civics, U.S. History, FL WNTR 24: K-12 FCLE) to the top of each box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).



Label Boxes for Return

Refer to the following tables for the appropriate return label colors and UPS-RS label for TO BE SCORED and NOT TO BE SCORED materials for each subject, organized by contractor.

If you need additional labels, the district assessment coordinator may request additional return labels through the *Place Additional Orders* page in TIDE. Do not copy or create your own labels.



DRC Materials and Return Label Colors		
Sample Label	Subjects	Type of Materials
<p>PINK – FALL 2024 B.E.S.T. EOCs & FAST PM1/Retake</p> <div style="border: 1px solid black; padding: 5px;"> <p>DRC – FALL 2024 B.E.S.T. EOC & FAST PM1/RETAKE SCHOOL: 77-9002 FROM: DEMO SCHOOL 9002 325 WEST GAINES ST STE 401 FLORIDA DEPARTMENT OF EDUCATION TALLAHASSEE, FL 32399-6533</p> <p>TO: Data Recognition Corporation (DRC) 8900 Wyoming Avenue N Brooklyn Park, MN 55445</p>  <p>R51943730000001 To Be Scored – Braille</p> </div>	<p>FAST ELA Reading*</p> <p>FAST Mathematics*</p> <p>B.E.S.T. Algebra 1 EOC*</p> <p>B.E.S.T. Geometry EOC*</p> <p>FAST ELA Reading Retake*</p>	<p>TO BE SCORED</p> <p>Braille test materials</p> <p>*Return as TO BE SCORED if the Braille materials have not been entered into the DEI.</p>
<p>PINK – WINTER 2024 B.E.S.T. EOCs & FAST PM2/Retake</p> <div style="border: 1px solid black; padding: 5px;"> <p>DRC – WINTER 2024 B.E.S.T. EOC & FAST PM2/RETAKE SCHOOL: 77-9002 FROM: DEMO SCHOOL 9002 325 WEST GAINES ST STE 401 FLORIDA DEPARTMENT OF EDUCATION TALLAHASSEE, FL 32399-6533</p> <p>TO: Data Recognition Corporation (DRC) 8900 Wyoming Avenue N Brooklyn Park, MN 55445</p>  <p>R51943830000001 To Be Scored – Braille</p> </div>		

DRC Materials and Return Label Colors		
Sample Label	Subjects	Type of Materials
<p>WHITE – FALL 2024 B.E.S.T. EOCs & FAST PM1/Retake</p> <div style="border: 1px solid black; padding: 5px;"> <p>DRC – FALL 2024 B.E.S.T. EOC & FAST PM1/RETAKE SCHOOL: 77-9002 FROM: DEMO SCHOOL 9002 325 WEST GAINES ST STE 401 FLORIDA DEPARTMENT OF EDUCATION TALLAHASSEE, FL 32399-6533</p> <p>TO: Data Recognition Corporation (DRC) 8900 Wyoming Avenue N Brooklyn Park, MN 55445</p>  <p>R51943710000001 NOT TO BE SCORED</p> </div>	<p>FAST ELA Reading FAST Mathematics B.E.S.T. Algebra 1 EOC B.E.S.T. Geometry EOC FAST ELA Reading Retake</p>	<p>NOT TO BE SCORED materials</p> <p>FAST and B.E.S.T. EOCs</p> <ul style="list-style-type: none"> All regular print, large print, and one-item-per-page FAST and B.E.S.T. EOC test and response books, used and unused Braille materials that have been entered into the DEI
<p>WHITE – WINTER 2024 B.E.S.T. EOCs & FAST PM2/Retake</p> <div style="border: 1px solid black; padding: 5px;"> <p>DRC – WINTER 2024 B.E.S.T. EOC & FAST PM2/RETAKE SCHOOL: 77-9002 FROM: DEMO SCHOOL 9002 325 WEST GAINES ST STE 401 FLORIDA DEPARTMENT OF EDUCATION TALLAHASSEE, FL 32399-6533</p> <p>TO: Data Recognition Corporation (DRC) 8900 Wyoming Avenue N Brooklyn Park, MN 55445</p>  <p>R51943810000001 NOT TO BE SCORED</p> </div>		



