FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2026–2027 Statewide Assessments Accommodations Guide

With Fall/Winter 2026 Packaging and Return Instructions

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

Updated October 14, 2026

Florida Help Desk

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What's New for Fall/Winter 2026 Assessments

1. Sections of the guide with information that pertains to the spring test administration have been marked "Spring Only."
2. FACT College Algebra has been added to this guide. The first administration will be Winter 2026. The computer-based accommodations available for FACT College Algebra are text-to-speech, masking, and ZoomText. Paper-based accommodations for FACT College Algebra will be available beginning Spring 2027.
3. The Flexible Presentation category of accommodations was divided into sections with new sub-headings for ease of navigation. Additional information was added to the Oral or Signed Presentation section to provide guidance for assessing Deaf or Hard of Hearing (DHH) students using dual monitors and clarification for providing signed presentation.
4. Standard and enlarged grid paper have been added to the list of allowable special paper.
5. Student eligibility for the Text-to-Speech on Writing Response accommodation has been updated.
6. Clarifications were made to requirements for students using auditory amplification devices.

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.fldoe.org/accountability/assessments/**.

About This Guide

The purpose of this guide is to provide information and resources for the 2026–2027 administration of B.E.S.T. assessments, Florida Advanced Courses and Tests (FACT) College Algebra, Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) Reading Retake, Grades 3–10 FAST progress monitoring assessments, the Florida Civic Literacy Exam (FCLE), and statewide Science and Social Studies assessments 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 manual for information on the following topics not addressed in this guide:

- Administration Schedules
- Students to Be Tested
- Make-Up Administration Procedures
- Guidelines for Ensuring Test Validity
- 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 K–2 FAST Star assessments, please refer to the *K–2 FAST 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 ZoomText*	Regular print Large print One-item-per-page Contracted braille Uncontracted braille
B.E.S.T. Writing	Regular print passage booklet Large print passage booklet Text-to-speech Masking Speech-to-text Text-to-Speech on Writing Response ZoomText*	Regular print Large print One-item-per-page Contracted braille Uncontracted braille
B.E.S.T. Algebra 1 and Geometry EOCs FAST 3–8 Mathematics Biology 1, Civics, and U.S. History EOCs Grades 5 and 8 Science FACT College Algebra†	Text-to-speech Masking ZoomText*	Regular print† Large print† One-item-per-page† Contracted braille**† Uncontracted braille**†

*Licensed, third-party software program that must be purchased for student use. This program must be accessed before launching the Secure Browser.

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

†Paper-based accommodations for FACT College Algebra will be available beginning Spring 2027.

Accommodations may be provided to students with disabilities with current Individual Educational 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. An exemption request for ELA applies to both Writing and Reading assessments and should be submitted no later than 60 calendar days before the first day of the Writing test administration. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

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

Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Applicable accommodations are to be offered for all statewide assessments and all FAST assessment progress monitoring windows: PM1, PM2, and PM3. Listed below and on the following pages are allowable accommodations for the 2026–2027 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

Paper-Based Testing

- 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. Braille versions may include tactile graphics.
- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, the ability to take pages out of the test document, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.

- A regular print or large print passage booklet may be requested for a student participating in a computer-based B.E.S.T. Writing test. The passage booklet contains the passages only and does **not** contain the prompt. Student eligibility for passage booklets must be submitted to FDOE. (Passage booklets are not available for FAST assessments.)
- If a DHH student is approved for the Signed Presentation of ELA Passages unique accommodation and has a paper-based testing accommodation, an additional paper-based test booklet may be ordered for the interpreter. During the school day prior to testing, the interpreter may, under supervision and in a secure location, open the additional test booklet to review the content in preparation for signed presentation.

Oral or Signed Presentation

- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in Writing and ELA Reading tests may not be read aloud to students, with the exception of students who have been approved for a unique accommodation (see page 12). 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 Writing and ELA Reading tests, with the exception of students who have been approved for a unique accommodation (see page 12).
- For computer-based Writing test administrations, the Text-to-Speech on Writing Response enables the student's typed writing response to be read back to them. Students who have text-to-speech may also receive Text-to-Speech on Writing Response.
- Dual monitors may be used when a student receives oral or signed presentation and requires visual access to the person providing the accommodation, including for speechreading or signed communication. The setup must be consistent with test security requirements and the student's documented accommodation.
- For computer-based test administrations, ZoomText Reader tools may not be used and must be disabled.
- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in Writing and ELA Reading tests may not be signed to students, with the exception of students who have been approved for a unique accommodation (see page 12). Passages in Mathematics, Science, EOC assessments, or the FCLE may be signed. The interpreter, 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. When providing signed presentation, the interpreter, test administrator, or proctor may render allowable content in the student's documented communication mode in a conceptually accurate manner. However, signed presentation may not explain, teach, define, summarize, simplify, cue, emphasize, or add background information beyond the allowable test content. 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.

Test Directions

- 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.

Magnification

- 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 Writing and ELA Reading unless the student is approved for the Unique Accommodation that allows passages to be read aloud.
- 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.
- For computer-based test administrations, students may use the third-party software, ZoomText, to further enlarge the content of the test, along with the other magnifier custom settings such as color, pointer, and focus available in the ZoomText toolbar. The ZoomText accommodation will be marked in TIDE after approval by FDOE.

Other

- In the Secure Browser, all students may change the text on the screen to a dyslexia-friendly font. Students may toggle the font on and off within the test.
- 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 TO BE SCORED B.E.S.T. Writing document and the ink is visible on the writing response area, responses must be transcribed into a replacement document.
- 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.

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 format and 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 Response Entry Interface (REI) for FAST, Statewide Science, FACT College Algebra, FCLE, and EOC assessments or to a regular print document for B.E.S.T. Writing assessments that one staff member transcribes the response and another staff member confirms the transcription. Paper-based test materials for FACT College Algebra will be available beginning Spring 2027.
  - If a student taking a paper-based B.E.S.T. Writing test provides a typed response or a large print response, a hand-written transcription of the response onto the paper-based test is not required. Directions for returning typed or large print or one-item-per-page Writing responses are included on page 58 of this guide.
- A student may use speech-to-text technology to record responses. Information for using speech-to-text technology is found on page 55. Additionally, for students taking computer-based Writing tests, speech-to-text is offered in the secure browser. If a student is using speech-to-text through the secure browser, he or she must have the Speech-to-Text accommodation assigned in TIDE.
- A student 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 braille notetaking device or refreshable braille display may be used. See guidance table in section E. Assistive Devices and Tools.

- A test administrator or proctor may check periodically to be sure that a student is successfully entering answer choices on a computer-based or paper-based test. The test administrator may not check if the answer is correct but may check that the student is properly interacting with the testing format (e.g., selecting or entering responses on CBT). The test administrator should not monitor every student response, but may check occasionally during normal test administration monitoring.
- A student taking a paper-based assessment may be provided blank scratch paper if the space in the test book is not adequate for the student to work out the problems or take notes.
- A student may use special paper such as raised-line, shaded-line, color-coded, blank, or grid paper (standard or enlarged size) 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. For writing, students must be told the amount of space into which the response will be recorded or transcribed.
- 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. Alternatively, a student may skip the break designated in the scripts.
- A student may use a specific time of day for test sessions.
- A student may use a timer to help him/her stay on task.
- 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 may qualify for taking a statewide assessment (with the exception of B.E.S.T. Writing) over multiple days if this accommodation is regularly used in classroom instruction/assessments and the student is not able to complete an assessment in one school day.
  - A student with a flexible scheduling accommodation that requires more than one day to complete a science, EOC, FACT College Algebra 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). Paper-based test materials for FACT College Algebra will be available beginning Spring 2027. 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.
- All Writing administrations must be completed in one school day.

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.
- A student may 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/DM systems, 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 devices may be used. 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, the school must keep record of the security plan and submit it to the district assessment coordinator. See guidance table on the following page.

- A braille notetaking device or refreshable braille display may be used. 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). Braille notetaking 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. Refreshable braille displays paired with a tablet or computer must also have 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, and files after testing concludes. In addition, the school must keep record of the security plan and submit it to the district assessment coordinator. See guidance table below.

Magnification Device & Braille Notetaker/Display Features and Policies

Feature	Action	Documentation Required
Exam Mode	When available, must be turned on for all statewide assessments.	
Speech	Must be disabled on Writing and 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 a security plan to monitor access and submit it to the district assessment coordinator.
Built-in Storage	If present, turn on Exam Mode or plan to remove stored images and files after testing concludes.	Create a security plan to address removal of stored images and files and submit it to the district assessment coordinator.

- For computer-based test administrations, students may use the third-party software, ZoomText, to further enlarge the content of the test, along with the other magnifier custom settings such as color, pointer, and focus available in the ZoomText toolbar.
- 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.
- A student may wear blue light glasses during the test administration, if they are not smart glasses.
- 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, Grade 8 Science, 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, B.E.S.T. Algebra 1 and Geometry EOC assessments, and FACT College Algebra, 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.
- Districts must create a security plan for any student using an electronic device with prohibited features such as Internet access. The plan must address how device use will be monitored during testing. In addition, this plan must be submitted to the district assessment coordinator.
- Auditory amplification devices may be used. Students who require the use of hearing assistive technology systems (e.g., Bluetooth, FM/DM Systems, 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. The hearing assistive technology system must transmit only to the intended student's hearing device or approved audio source and must not broadcast secure test content to other students or unauthorized individuals. Districts should confirm device routing before testing begins.
  - 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 a copy of the test administration script that has been translated into their heritage language or the test administrator may read the script aloud in the student's heritage language. Translations of the scripts must be provided at the local level.
  - The script may be read aloud by a native speaker, who is not the ESOL teacher or the test administrator.
  - Scripts may be translated using engines such as Google Translate or an AI tool.
  - Scripts may be recorded ahead of time and played for the student during testing.

- 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. Limited assistance means the ESOL or heritage language teacher is providing word-to-word translation. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may **not** be provided for words or phrases in Writing and ELA Reading passages.
  - The use of translation devices for translating scripts or incidental communication with students is allowed, as long as the device is not a security concern.
- For students who are ELLs or recently exited ELLs and who also have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive **limited assistance** in their heritage language.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Writing and ELA Reading passages.

