



Testing Handbook

The Taylor County School District provides a comprehensive progress monitoring and assessment plan to assist schools, parents and educators with the information needed to make sound educational decisions.

All students will be given access to the opportunity to participate in progress monitoring and all grade level assessments, both state and local.

Progress monitoring and assessment facilitators will adhere to the specific testing protocols outlined in the testing manual during the test administration.

Parents will be given access to all of their student's progress monitoring and assessment results.

The District Progress Monitoring and Assessment Calendar will be approved by the Taylor County School Board each year and will be posted on the district website.

Taylor County School District Testing Handbook

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Taylor County School District Progress Monitoring Schedule

2019-2020 School Calendar

August '19						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '19						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '19						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '19						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '19						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '20						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '20						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



FSA, FCAT, Retakes



FLKRS – Must be done by September 24, 2019



State EOCs



Write Score AP Windows



STAR 360 Dates



I-Ready Secondary Monitoring

Taylor County Schools Progress Monitoring Schedule 2019-2020

School Site _____

Person Submitting Information _____

Please adhere to the scheduled progress monitoring windows outlined below so district data can be uploaded to Performance Matters in a timely manner.


State Assessment Dates: Consult the Florida Statewide Assessment Program 2019-2020 Schedule

District Assessment Dates:

FLKRS – Must be completed by September 24, 2019 to meet the statutory 30 day mandate

		AP 1 Window	AP 2 Window	AP 3 Window	AP 4 Window
STAR Reading					
STAR Math					
Write Score		8/14-8/23	12/3-12/13	2/25-3/6	
Science Assts		8/14-8/23	12/3-12/13	2/25-3/6	
iReady-Math		8/21-8/22	12/10-12/11	4/20-4/21	
iReady-ELA		8/19-8/20	12/4-12/5	4/15-4/16	
FLKRS					
State Assts.					
AIRWAY		8/14-8/23	12/3-12/13	2/25-3/6	

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2019–2020 SCHEDULE

 Florida Standards Assessments (FSA)	
FSA English Language Arts (ELA) and Mathematics	
Dates	Assessment
April 1–14, 2020	Grade 3 ELA Reading Grades 4–10 ELA Writing
May 1–29, 2020	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics
May 4–15, 2020	Grades 4–6 ELA Reading Grades 3–6 Mathematics
FSA End-of-Course Assessments	
Dates	Assessment
September 9–27, 2019 December 2–20, 2019 May 1–29, 2020 July 13–24, 2020	Algebra 1 & Geometry
FSA Retakes	
Dates	Assessment
September 9–20, 2019	Grade 10 ELA Writing Retake
September 9–27, 2019	Grade 10 ELA Reading Retake
February 24–March 13, 2020	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 EOC Retake
Next Generation Sunshine State Standards (NGSSS) Assessments	
Statewide Science Assessments	
Dates	Assessment
May 4–15, 2020	Grades 5 & 8 Science
End-of-Course Assessments	
Dates	Assessment
September 9–27, 2019 December 2–20, 2019 May 1–29, 2020 July 13–24, 2020	Biology 1, Civics, & U.S. History
Statewide Field Test	
Dates	Assessment
November 18–December 20, 2019; January 6–31, 2020	Grades 4–10 ELA Writing (selected schools only)

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2019–2020 SCHEDULE

Other Statewide Assessments	
Dates	Assessment
July 8–October 11, 2019	Florida Kindergarten Readiness Screening (FLKRS) (Administered within the first 30 instructional days of the school year)
August 2019–June 2020	Florida Assessments for Instruction in Reading (FAIR) (optional: Grades 3–12)
September–December 2019	Preliminary ACT (PreACT)
October 16, 2019	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
January–March 2020	National Assessment of Educational Progress (NAEP) Pilot Assessments: Grades 4, 8, & 12
January 27–March 20, 2020	ACCESS for ELLs Alternate ACCESS for ELLs
March 2–April 17, 2020	Florida Standards Alternate Assessment (FSAA) – Performance Task Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 16–May 1, 2020	Florida Standards Alternate Assessment (FSAA) – Performance Task Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry, & U.S. History)
Data Collection Periods: September–October 2019 November–December 2019 March–April 2020	Florida Standards Alternate Assessment (FSAA) – Datafolio Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry, & U.S. History)
May 2020	Advanced Placement (AP) Exams

1008.22 Student assessment program for public schools.

(6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE STANDARDS.—

(a) Measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

(b) The Commissioner of Education shall assist and support districts in measuring student performance on the state standards by maintaining a statewide item bank, facilitating the sharing of developed tests or test items among school districts, and providing technical assistance in best assessment practices. The commissioner may discontinue the item bank if he or she determines that district participation is insufficient for its sustainability.