Pearson Materials and Return Label Colors		
Sample Label	Subjects	Type of Materials
<p align="center">PINK – FALL 2024 Science/Social Studies EOCs</p> <div style="border: 1px solid black; padding: 5px;"> <p align="right">FL00017046 S-00000</p> <p>DIST: _____ DIST #: _____ DIST: BOX _____ OF _____</p> <p>SCH: _____ SCH #: _____ SCH: BOX _____ OF _____</p> <p>PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078</p> <p>FL FALL 24: Biology 1, Civics, U.S. History</p> <p>620-366-001 ANS</p> </div>		
<p align="center">PINK – WINTER 2024 Science/Social Studies EOCs</p> <div style="border: 1px solid black; padding: 5px;"> <p align="right">FL00017145 S-00000</p> <p>DIST: _____ DIST #: _____ DIST: BOX _____ OF _____</p> <p>SCH: _____ SCH #: _____ SCH: BOX _____ OF _____</p> <p>PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078</p> <p>FL WNTR 24: Biology 1, Civics, U.S. History</p> <p>620-367-001 ANS</p> </div>		
<p align="center">PINK – WINTER 2024 FCLE</p> <div style="border: 1px solid black; padding: 5px;"> <p align="right">FL00017145 S-00000</p> <p>DIST: _____ DIST #: _____ DIST: BOX _____ OF _____</p> <p>SCH: _____ SCH #: _____ SCH: BOX _____ OF _____</p> <p>PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078</p> <p>FL WNTR 24: K-12 FCLE</p> <p>620-367-001 ANS</p> </div>		

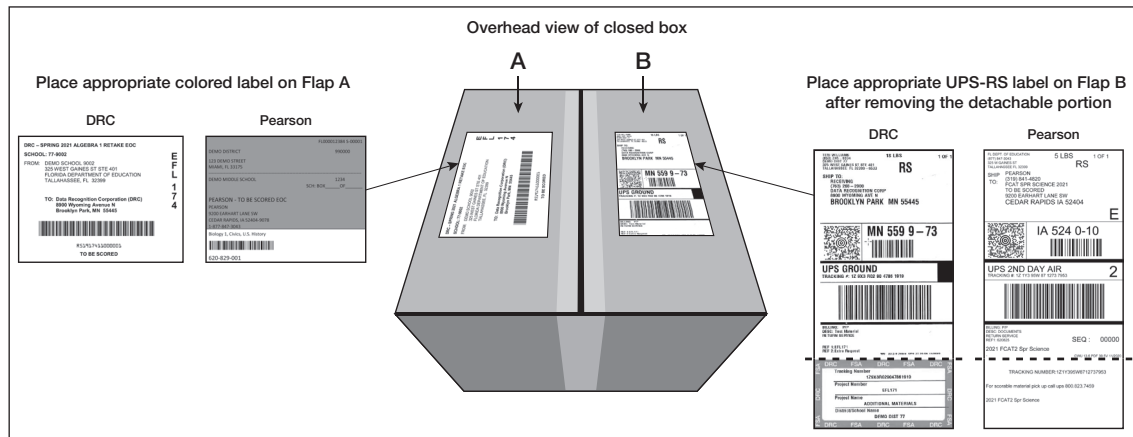
Biology 1 EOC*
Civics EOC*
U.S. History EOC*
Florida Civic Literacy Exam (FCLE)*

TO BE SCORED
Braille test materials

*Return as TO BE SCORED if the Braille materials have **not** been entered into the DEI.

Pearson Materials and Return Label Colors		
Sample Label	Subjects	Type of Materials
<p style="text-align: center;">YELLOW – FALL 2024 Science/Social Studies EOCs</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right; font-size: small;">FL00017047 5-00000</p> <p>DIST: _____ DIST #: _____ DIST: BOX _____ OF _____</p> <p>SCH: _____ SCH #: _____ SCH: BOX _____ OF _____</p> <p>PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>FL FALL 24: Biology 1, Civics, U.S. History</p> <p>620-366-002 SEC</p> </div>	<p>Biology 1 EOC Civics EOC U.S. History EOC Florida Civic Literacy Exam (FCLE)</p>	<p>NOT TO BE SCORED materials</p> <ul style="list-style-type: none"> All regular print, large print, and one-item-per-page Science & Social Studies EOC and FCLE test and response books, used and unused Braille materials that have been entered into the DEI
<p style="text-align: center;">YELLOW – WINTER 2024 Science/Social Studies EOCs</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right; font-size: small;">FL00017144 5-00000</p> <p>DIST: _____ DIST #: _____ DIST: BOX _____ OF _____</p> <p>SCH: _____ SCH #: _____ SCH: BOX _____ OF _____</p> <p>PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>FL WNTR 24: Biology 1, Civics, U.S. History</p> <p>620-367-002 SEC</p> </div>		
<p style="text-align: center;">YELLOW – WINTER 2024 FCLE</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right; font-size: small;">FL00015421 5-00000</p> <p>DIST: _____ DIST #: _____ DIST: BOX _____ OF _____</p> <p>SCH: _____ SCH #: _____ SCH: BOX _____ OF _____</p> <p>PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>FL WNTR 24: K-12 FCLE</p> <p>620-367-002 SEC</p> </div>		