D. Approved Dictionary and Glossary

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

Oral Presentation Accommodations

The following read-aloud accommodations are available:

- **B.E.S.T. Writing**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions and prompt read aloud to them. For further information, see the Writing prompt example on page 43. The Writing test requires that students read a variety of texts and respond to what they have read. Because this portion of the test assesses reading skills as well as writing skills, the passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see the following pages).

- **FAST 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 below and the following page). Please see the *Instructions for Oral Presentation Accommodations* on pages 44–46 for more details about what content may be read aloud in Reading items.
- **FAST Mathematics, B.E.S.T. Algebra 1 and Geometry EOCs, and FACT College Algebra**—All FAST Mathematics, B.E.S.T. Algebra 1 and Geometry EOCs, and FACT College Algebra directions, passages, test questions, and answer choices may be read aloud to students with this accommodation. See Mathematics examples on pages 47–51.
- **Statewide Science, Biology 1 EOC, Civics EOC, U.S. History EOC, and FCLE**—For all Science and Social Studies assessments, directions, passages, test questions, and answer choices may be read aloud to students with this accommodation. See examples on pages 52–54.

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.

ELA Reading and Writing passages may **not** be read aloud or signed to students, with the exception of students who have been approved for a unique accommodation. The unique accommodations below and on the following page are available for eligible students:

- **Auditory Presentation of Reading Passages for Students with Visual Impairments** – The student has a severe visual impairment and one of the following eligibility criteria:
  - is without tactile or manual abilities, or
  - the student's disability severely limits his/her ability to learn braille, or
  - is newly blind and has not yet learned braille, or
  - is newly blind and his or her braille reading fluency is significantly below grade level expectations, or
  - has been learning braille due to a progressive vision loss or has had a sudden decrease in vision and has not learned enough braille to read independently, or
  - is identified as ELL (recently moved to U.S.) and is just beginning to learn Unified English Braille (UEB).
- **Signed Presentation of Reading Passages for Students Identified as Deaf or Hard of Hearing or Dual Sensory Impaired** – The student must be deaf or hard of hearing or dual sensory impaired and:
  - may not access communication solely via auditory input, even with hearing assistive technology like hearing aids, cochlear implants, or remote microphones, and
  - demonstrates decoding and reading fluency below grade-level on assessments, and
  - uses ASL, signed English, or sign-supported speech to build language while learning sound-symbol links, and
  - uses visually based strategies, including fingerspelling or other visual/tactile approaches, to support phonics, letter-sound relationships, or print access, and
  - receives specially designed reading instruction, such as evidence-based DHH literacy interventions.
- **Auditory Presentation of Reading Passages for Students with a Severe Deficit in Decoding** – The student has a documented deficiency in decoding and:

- a current IEP that includes a goal addressing decoding, and
- receives evidence-based intervention in addition to core instruction, and
- receives accommodations in Tier 1 and Tier 2 daily instruction to access printed text in the classroom, and
- has data to support the student's effective use of assistive technology, and
- shows improved scores in daily instruction when the accommodation is used.

These unique accommodations must be submitted every calendar year by the district assessment coordinator to FDOE for approval. For a comprehensive list of eligibility criteria and the requirements for approval, please refer to the individual application for each unique accommodation.

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 Test (CBT) Accommodations

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

For text-to-speech accommodations, students must have headphones or earbuds for testing, and headphones/earbuds must be plugged in prior to launching the secure browser on student computers or devices. For speech-to-text accommodations, students must have a microphone for testing, and the microphone must be plugged in prior to launching the secure browser on student computers or devices. To use ZoomText, students must be assigned this accommodation in TIDE after FDOE approval.

Student Eligibility for Paper-Based Test (PBT) 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 beyond what was received during the initial order, if applicable. Ensure that schools in your district have an adequate supply of work folders, planning sheets, scratch paper, 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 braille assessments:

- For guidance on ordering braille materials using the student's braille code, refer to the *Florida Statewide Testing Braille Ordering Information Sheet*, available on the Florida Statewide Assessments Portal.
- 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 24.

If any of the students in your district require accommodated braille sample test materials, you may place an order for those materials in TIDE. 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* or *Upload Additional Orders* pages.

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 Response Entry Interface (REI) for FAST, Statewide Science, FACT College Algebra, FCLE, and EOC assessments. Paper-based test materials for FACT College Algebra will be available beginning Spring 2027. If school-based staff will enter responses, you must assign them the SDE role in TIDE. One staff member should transcribe the responses into the REI, and another staff member should verify the transcription. Write the names of the staff members and the date that the response was transcribed and verified at the bottom of the cover of the test and response book in the box labeled "REI Entry." Braille materials for the above subjects can be entered into the REI locally or returned to DRC or Pearson for transcription and REI entry. See instructions in Appendix A. Paper-based B.E.S.T. Writing assessments are returned to DRC for scoring and are not entered into the REI.

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 when transitioning to and 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

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

- B.E.S.T. Writing Passage Booklets

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)
- Microphone (CBT – Writing speech-to-text forms)
- Writing Planning Sheets (CBT and PBT – ***Spring only***)
- CBT Worksheets (Grade 8 Science and Civics and U.S. History EOCs only)
- CBT Work Folders (B.E.S.T. Algebra 1 & Geometry EOCs, Biology 1 EOC, and FACT College Algebra only)
- Grades 3–5 or Grades 6–8 FAST Mathematics Scratch Paper (CBT only)
- 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 11 for more information.)
- Approved four-function calculators, including large display/talking calculators (Grade 6 FAST Mathematics, Grade 8 Science, and Biology 1 EOC only—optional)
- Approved braille manipulatives from FIMC-VI, as needed for math and/or science assessments

Complete Tasks in TIDE

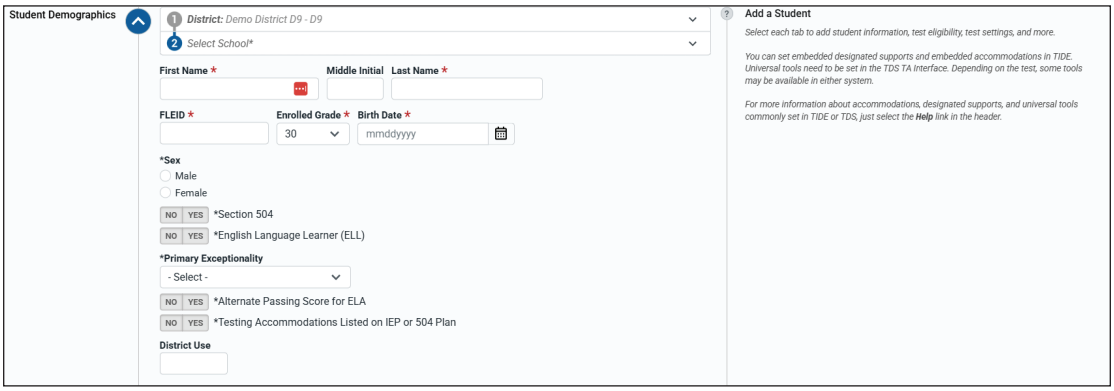
Refer to the *TIDE User Guide* for detailed instructions on completing the following tasks in TIDE.

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



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. If the correct test mode is not selected, paper-based students will not be displayed in the REI and could be excluded from receiving materials in initial material shipments.

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 Test (CBT) 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, Speech-to-Text, 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 B.E.S.T. Writing Passage Booklets, selecting these accommodations for a student in TIDE will ensure the student is assigned the correct test form in the student interface that matches the booklets. ***(Spring only)***
- For ZoomText, setting the accommodation for a student in TIDE will allow the student to access the ZoomText software features during the test. ZoomText is set by FDOE after approval.

- For students who have been approved for the unique accommodation of auditory presentation of ELA Reading passages, Text-to-Speech with Passages is set by FDOE. Uploading or selecting Text-to-Speech in TIDE for these students will not impact Text-to-Speech with Passages assigned by FDOE. Students with Text-to-Speech with Passages will receive this setting during their assessment.

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 (CBT)

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, ZoomText) should complete the appropriate accommodated sample items. Students with the Speech-to-Text or ZoomText accommodation must log in with their test ticket and to a session created by a test administrator to access these accommodations when taking the sample items. 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 manual.

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 for Grades 3–10 FAST ELA Reading and Mathematics, FAST ELA Reading Retake, EOCs, FACT College Algebra ***(Spring only)***, FCLE, B.E.S.T. Writing ***(Spring only)***, and Statewide Science ***(Spring only)***.

Printed PreID labels and rosters are provided for B.E.S.T. Writing assessments and sent with the initial materials shipment. PreID labels and rosters are not provided for FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, B.E.S.T. EOCs, Biology 1, Civics, and U.S. History EOCs, FACT College Algebra, FCLE, or Statewide Science ***(Spring only)***; schools must print On-Demand PreID Labels for regular print tests for these subjects, as well as for any students who do not have a PreID label printed by DRC. Paper-based test materials for FACT College Algebra will be available beginning Spring 2027.

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.

SPRING ONLY

Prepare for B.E.S.T. Writing Paper-Based Test Administrations

Affix PreID Labels

Please adhere to the following policies when preparing paper-based B.E.S.T. Writing student materials:

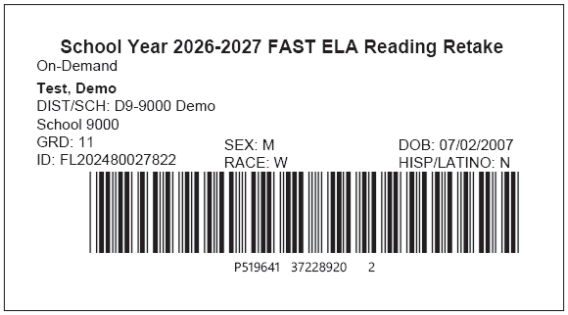
- Do not use student labels from previous administrations.
- Ensure that the correct administration and subject are indicated on the PreID label.
- Test tickets and colored return shipping labels must not be applied to test documents.
- Only the school assessment coordinator and other authorized school personnel may prepare materials and affix PreID labels. Sealed test documents must not be opened.
- The PreID label number below the barcode must be readable. Be sure that the printer setting for "Fit to Print" is unchecked. Check that the barcodes are not faded or torn.
- Affix labels in the box on the student demographic page that states "APPLY PREID LABEL HERE." This box contains a barcode used for scanning unused documents that will be covered by the PreID label on TO BE SCORED documents.