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

(a) The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts, consistent with the requirements of paragraph (3)(g). Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than the week of June 8, except for results of assessments administered in the 2014-2015 school year. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

(b) By August of each year, beginning in 2016, the commissioner shall publish on the department's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next 2 school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with, at minimum, the following information for reporting the district assessment schedules under paragraph (c):

1. Whether the assessment is a district-required assessment or a state-required assessment.
2. The specific date or dates that each assessment will be administered.
3. The time allotted to administer each assessment.
4. Whether the assessment is a computer-based assessment or a paper-based assessment.
5. The grade level or subject area associated with the assessment.
6. The date that the assessment results are expected to be available to teachers and parents.
7. The type of assessment, the purpose of the assessment, and the use of the assessment results.
8. A glossary of assessment terminology.
9. Estimates of average time for administering state-required and district-required assessments, by grade level.

(c) Each school district shall establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district shall publish the testing schedules on its website using the uniform calendar, including all information required under paragraph (b), and submit the schedules to the Department of Education by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar, including all information required under paragraph (b). The uniform calendar must be included in the parent guide required by s. [1002.23\(5\)](#).

(d) A school district may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments. The district must secure written consent from a student's parent before administering district-required local assessments that, after applicable statewide, standardized ³assessments are scheduled, exceed the 5 percent test administration limit for that student under this paragraph. The 5 percent test administration limit for a student under this paragraph may be exceeded as needed to provide test accommodations that are required by an IEP or are appropriate for an English language learner who is currently receiving services in a program operated in accordance with an approved English language learner district plan pursuant to s. [1003.56](#). Notwithstanding this paragraph, a student may choose within a school year to take an examination or assessment adopted by State Board of Education rule pursuant to this section and ss. [1007.27](#), [1008.30](#), and [1008.44](#).

(e) A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment. A district-required local assessment may be used as the final cumulative examination for its associated course in accordance with the school district's policy.

(f) A school district must provide a student's performance results on district-required local assessments to the student's teachers and parents no later than 30 days after administering such assessments, unless the superintendent determines in writing that extenuating circumstances exist and reports the extenuating circumstances to the district school board.

Local Assessment Guidelines for Selection, Development, Administration, Scoring, and Reporting Results

Guidelines for Assessments	National	Dual Enrolled	Local End of Course
Selection	Students enrolled in courses with an associated national assessment will be administered the appropriate test. TCSD Advanced Placement (AP) courses fit this description.	K-12 students enrolled in Dual Enrollment courses will be given a final assessment in accordance with the current articulation agreement and policies of the college of enrollment.	Students enrolled in all other courses, without a formal assessment, will be assessed using Local End of Course Assessments.
Development	No assessment development needed.	No assessment development needed.	Assessments in this category will be developed through collaboration between the district, school, and content area instructional experts using the Florida DOE Item Bank and, if necessary, locally developed items.
Administration	These assessments will be administered annually as set forth by the national testing agency and in accordance with its policies. Administration will also adhere to the district test security agreement found in Appendix A.	These assessments will be administered at the end of each semester in accordance with the policies of the post-secondary institution awarding the credit. Administration will also adhere to the district test security agreement found in Appendix A.	These assessments will be administered near the end of each course. These assessments will not be made available to the instructor until the date of the assessment and will be collected immediately upon completion of the assessment. Administration will also adhere to the district test security agreement found in Appendix A.
Scoring	These assessments will be scored by the national testing agency.	These assessments will be scored by the course instructor and verified by the college awarding credit.	Local End of Course Assessments will be administered using the district selected vendor either electronically or via scan sheets. Performance based items will be scored by the instructor and imported into the scoring system.
	The national testing agency will return	These assessment results will be entered	These results will be entered into the district selected

Reporting Results	the assessment results to the district. The results will be entered into the electronic data base. The results will be applied to the district approved rubric to determine student performance.	into an electronic database following the guidelines of the college awarding credit. The results will be applied to the district approved rubric to determine student performance.	electronic database and used in the calculation of the student's grade. The results will be applied to the district approved rubric to determine student performance.
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Test Security Policies and Procedures

Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the Test Security Statute, s. 1008.24, Florida Statutes (F.S.), and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. The full text of the Florida Test Security Statute and State Board of Education Rule can be located at www.fl DOE.org . Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations, loss of teaching certification, and/or involvement of law enforcement.

Examples of prohibited activities are listed below:

- Reading or viewing the passages or writing prompts before, during, or after testing
- Revealing the passages or writing prompts
- Copying the passages or writing prompts
- Explaining the passages or writing prompts for students
- Changing or otherwise interfering with student responses to writing prompts
- Copying or reading student responses

School site administrators will be responsible designating an on-site test coordinator that will maintain a secure location for all assessment materials.

All individuals involved in the administration of state or local assessments will be required to sign the appropriate security agreements. State test administration and security agreements can be located on the FLDOE website.

APPENDIX A

**Taylor County School District
End of Course Assessment Development Team**

I am a participant in the Taylor County School District’s end of course assessment project for the development of assessments to be used within the district. I understand I will have access to test development items and other secure, test-related information.