Ensure that the appropriate **colored return label** is applied to boxes. Place the correct **UPS-RS** label for the document type on each box as indicated on the box diagram graphic below.

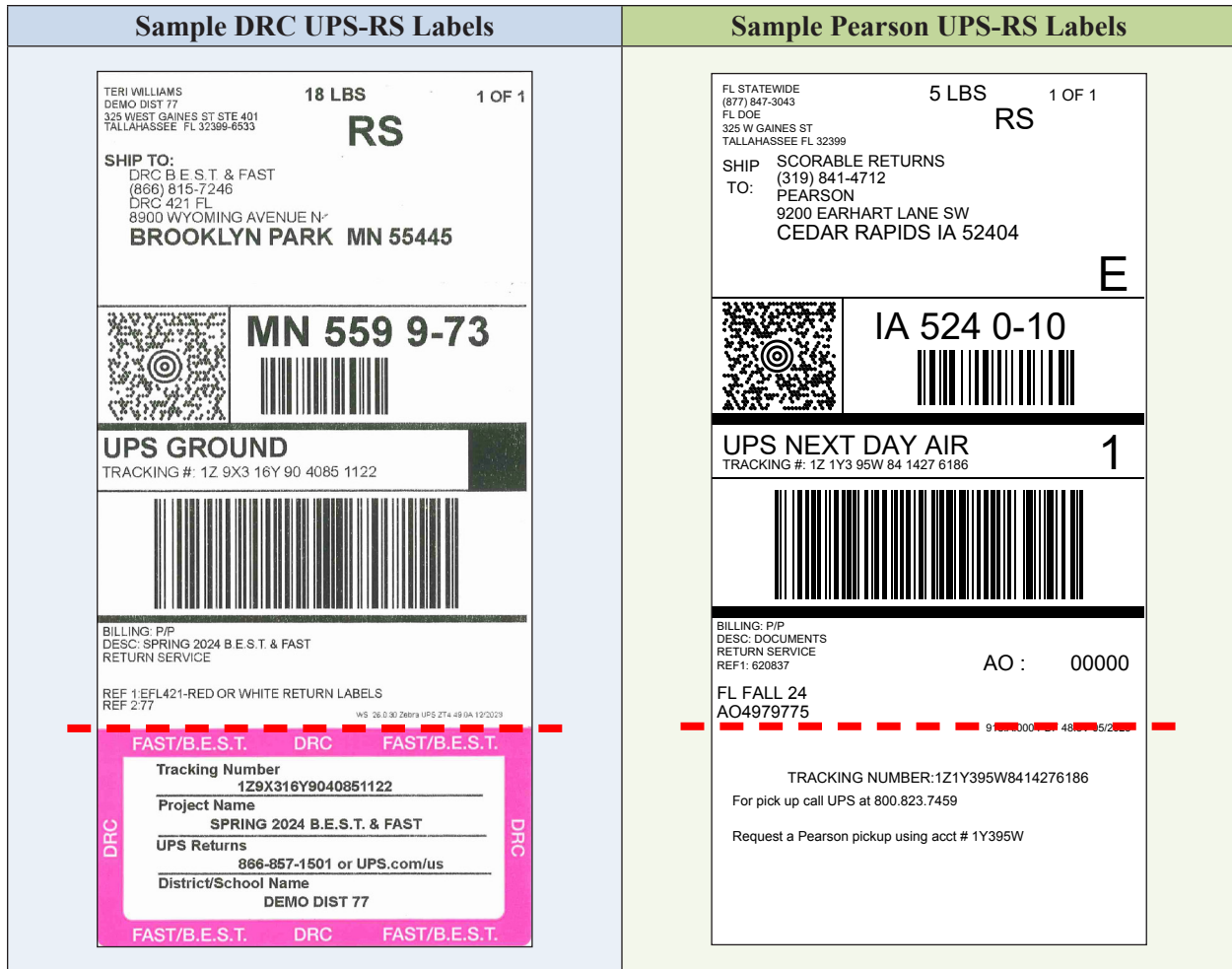


UPS-RS Return Labels

All districts will be shipped UPS-RS labels. Contact the Florida Help Desk to request additional UPS-RS labels, as needed.

1. Affix a DRC or Pearson UPS-RS label to the top of each box, in addition to the appropriate colored return label, making sure that it is not applied across the box flap seam. Do not send any boxes via UPS without a UPS-RS label. Use the chart below to determine which UPS label to use based on the colored return label.
2. Keep records of the detachable tracking number located at the bottom of the label (see sample on the following page). DRC’s detachable receipt has a pink border for easy distinction. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers may need to be provided to the contractor if requested.

Fall/Winter 2024 Administration		
UPS-RS Labels	DRC	Pearson
GROUND	White	Yellow
NEXT DAY AIR	N/A	Pink
2ND DAY AIR	Pink	N/A



Return Materials to Contractor

FDOE will communicate return dates for each administration. District assessment coordinators will also receive return notifications through email. All materials must be returned by established return dates.

If necessary, district assessment coordinators may request additional return labels and shipping boxes through the *Place Additional Orders* page in TIDE.

Follow the UPS Return Instructions below and on the following page to return your materials.

If you encounter difficulties with these shipping procedures, please contact the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com. Designate a person to be available at the pickup site on the scheduled dates. For questions regarding return dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

UPS Return Instructions

You may return your NOT TO BE SCORED materials at the same time as your TO BE SCORED materials, or you may call UPS to arrange a separate pickup.

Remove the detachable receipt from the bottom of your UPS labels and retain for your records.

Note the contents of the box and the UPS shipping number associated with those materials.

You may return your UPS materials the following ways:

- **Drop Off:** Take your materials to a UPS Customer Center or Store. Materials taken to a UPS Customer Center or Store must be dropped off by the location’s posted “UPS Pickup” time on the specified return date to be considered an on-time return.
- **Daily Pickup:** Return with your daily on-route pickup. If you have more than 10 boxes, contact UPS to ensure the driver is properly equipped.
- **Schedule Online:** Schedule a pickup at www.ups.com/us, then click on Shipping > Schedule a Pickup.
 - **Separate pickups must be scheduled for DRC and Pearson returns.**
 - The same pickup date and time can be used for both vendors.
 - Document the number of boxes per vendor and apply the correct UPS-RS labels to each box.
- **Schedule by Phone:** Schedule a pickup by calling UPS at the appropriate vendor number below. Do **not** call the UPS general pickup number found on the UPS website.
 - **Separate pickups must be scheduled for DRC and Pearson returns.**
 - Schedule your pickup date and time at least 24 hours in advance.
 - There is not a charge for these services.

UPS to DRC	UPS to Pearson
Call: 1-866-857-1501	Call: 1-800-823-7459
Advise UPS that you have a pickup for Data Recognition Corporation using UPS-RS labels.	Advise UPS that you have a pickup for Pearson using UPS-RS labels.

Secure Material Tracking Reports

Secure Material Tracking Reports (SMTR) available in TIDE to assist school and district assessment coordinators with tracking the return of materials. The SMTR tracks all secure materials (test materials with security barcodes) returned to DRC and Pearson. The purpose of these reports is to identify any discrepancies that may exist between a district’s records of what was returned and the contractor’s records of what was received.

DRC’s SMTR reports will be posted daily in TIDE and will be available the week districts receive their first secure material shipment. Pearson’s SMTR reports will be posted as districts start to return their materials. The SMTR can be found in the After Testing section in TIDE. Reports can be found in the Track Documents panel of the **Secure Material Tracking Reports** page. More information and detailed descriptions of the report fields can be found in the [TIDE User Guide](#) available on the [Florida Statewide Assessments Portal](#).

Appendix B: Change Log

Location	Change	Date

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