Follow these steps when verifying student information and affixing a PreID label to a B.E.S.T. Writing student demographic page:

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.
2. If any information other than the FLEID is incorrect on the PreID label, the information should be entered or edited in TIDE; however, the label may still be used. If the **FLEID** is **incorrect**, a new student record **must** be created in TIDE and a new label **must** be printed and applied directly over the incorrect label.
3. Carefully place the label on the demographic page of B.E.S.T. Writing documents in the box that states "APPLY PREID LABEL HERE." Do not place the label over the student write-in fields on the cover of the test document. Ensure that the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.

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

Sample On-Demand PreID Label



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.

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, B.E.S.T. Writing Passage Booklets ***(Spring Only)***, 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 test and response book covers 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.

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.

Location of Security Number on Sample Test and Response Book Covers

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., *2026–2027 Test Administration and Security Agreement*, *2026–2027 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.

Actively 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 Response Entry Interface (REI), with the exception of B.E.S.T. Writing assessments which are not entered into the REI. These materials are transcribed into regular print documents and returned to DRC for scoring.

Braille materials can be entered into the REI locally or returned to DRC or Pearson for transcription and REI entry, except for Braille B.E.S.T. Writing assessments which are not entered into the REI and must be returned to DRC for transcription and scoring.

The district assessment coordinator will determine which staff will be responsible for entering in student responses. School staff who will enter responses into the REI must be assigned the School Data Entry (SDE) role in TIDE to access the system. Each test should be transcribed into the REI by one staff member, and another staff member should verify the transcription prior to the test being submitted. Responses should be entered into the REI 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 (except for braille materials and all B.E.S.T. Writing assessments) returned to DRC or Pearson without being first recorded into the REI will not be scored.** More information about the REI can be found in the *REI User Guide*.

Invalidate Paper-Based Tests

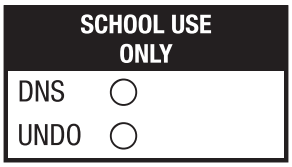
If a paper-based FAST, Statewide Science, FACT College Algebra, FCLE, or EOC test needs to be invalidated, it should be entered into the Response Entry Interface (REI). Paper-based test materials for FACT College Algebra will be available beginning Spring 2027. Then follow the instructions for invalidating a computer-based test in the *TIDE User Guide*. Invalidations must be entered in TIDE by the last day of the test administration window.

SPRING ONLY

Invalidate B.E.S.T. Writing Paper-Based Tests

Do Not Score (DNS) and UNDO Bubbles

DNS and UNDO bubbles are located in the SCHOOL USE ONLY box on the front cover of paper-based test documents for B.E.S.T. Writing. These documents don't require transcription into the Response Entry Interface (REI) because they are scanned by DRC for scoring.



Grid the DNS bubble when a test document:

- is invalidated
- is used and should not be scored
- is unused and has a PreID label applied

If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.

For packaging and return instructions, see the "Prepare Materials for Return" section on pages 59–60 in Appendix A.

DNS Guidelines for Defective Materials

If a defective test document is identified before testing begins, give the student a replacement document. Grid the DNS bubble if the document is defective and has a PreID label, if applicable. 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.

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. Grid the DNS bubble on the defective test document, if applicable.

If a test document is soiled, see the instructions in the "Hazardous Materials" section on page 28.

For packaging and return instructions, see the "Prepare Materials for Return" section on pages 59–60 in Appendix A.

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 test document is soiled, see the instructions in the "Hazardous Materials" section on page 28.

For packaging and return instructions, see the "Prepare Materials for Return" section on pages 59–60 in Appendix A.

Test Administrator Responsibilities and Instructions

Remember, prior to testing you must:

- Read, sign, and return a *2026–2027 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 *2026–2027 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 42–54 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 when transitioning to and 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

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 and Maintain Test 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 (CBT) 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)
- Microphone (CBT – Writing speech-to-text forms)
- Writing Planning Sheets ***(Spring only)***
- B.E.S.T. Writing Passage Booklets ***(Spring only)***
- Reference Sheets or Periodic Tables (Grades 4–8 Mathematics, Grade 8 Science, FACT College Algebra, and B.E.S.T. 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 11 for more information.)
- Approved four-function calculators, including large display/talking calculators (Grade 6 FAST Mathematics, Grade 8 Science, and 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 11 for more information.)
- Approved four-function calculators, including large display/talking calculators (Grade 6 FAST Mathematics, Grade 8 Science, and Biology 1 EOC only)
- Reference Sheets (Grades 4–8 Mathematics, B.E.S.T. Algebra 1 and Geometry EOCs, FACT College Algebra only—optional)

SPRING ONLY Regular Print Materials

- B.E.S.T. Writing Test and Answer Books
- FACT College Algebra Test and Response Books (Available beginning in Spring 2027)
- Grade 5 Science Test and Response Books
- Grade 8 Science Test and Response Books
- Writing Planning Sheets (Writing only)
- Periodic Tables (Grade 8 Science)

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, FACT, Statewide Science, FCLE, or EOC Assessments

Students using large print materials record their responses directly in the large print test and response books.

Assemble the following large print test materials:

- **Test Administrator**
  - Required Administration Information
  - Approved Regular Four-Function Calculator or Approved Scientific Calculators (See page 11 for more information.)
- **Student**
  - Large Print Test and Response Books
  - Approved Scientific Calculators, including large key/large display, or talking scientific calculators (See page 11 for more information.)
  - Approved four-function calculators, including large key/display, or talking calculators (See page 11 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 Statewide Science, 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.
- **Modification for All Subjects**
  - Omit instructions to look at the label on the large print test and response book to verify name and date of birth. PreID labels are only required on regular print documents.

Prepare Student Large Print FAST, FACT, Statewide Science, FCLE, or EOC Assessments Documents

Ensure the student name is written on the front cover of the large print test and response book.

Transcribe Large Print FAST, FACT, Statewide Science, 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 student responses from the large print test and response book into the Response Entry Interface (REI). It is recommended that one school/district staff member enters student responses into the REI 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 REI or you may record the student's responses in the large print test and response book and then the student's responses must be transcribed into the REI for scoring. Materials should be returned according to the NOT TO BE SCORED return instructions.

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 the student's responses into the REI and return according to the NOT TO BE SCORED return instructions.

SPRING ONLY

For Administering B.E.S.T. Writing

Students using large print materials record their responses directly in the large print test documents. A regular print test and answer book, which is used for transcription and scoring, is also included in each large print test materials kit.

Assemble the following large print test materials, as applicable:

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test and Answer Books
  - Special Document Return Envelopes
- **Student**
  - Large Print Test and Answer Books
  - Large Print Writing Planning Sheets

SPRING ONLY

Prepare Student Large Print B.E.S.T. Writing Documents for Scoring

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

PreID labels must be applied and all information on the front of each student's regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 24–26 of this guide.

SPRING ONLY

Transcribe Large Print B.E.S.T. Writing Student Responses

Students using large print materials will record their responses directly in the large print test and answer book. School/district personnel **must** transcribe by hand or photocopy the student's responses from the large print test and answer book into the **regular print test and answer book**. If you transcribe by hand, you must use a number 2 pencil. It is recommended that one school/district staff member transcribes the student's responses into the regular print test and answer book and another staff member reviews the transcription to ensure accuracy. For instructions on how to photocopy a student's response, see the "Directions for Returning Large Print or One-Item-Per-Page Writing Responses" section on page 59.

School/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print test and answer book has been filled in accurately and completely before placing the regular print document and large print test and answer books in the student's Special Document Return Envelope.

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, record the student's responses in the student's regular print test and answer book. **Include the student's large print test materials and the regular print test and answer book containing his or her responses in the student's Special Document Return Envelope(s).**

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a large print test and answer book), make sure that **all** of the student's responses are transcribed by hand or photocopied into the regular print test and answer book.

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, FACT, Statewide Science, FCLE, or EOC Assessments

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and response books.

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 11 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 11 for more information.)
  - Approved four-function calculators, including large key/display, or talking calculators (See page 11 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 and response book. The box in the upper right corner of the title page must be completed by each student, and school/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print test and response book has been filled in accurately and completely.
  - Omit instructions to remove the seal. The one-item-per-page test and response books do not contain seals.
  - Omit instructions to look at the label on the test and response book to verify name and date of birth. PreID labels are only required on regular print documents.
  - 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, FACT, Statewide Science, 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.

Transcribe One-Item-Per-Page FAST, Statewide Science, 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 responses from the one-item-per-page test and response book into the Response Entry Interface (REI). It is recommended that one school/district staff member enters the student's responses into the REI 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 REI 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 REI for scoring. Materials should be returned according to the NOT TO BE SCORED return instructions.

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 then enter the student's responses into the REI and return according to the NOT TO BE SCORED return instructions.

SPRING ONLY

For Administering B.E.S.T. Writing

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and answer books. A regular print document, which is used for transcription and scoring, is also included in each one-item-per-page test materials kit.

Assemble the following one-item-per-page test materials, as applicable:

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test and Answer Books
  - Special Document Return Envelopes
- **Student**
  - One-Item-Per-Page Test and Answer Books
  - Writing Planning Sheets

SPRING ONLY

Prepare Student One-Item-Per-Page B.E.S.T. Writing Documents for Scoring

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

PreID labels must be applied and all information on the front of each student's regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 24–26 of this guide.

SPRING ONLY

Transcribe One-Item-Per-Page B.E.S.T. Writing Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and answer book. School/district personnel **must** transcribe by hand or photocopy the student's responses from the one-item-per-page test and answer book into the **regular print test and answer book**. If you transcribe by hand, you must use a number 2 pencil. It is recommended that one school/district staff member transcribes the student's responses into the regular print test and answer book and another staff member reviews the transcription to ensure accuracy. For instructions on how to photocopy a student's response, see the "Directions for Returning Large Print or One-Item-Per-Page Writing Responses" section on page 58.

School/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print test and answer book has been filled in accurately and completely before placing the regular print document and one-item-per-page test and answer book in the student's Special Document Return Envelope.

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

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a one-item-per-page test and answer book), make sure that the student's responses are transcribed by hand or photocopied into the regular print test and answer book.

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 the following page)
  - Required Administration Information
  - Regular Print Documents
  - 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 (Grades 7 -8 FAST Mathematics, B.E.S.T. Algebra 1 and Geometry EOC assessments, and FACT College Algebra only) (See page 11 for more information.)
  - Approved four-function calculators, including large display/talking calculators (Grade 6 FAST Mathematics, Grade 8 Science, and Biology 1 EOC only) (See page 11 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 FedEx 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 Manipulatives* 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 pages 24–26 of this guide.

Braille Student Responses for FAST, FACT, Statewide Science, FCLE, or EOCs

Students who use braille materials will record their responses on braille paper. School/district personnel may enter the student's responses into the Response Entry Interface (REI) locally, or the student's responses may be returned to DRC or Pearson for transcription and REI entry. If returned to DRC/Pearson, the contractor will transcribe the student's responses from the braille paper into the REI. 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, record the student's responses in the regular print test and response book provided for the student. The responses should be entered into the REI by school or district staff and returned according to the NOT TO BE SCORED return instructions.

If a student is using multiple learning media (e.g., a student uses braille materials and records some of 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, if possible. Responses recorded into regular print, large print, or one-item-per-page documents should be entered locally into the REI. If braille transcription is required, place all TO BE SCORED documents containing the student's responses in the student's Special Document Return Envelope(s) and return these materials according to the TO BE SCORED return instructions.

SPRING ONLY

Braille Student Responses for B.E.S.T. Writing

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

If a student using braille materials provides verbal or signed responses, you will record the student's responses in the regular print test and answer book provided for the student. Include the student's braille test materials and the regular print test and answer book containing his or her responses in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a large print test and answer book), make sure that the student's responses are in **one** test and answer book, and then return the student's responses according to the return instructions for TO BE SCORED B.E.S.T. Writing braille test documents.

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.**

Complete the following for regular print B.E.S.T. Writing paper-based accommodations ***(Spring only)***:

- Verify that each student has completed the required information (student name, date of birth, school name, district name, and today's date) on the student demographic page.
- Remove stray Writing Planning Sheets from B.E.S.T. Writing test and answer books.
- If a test is TO BE SCORED, verify that the DNS bubble has not been gridded (except for invalidated tests, as indicated on page 30). If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.

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 FAST Mathematics, B.E.S.T. Algebra 1 EOC, B.E.S.T. Geometry EOC, Grades 5 & 8 Science, Biology 1 EOC, Civics EOC, U.S. History EOC, FACT College Algebra, 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. Paper-based test materials for FACT College Algebra will be available beginning Spring 2027.

Passages in Writing and ELA Reading tests may **not** be read aloud or signed to students, with the exception of students who have been approved for a unique accommodation. Please refer to the Oral Presentation accommodations section on pages 13–15 for the eligibility criteria to qualify for a unique accommodation that allows auditory or signed presentation of ELA Reading and Writing passages.

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.

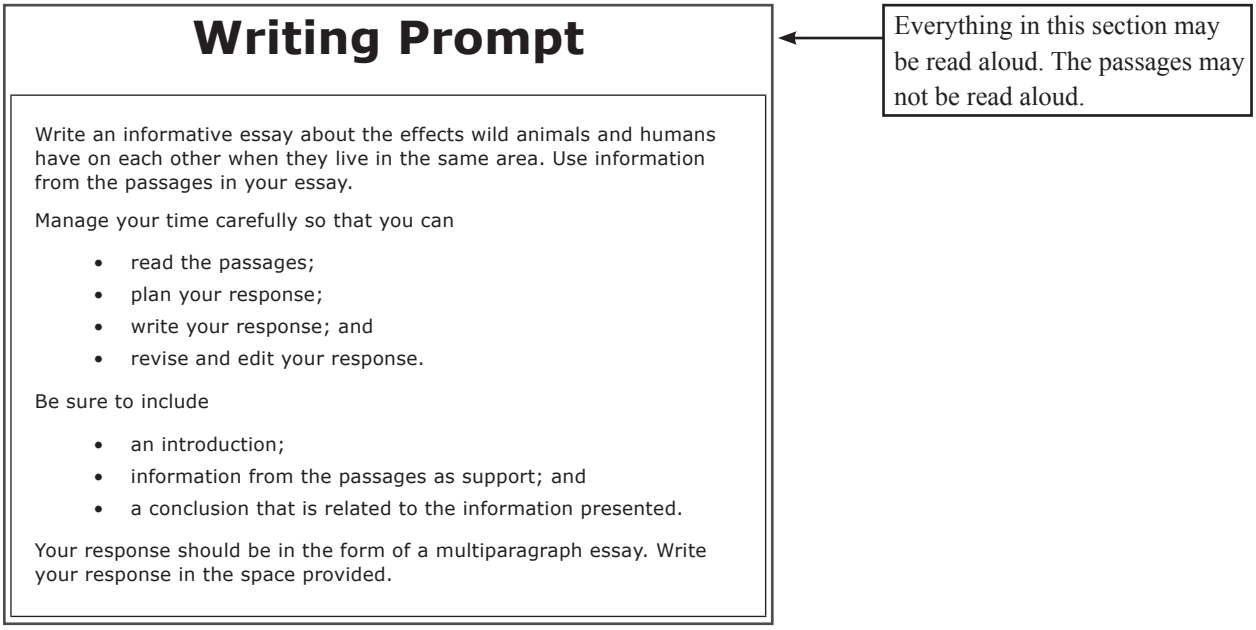
Please note the following for Writing and ELA Reading assessments.

1. Directions, test questions, prompts, and answer choices may be read aloud.
2. Passages may **not** be read aloud, with the exception of students who have been approved for a unique accommodation (see above).
3. When passages or excerpts from passages appear within items, the following rules apply:
    - Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.
    - Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.
    - More than two lines from a poetry passage that appear in an item may **not** be read aloud.
    - Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.
    - Excerpts within editing task choice items, regardless of how long they are, may not be read aloud.

SPRING ONLY

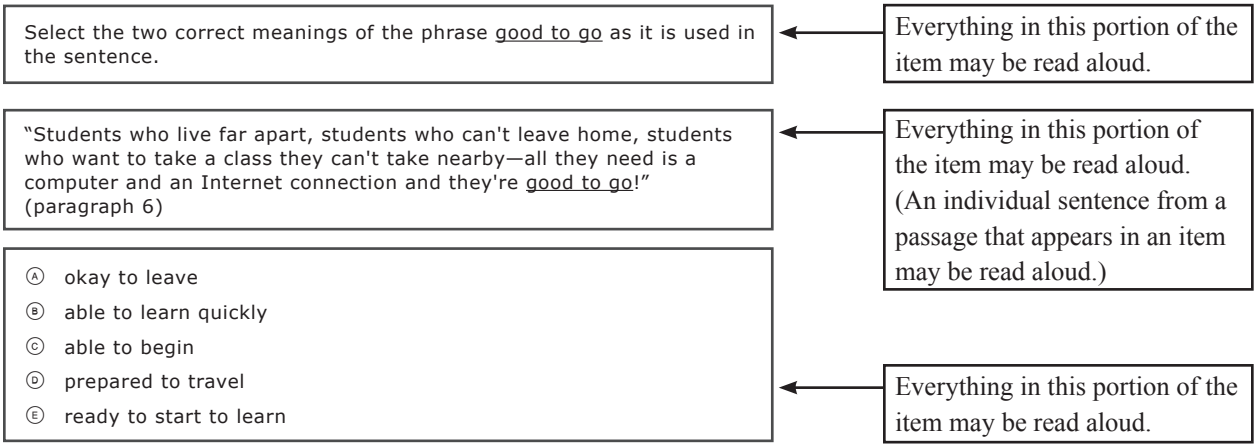
Writing Example

Example:

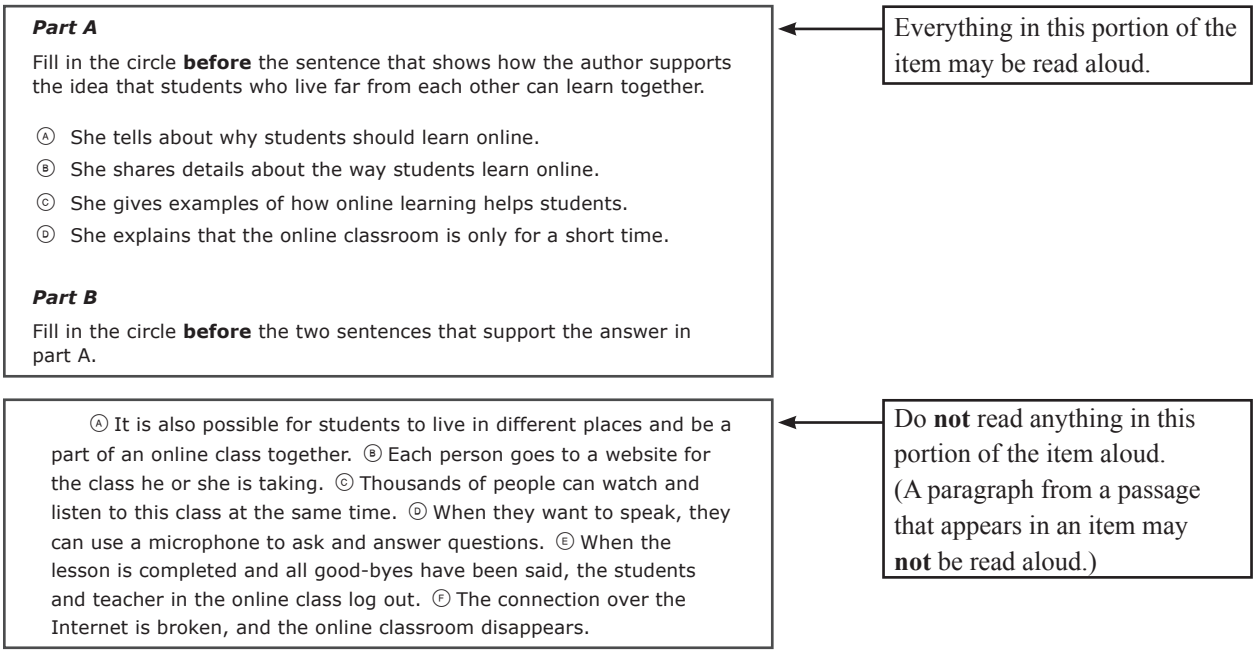


FAST ELA Reading Examples

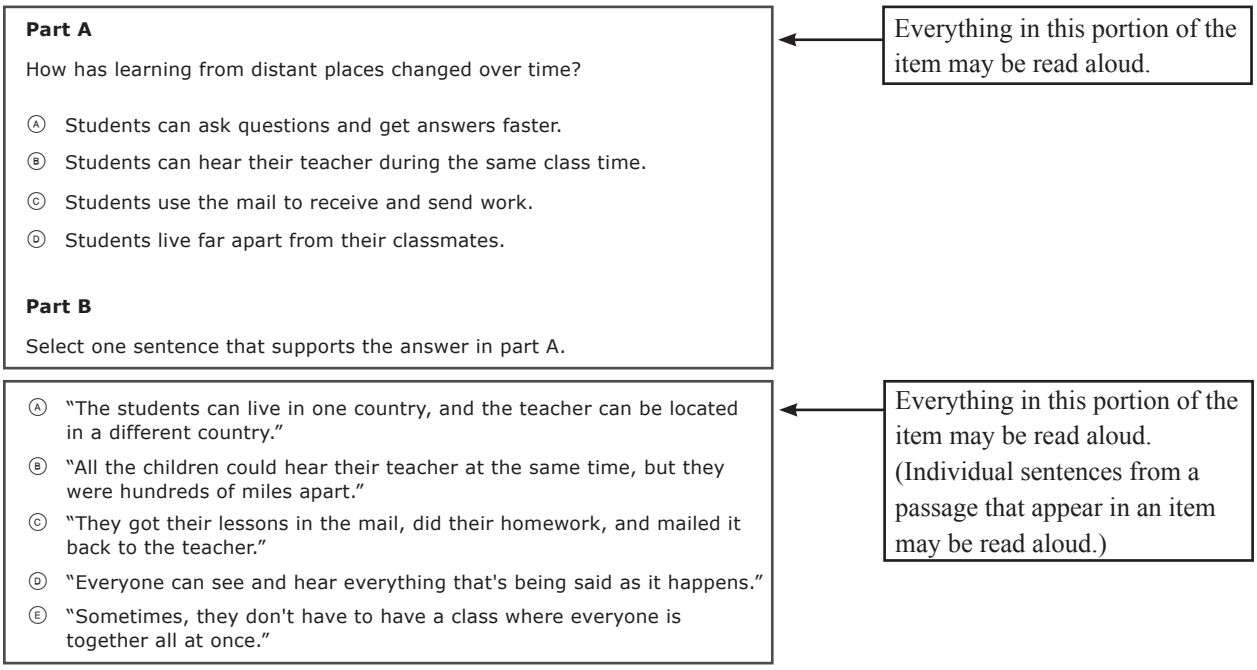
Example:



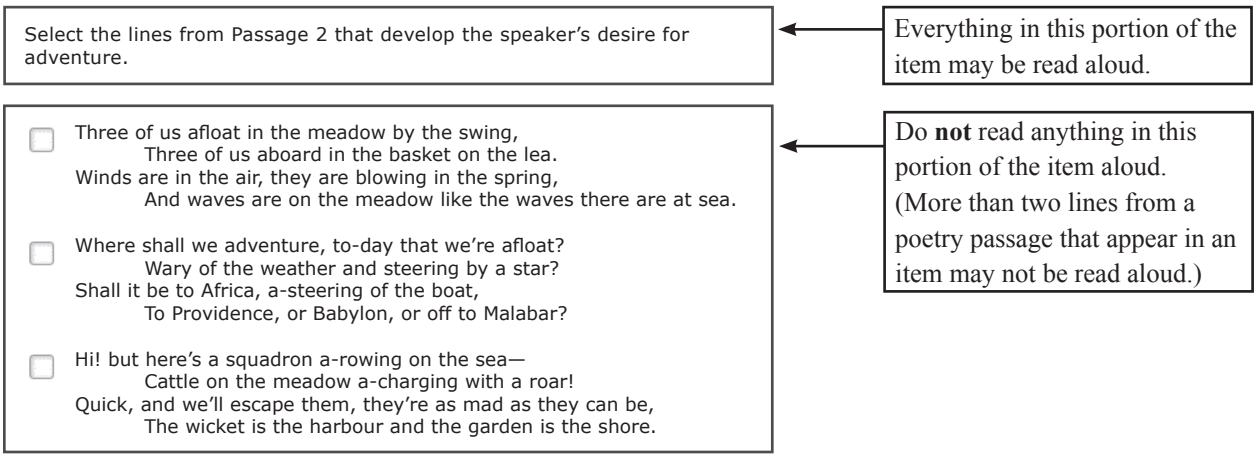
Example:



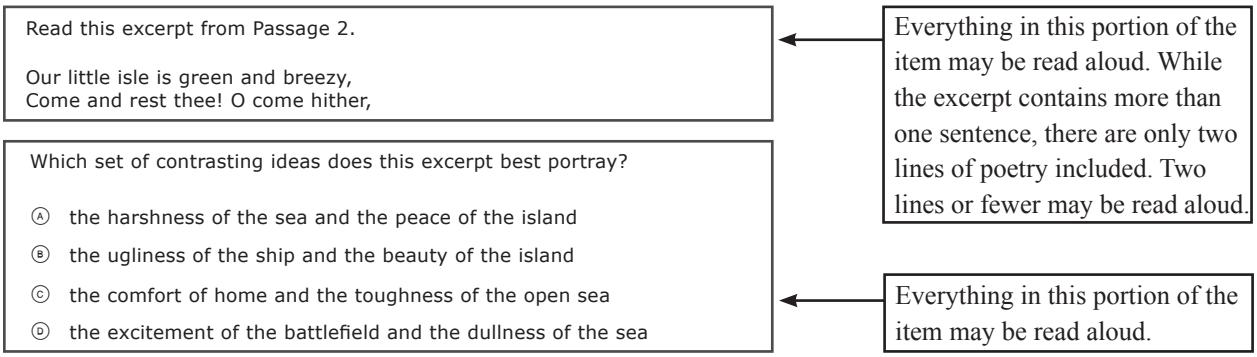
Example:



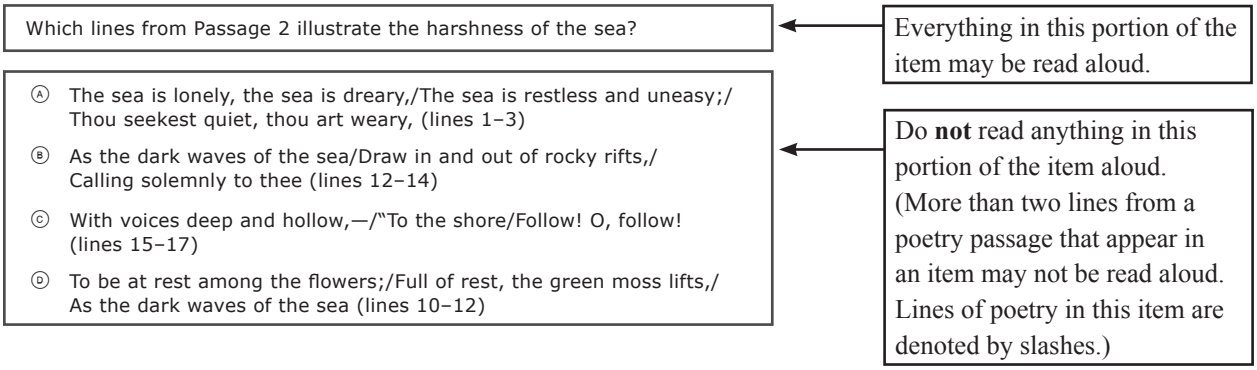
Example:



Example:



Example:



FAST Mathematics, B.E.S.T. Algebra 1 and Geometry EOC, and FACT College Algebra Examples

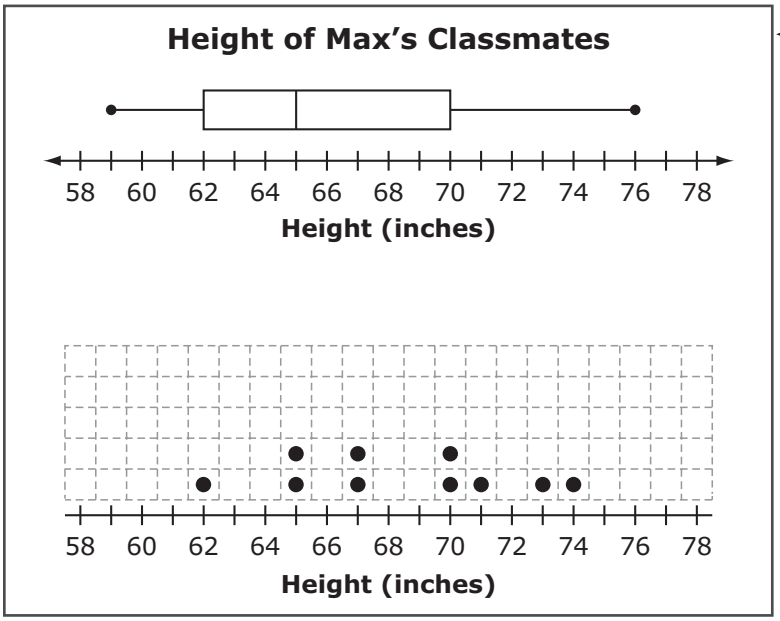
For students with an oral presentation accommodation taking FAST Mathematics, B.E.S.T. Algebra 1 and Geometry EOCs, or FACT College Algebra, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student 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.



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.

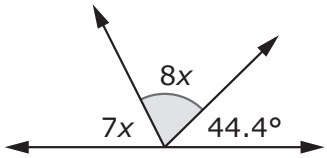
X equals one. Two x plus five is less than nine. Option D. X equals two. Two x plus five is less than nine. Option E. X equals three. Two x plus five is less than nine. Option F.

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.

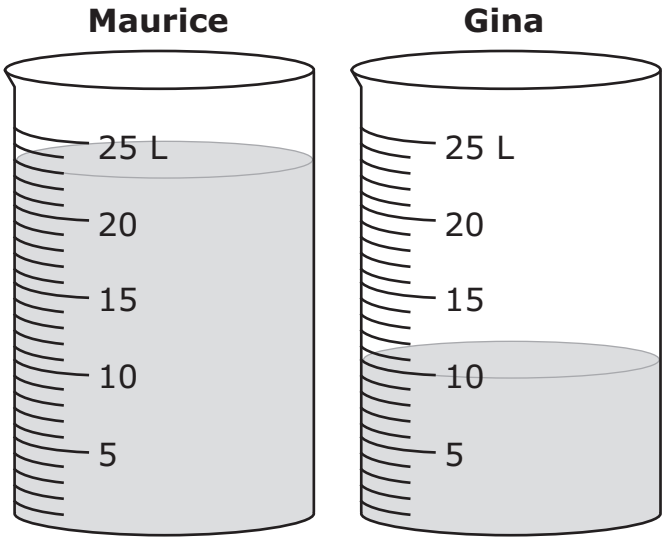
What is the measure, in degrees, of the shaded angle?

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.



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.

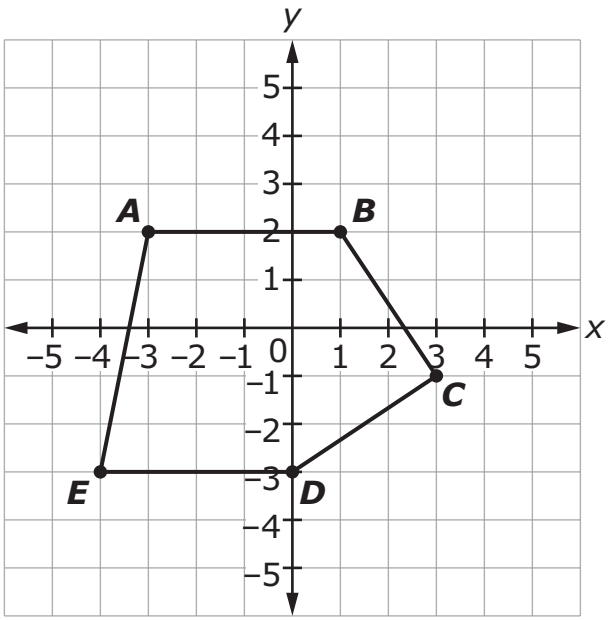
What is the difference, in liters (L), between the amounts of water in their containers?

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, Statewide Science, 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.

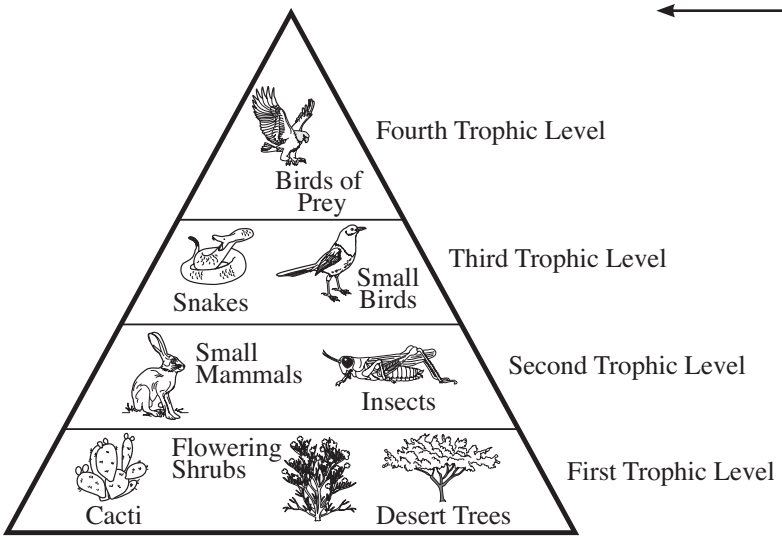
Biology 1 EOC or Statewide Science Assessment

Example:

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

Everything in this portion may be read aloud.

DESERT ENERGY PYRAMID



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

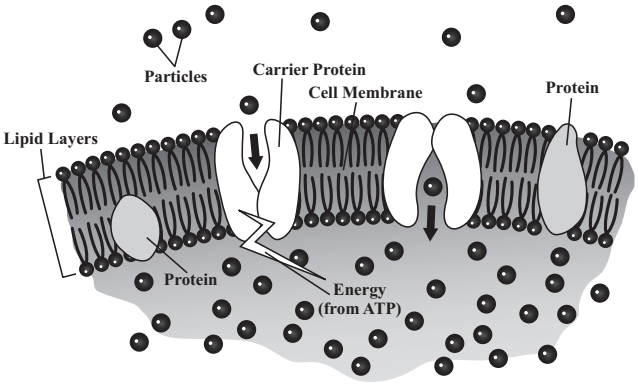
Which of the following **best** explains the difference in the amount of available energy in the trophic levels of the desert ecosystem?

Everything in this portion may be read aloud.

Example:

For questions 6, 7, and 8, refer to the following passage and illustration.

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.



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.

Everything in this portion may be read aloud.

6. The sodium-potassium ion pump found in some cell membranes is made of which of the following basic structural components?

Ⓐ amino acids
Ⓑ fatty acids
Ⓒ monosaccharides
Ⓓ nucleotides

Everything in this portion may be read aloud.

7. What is a primary function of the cell membrane?

Ⓐ determining genetic traits
Ⓑ defending against foreign particles
Ⓒ breaking down proteins for energy
Ⓓ generating energy from mineral nutrients

Everything in this portion may be read aloud.

8. Why does the study of cell membranes lead to a better understanding of cell funtion?

Ⓐ 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.

Everything in this portion may be read aloud.

Speech-to-Text Policies for Florida Statewide Assessments

This guidance is intended for students who have speech-to-text as an accommodation on their Individual Educational Plans (IEPs) or Section 504 Plans. For information on providing verbal or signed-response accommodations, see the Flexible Responding section on pages 7–8.

Test Administration

- A student using speech-to-text must be tested in a separate setting so that other students are not disturbed and that the student's spoken answers are not heard by other students.
- If students use speech-to-text to provide responses for a FAST ELA Reading, FAST Mathematics, B.E.S.T. Algebra 1 EOC, B.E.S.T. Geometry EOC, Biology 1 EOC, Civics EOC, U.S. History EOC, FACT College Algebra, FCLE, or Statewide Science Assessment, a paper-based test must be used, and the responses must be transcribed by a test administrator into the test document or into the REI (for all tests except for B.E.S.T. Writing). Paper-based test materials for FACT College Algebra will be available beginning Spring 2027.
- If using a third-party speech-to-text program, all electronic files containing student responses and/or planning must be deleted immediately after the test session.
- For students taking Grades 4–10 B.E.S.T. Writing through TDS on the computer, an integrated speech-to-text tool is available in the secure browser for students who have that accommodation set in TIDE. ***(Spring only)***
- For students taking the Writing assessment on paper, responses may be printed from the program used for speech-to-text and returned for scoring. ***(Spring only)***

Allowable Functionalities

- FDOE does not provide a list of suggested programs to use for a speech-to-text accommodation. The program should be one that the student uses on a regular basis for classroom accommodations so that he or she is familiar with it.
- Autocorrect spelling may be used; however, it is the student's responsibility to go back and edit his or her response and make sure that there were no mispronunciations.
- For B.E.S.T. Writing, students who use speech-to-text devices must have the opportunity to plan their writing and view their planning notes using the device. ***(Spring only)***

Prohibited Functionalities

- A third-party software must be able to function without the use of the Internet, and students must be monitored to ensure that they do not open any other programs during testing.
- If the software allows for macros, grammar autocorrect, or word prediction, those features must be turned off.

SPRING ONLY

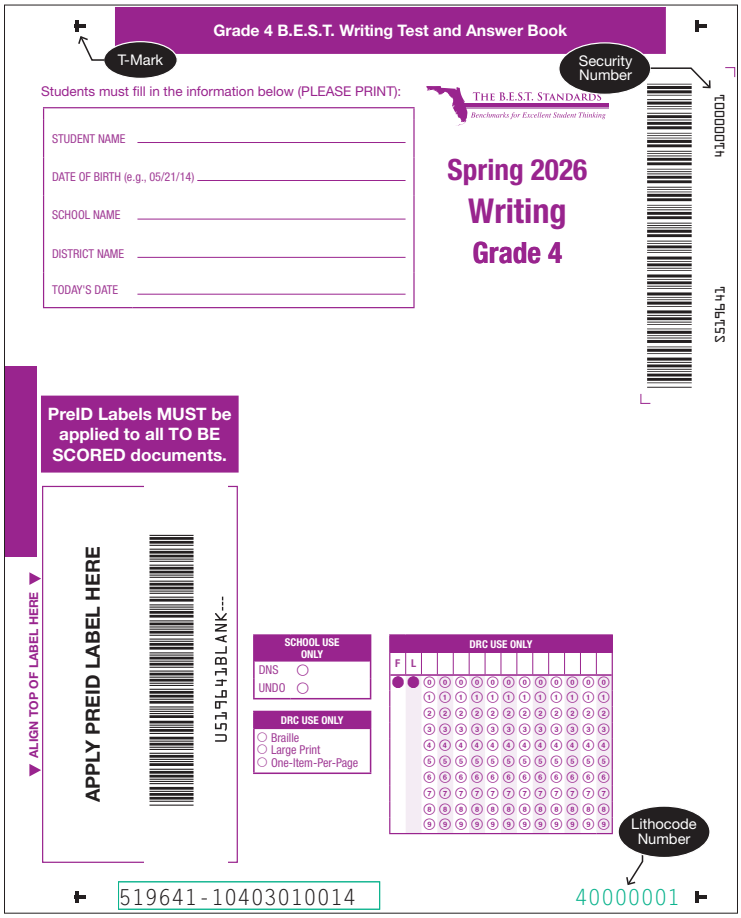
Directions for Returning Typed Writing Responses

These instructions may be used to return typed responses for students taking a paper-based B.E.S.T. Writing assessment.

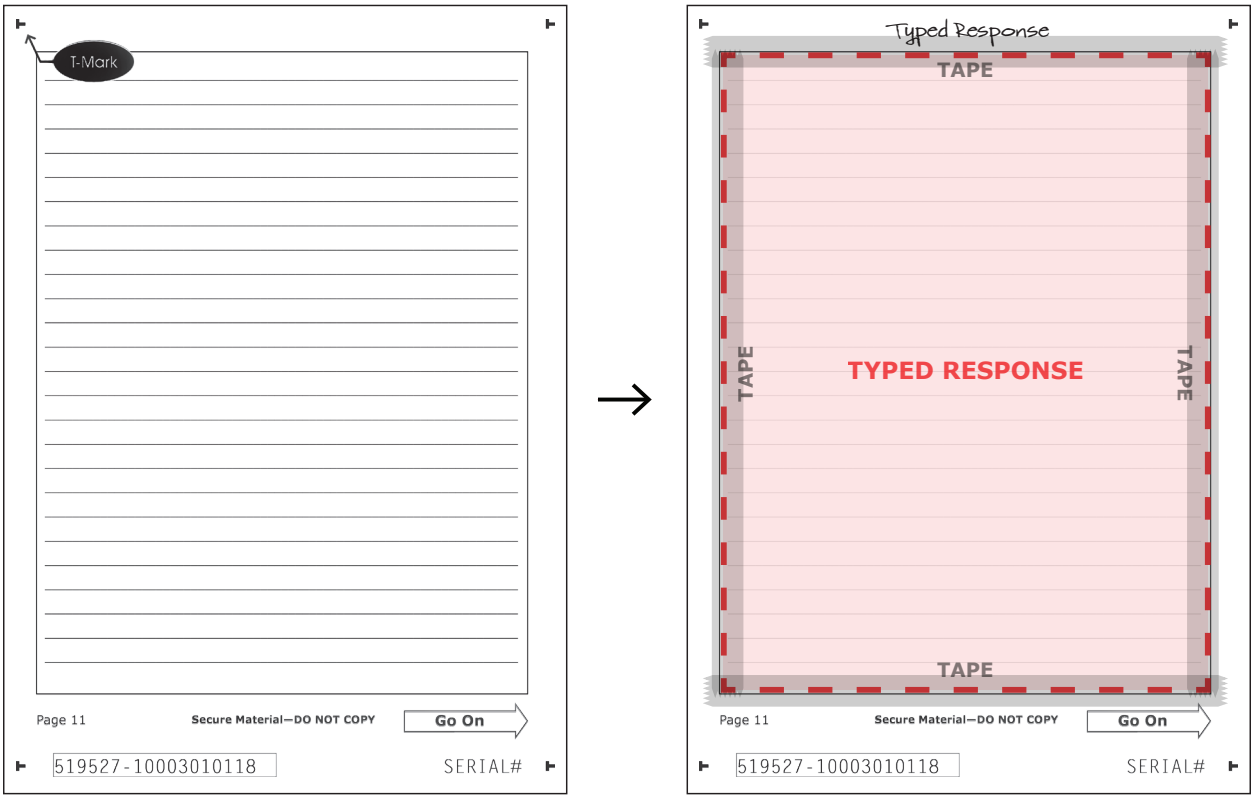
If a student taking a paper-based B.E.S.T. Writing assessment provides a typed response in a program other than the secure browser/TDS, follow the steps below and on the following page:

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

   FDOE recommends that the student response be 12–14 point font size. The font should be clearly readable, such as Times New Roman or Arial. Normal default margins of 1" all around are recommended, as this will allow the document to be cut down to fit within the response lines of the student's regular print test and answer book.
3. With a pencil, write the test and answer book lithocode number on the bottom of each page of the student's typed Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book. The security number located next to the barcode should not be used.



4. Cut out and tape the student's response into the regular print test and answer book so that it fits within the lined boxes and does not cover the T-Marks. In order for the student's response to be scanned, the responses must fit completely within the lined boxes. White space around the student's response can be outside the lined boxes as long as the T-marks are not covered. Only the writing that is inside the lined boxes will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each typed page. Tape must be placed over the text on the edges of the response, in order to ensure the document is properly secured when it is scanned but the tape may not cover the T-Marks. Do not apply tape to the back of the response. Scotch tape is recommended. Do not tape the typed response into a student's large print or one-item-per-page test and answer book.
5. Use a No. 2 pencil to write "Typed Response" above the lined box on each page in the regular print test and answer book that contains a part of the student's typed response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured. Typed responses should not contain the student's name or school name.



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

SPRING ONLY

Directions for Returning Large Print or One-Item-Per-Page Writing Responses

Follow these directions to make a photocopy of the student's large print or one-item-per-page Writing response for return in the regular print test and answer book as an option instead of transcribing the response by hand.

1. Ensure that a PreID label has been applied and all information on the front of the student's regular print test and answer book has been filled in accurately and completely.
2. Make a copy of the student's handwritten large print response by placing the first page of the large print book with the student's writing on a copier. Change the settings to copy from 11×17" to 8.5×11". Make a copy of each page with a written response. DRC recommends darkening the copy if the copier has this setting. Each large print page of the student's response should now fit vertically on an 8.5×11" sheet of paper. Follow the same process for copying the student's one-item-per-page response, except no adjustments to size are needed.
3. Write the test and answer book lithocode number on the bottom of each copied page within the black lines of the student's handwritten response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book (see page 27 for the location of the lithocode). The security number located next to the barcode should not be used.
4. Using a paper cutter or scissors, cut around the response on the black lines that surround the copied response, and tape the student's response into the regular print test and answer book. The response should fit within the lined boxes in the regular print test and answer book. Ensure that the copied response does not cover the T-Marks (see page 27). If there is more than one copied page, be sure to tape the response in the order it was written. If the response ends before the end of the page, the page can be cut after the lithocode number and not at the end of the box. In order for the student's response to be scanned, the response must fit completely within the lined boxes. Only the writing that is inside the lined boxes in the regular print test and answer book will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each copied page. Tape can be placed over the text on the edges of the response, but the tape may not cover the T-Marks. Clear scotch tape is recommended.
5. Use a No. 2 pencil to write "Large Print Response" or "OIPP Response" above the lined box on each page in the regular print test and answer book that contains a part of the student's response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured. This step is important because the scanner will not always pick up ink from certain copiers. If "Large Print Response" or "OIPP Response" is written in pencil at the top of the page and there is no copied response directly below it, the handscorer will pull the original large print or one-item-per-page book where the original response was copied from and score the original response.
6. Place the student's test materials (e.g., large print and regular print test and answer books) in the Special Document Return Envelope.
7. Complete the front of the Special Document Return Envelope.
8. Return the completed Special Document Return Envelope in a DRC blue-labeled TO BE SCORED box.

Appendix A: Fall/Winter 2026 Paper-Based Materials Return Instructions

Introduction

This appendix contains instructions for preparing and packaging materials for return for the Fall/Winter 2026 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 Response Entry Interface (REI) for the following subjects:**
   - FAST ELA Reading Retake
   - B.E.S.T. Algebra 1 EOC
   - B.E.S.T. Geometry EOC
   - FAST ELA Reading
   - FAST Mathematics
   - Biology 1 EOC
   - Civics EOC
   - U.S. History EOC
   - FCLE

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

   Braille materials can be entered into the REI locally or returned to DRC or Pearson for transcription and entry. Follow return instructions for TO BE SCORED materials.

To prepare materials for return:

- Ensure a PreID label is applied to all used regular print test documents.
- **Student responses that are recorded on braille answer sheets that need to be transcribed and entered into the REI must be returned to DRC or Pearson** following the return instructions for TO BE SCORED braille materials.
- **Responses that are transcribed at the school should be entered by school or district staff into the REI.** Follow return instructions for NOT TO BE SCORED materials.

3. **Separate materials into stacks, by contractor, as indicated by the DRC and Pearson Materials & Return Label Colors tables on pages 65–66.**

   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 28.

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 Colored Return Label tables for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials for each contractor. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Apply one colored return label and one UPS-RS shipping return label to each box. See the chart on page 68 for UPS label instructions.

If you need additional labels, the district assessment coordinator may request additional return labels through the *Place Additional Orders* or *Upload Additional Orders* pages in TIDE. Each label barcode is unique; 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
➢ 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 REI

1. **The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.**

   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:

   Braille Test Documents

   - Braille Answer Sheets containing student responses
   - Braille Test Books
   - Braille Testing Rules Acknowledgment Sheet
   - Regular Print Test Documents (with PreID label applied)

2. **Verify the following on the braille and associated regular print test documents:**

   - **Student name is included on the front cover of the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.**
   - **Student responses are recorded on braille answer sheets.**
   - **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 with a PreID label applied must accompany the braille test book and answer sheets.

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 DRC TO BE SCORED return label for the correct administration (e.g., DRC – FALL 2026 B.E.S.T. EOC & FAST PM1/RETAKE, DRC – WINTER 2026 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). Apply one TO BE SCORED colored return label and one UPS-RS shipping return label to each box.

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 REI
6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents, and used secure braille materials that have been entered into the REI) with all other NOT TO BE SCORED materials in DRC white-labeled boxes. Special Document Return Envelopes should not be used when returning NOT TO BE SCORED braille materials. 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 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 REI
1. Place all DRC NOT TO BE SCORED materials in boxes. • Include FAST and B.E.S.T. EOC **unused** documents, Braille Notes, and **used** defective regular print, large print, braille, and one-item-per-page materials. • Include FAST and B.E.S.T. EOC **used** regular print, large print, braille, and one-item-per-page materials that **have been** entered into the REI. • Special Document Return Envelopes should not be used for NOT TO BE SCORED materials. Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator. **2. Affix a white DRC NOT TO BE SCORED return label for the correct administration (e.g., DRC – FALL 2026 B.E.S.T. EOC & FAST PM1/RETAKE, DRC – WINTER 2026 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). Apply one NOT TO BE SCORED colored return label and one UPS-RS shipping return label to each box.

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 REI

1. **The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.**

   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:

   Braille Test Documents
   - Braille Answer Sheets containing student responses
   - Braille Test Books
   - Braille Testing Rules Acknowledgment Sheet
   - Regular Print Test Documents (with PreID label applied)

2. **Verify the following on the braille and associated regular print test documents:**
   - **Student name is included on front cover of the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheet.**
   - **Student responses are recorded on braille answer sheets.**
   - **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 with a PreID label applied must accompany the braille test book and answer sheets.

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 26: Biology 1, Civics, U.S. History, FL WNTR 26: SCI & SS EOCs, K-12 FCLE) to the top of the box in the square that reads "Apply return shipping label here."** Boxes should be numbered. Apply one TO BE SCORED colored return label and one UPS-RS shipping return label to each box.

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 REI
6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents, and used secure braille materials that have been entered into the REI) with all other NOT TO BE SCORED materials in Pearson yellow-labeled boxes. Special Document Return Envelopes should not be used when returning NOT TO BE SCORED braille materials. 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 REI
1. Place all Pearson NOT TO BE SCORED materials in boxes. • Include all used and unused regular print, large print, and one-item-per-page test and response books. • Include used braille test documents that have been entered into the REI, Braille Notes, and all unused braille materials. **2. Affix a yellow Pearson NOT TO BE SCORED return label for the correct administration (e.g., FL FALL 26: Biology 1, Civics, U.S. History, FL WNTR 26: SCI & SS EOCs, K-12 FCLE) to the top of each box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Apply one NOT TO BE SCORED colored return label and one UPS-RS shipping return label to each box.

Label Boxes for Return

Refer to the tables on the following pages 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* or *Upload Additional Orders* pages in TIDE. Each label barcode is unique; do not copy or create your own labels.

<table>
<tr><th colspan="3">DRC Materials and Return Label Colors</th></tr>
<tr><th>Type of Materials</th><th>Subjects</th><th>Sample Labels</th></tr>
<tr>
<td>TO BE SCORED
Braille

Braille materials that have <u>not</u> been entered into the REI</td>
<td>FAST ELA Reading
FAST Mathematics
B.E.S.T. Algebra 1 EOC
B.E.S.T. Geometry EOC
FAST ELA Reading Retake</td>
<td>PINK – Fall 2026
DRC – FALL 2026 B.E.S.T. EOC & FAST PM1/RETAKE
SCHOOL: D7-9002
FROM: DEMO SCHOOL D7-9002
325 WEST GAINES ST STE 414
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FL 32399
TO: Data Recognition Corporation (DRC)
8900 Wyoming Avenue N
Brooklyn Park, MN 55445
R5196573900000l
To Be Scored – Braille
E F L 6 5 7

PINK – Winter 2026
DRC – WINTER 2026 B.E.S.T. EOC, FACT, & FAST PM2/RETAKE
SCHOOL: D7-9002
FROM: DEMO SCHOOL D7-9002
325 WEST GAINES ST STE 414
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FL 32399
TO: Data Recognition Corporation (DRC)
8900 Wyoming Avenue N
Brooklyn Park, MN 55445
R5196583000000l
To Be Scored – Braille
E F L 6 5 8</td>
</tr>
<tr>
<td>NOT TO BE SCORED

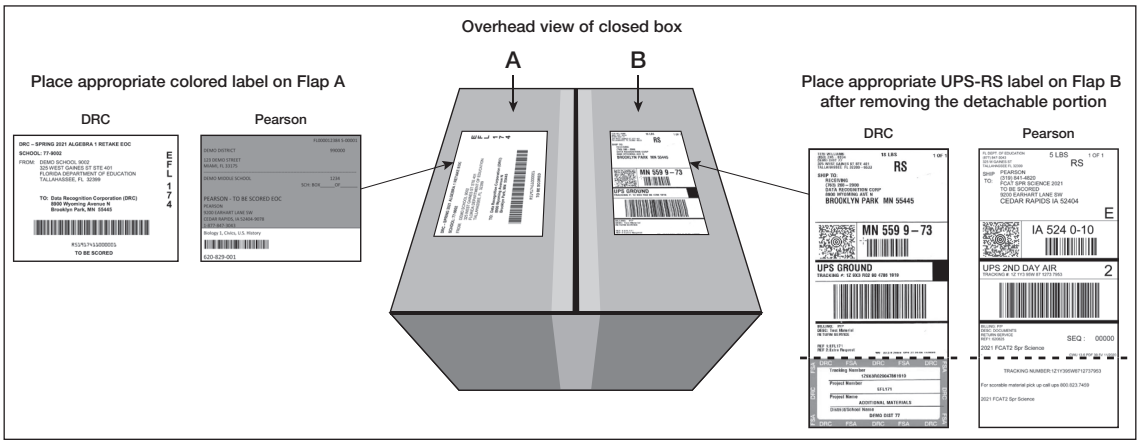
• All regular print, large print, and one-item-per-page test and response books, used and unused
• Braille materials that <u>have been</u> entered into the REI</td>
<td>FAST ELA Reading
FAST Mathematics
B.E.S.T. Algebra 1 EOC
B.E.S.T. Geometry EOC
FAST ELA Reading Retake</td>
<td>WHITE – Fall 2026
DRC – FALL 2026 B.E.S.T. EOC & FAST PM1/RETAKE
SCHOOL: D7-9002
FROM: DEMO SCHOOL D7-9002
325 WEST GAINES ST STE 414
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FL 32399
TO: Data Recognition Corporation (DRC)
8900 Wyoming Avenue N
Brooklyn Park, MN 55445
R5196571900000l
NOT TO BE SCORED
E F L 6 5 7

WHITE – Winter 2026
DRC – WINTER 2026 B.E.S.T. EOC, FACT, & FAST PM2/RETAKE
SCHOOL: D7-9002
FROM: DEMO SCHOOL D7-9002
325 WEST GAINES ST STE 414
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FL 32399
TO: Data Recognition Corporation (DRC)
8900 Wyoming Avenue N
Brooklyn Park, MN 55445
R5196581000000l
NOT TO BE SCORED
E F L 6 5 8</td>
</tr>
</table>

Pearson

Pearson Materials and Return Label Colors		
Type of Materials	**Subjects**	**Sample Labels**
TO BE SCORED **Braille** Braille materials that have **not** been entered into the REI	Biology 1 EOC Civics EOC U.S. History EOC Florida Civic Literacy Exam (FCLE)	**PINK – Fall 2026** FL00019720 S-00001 DIST:_____ DIST #:_____ DIST: BOX _____ OF _____ SCH:_____ SCH #:_____ SCH: BOX_____OF_____ PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL FALL 26: Biology 1, Civics, U.S. History 620-012-001 ANS **PINK – Winter 2026** FL00018493 S-00001 DIST:_____ DIST #:_____ DIST: BOX _____ OF _____ SCH:_____ SCH #:_____ SCH: BOX_____OF_____ PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL WNTR 26: SCI & SS EOCs, K-12 FCLE 620-013-001 ANS
NOT TO BE SCORED • All regular print, large print, and one-item-per-page test and response books, used and unused • Braille materials that **have been** entered into the REI	Biology 1 EOC Civics EOC U.S. History EOC Florida Civic Literacy Exam (FCLE)	**YELLOW – Fall 2026** FL00019721 S-00001 DIST:_____ DIST #:_____ DIST: BOX _____ OF _____ SCH:_____ SCH #:_____ SCH: BOX_____OF_____ PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964 FL FALL 26: Biology 1, Civics, U.S. History 620-012-002 SEC **YELLOW – Winter 2026** FL00018505 S-00001 DIST:_____ DIST #:_____ DIST: BOX _____ OF _____ SCH:_____ SCH #:_____ SCH: BOX_____OF_____ PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964 FL WNTR 26: SCI & SS EOCs, K-12 FCLE 620-013-002 SEC

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. Please contact the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com 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 2026 Administration		
UPS-RS Labels	**DRC Return Label Colors**	**Pearson Return Label Colors**
GROUND	White	Yellow
NEXT DAY AIR	N/A	Pink
2ND DAY AIR	Pink	N/A

Sample DRC UPS-RS Labels	Sample Pearson UPS-RS Labels





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* or *Upload Additional Orders* pages 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) are 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 from the **Secure Material Tracking Reports** task menu on the dashboard by selecting **Secure Material Tracking Reports**. 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
Mark Computer-Based Test (CBT) Accommodations, page 23	Clarified that ZoomText is set by FDOE after approval.	August 6, 2026
Mark Computer-Based Test (CBT) Accommodations, page 24	Clarified that Text-to-Speech settings in TIDE will not override the Text-to-Speech with Passages setting turned on by FDOE.	August 6, 2026
Oral or Signed Presentation, page 5	Clarified students who have text-to-speech may also receive Text-to-Speech on Writing Response.	October 14, 2026
Allowable Functionalities, page 55	Updated allowable functionalities for Speech-to-Text.	October 14, 2026

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