I hereby swear and affirm that I shall not disclose or provide to anyone, directly or indirectly, any information or documents pertaining to the preparation, testing, and/or scoring services associated with the end of course assessments. I further understand that all documents, test items, or confidential information in the custody of or received from the Department of Education, their contractor or grantee are to be maintained in a secure manner and are not to be revealed in any manner, written or otherwise, during or after development unless I am specifically authorized to do so by the Department of Education.

I understand that Section 228.301, F.S., and State Board of Education Rule 6A-10.042, FAC, govern assessment security and that persons violating the law may be guilty of a first-degree misdemeanor, punishable by a fine of not more than \$1000 or imprisonment of not more than 90 days, or both.

I understand that this affidavit applies to any and all test-related documents pertaining to the Taylor County School District and/or the Florida Department of Education or any other agency or entity with whom the Department has contracts or grants. Additionally, this agreement applies to any individuals using a remote broadcasting or Web-based system to view and/or participate in any test development activity. The sharing of passwords, usernames, or other log-in data is during this process is prohibited. Any individual viewing and/or participating in a Web-based or other form of remote broadcasting of the test development process must submit this agreement.

1. I have read and agree to the above statements.

Agree _____ **Disagree** _____

2. Printed Name (First/Last):

3. School District

4. Institution/Affiliation:

Appendix B

Assessment Glossary

ACCESS for ELLS- Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)

Accommodation- Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration of a statewide standardized assessment, and the use of assistive technology or device to facilitate the student’s participation in a statewide standardized assessment.”

Achievement Levels—Once standards are set for an EOC assessment, scores are defined by five categories of achievement that represent students’ success with the content assessed. Achievement Levels are helpful in interpreting what a student’s score represents. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. In order to pass an EOC assessment, students must achieve Level 3 or higher.

Assessment—The process of collecting, analyzing, and interpreting information about academic performance related to educational goals.

Computer-Based Testing (CBT)—Many Florida statewide assessments are now being administered using a computer based format. The Florida EOC Assessments are all given in a computer-based format, with paper-based accommodations offered for eligible students. When taking the test on the computer, students make their answer choices using the mouse or keyboard, and they may use various CBT tools, such as the eliminate-choice tool or the highlighter tool, as they work. Once they have completed the test, they submit their answers electronically. Before exiting the assessment and submitting their responses, students are taken to a screen that identifies questions that are answered, unanswered, and marked for review.

Course Description—The content knowledge and skills taught in a course. EOC assessments measure achievement of students enrolled in a course by assessing the NGSSS benchmarks assigned to the course description for the subject area. Course descriptions may be accessed at <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>.

Diagnostic- Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.

District End of Course (EOC) Assessments— In grades 6-12, all courses that are not state assessed are given a district approved end of course assessment. The District EOC counts for 30% of the student’s final grade.

ELA- English Language Arts

EOC- End of Course

Evaluative- Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.

FAIR- Florida Assessment for Instructions in Reading

Florida Comprehensive Assessment Test (FCAT 2.0) —FCAT 2.0 is a test given to public school students annually at least once at the elementary and middle school grade levels.

Florida End-of-Course (EOC) Assessments—Tests designed to measure student achievement of the NGSSS for specific courses, as outlined in their course descriptions. These assessments are part of Florida's Next Generation Strategic Plan for increasing student achievement and improving college and career readiness.

Florida Kindergarten Readiness Screener (FLKRS) — The FLKRS consists of the STAR Early Literacy Assessment. FLKRS is to be administered to all Florida Kindergarten students who are attending a Florida public school for the first time within the first 30 school days. Florida Kindergarten Readiness Screener (FLKRS) is used to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. FLKRS is also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards.

Florida Standards (FS) in English Language Arts and Math— These standards define what your student is expected to know and be able to do at each grade level. Knowledge of the benchmarks is measured by the Florida Standards Assessment (FSA). The Florida Department of Education developed the Florida Standards for students in each grade (K-8) and for each course taken (9-12).

Florida Standards Assessment (FSA) in Reading, Writing, and Math— Each spring students in grades 3-11 are given the FSA to measure how well students have learned the standards for reading in grades 3 – 11, for writing for grades 4 – 11, and for math in grades 3 – 8, as well as end-of-course (EOC) FSA in Algebra I, Geometry, and Algebra II when enrolled in these courses.

Florida Standards Alternate Assessment (FSAA)-

Next Generation Sunshine State Standards (NGSSS)—The core content of the curricula taught in Florida and assessed by the Florida EOC Assessments. The NGSSS specify the core content knowledge and skills that public school students are expected to acquire in the subject areas of language arts, mathematics, science, social studies, visual and performing arts, physical education, health, and foreign languages. The NGSSS benchmarks identify what a student should know and be able to do at each grade level for each subject area.

PBT- Paper Based Test

Progress Monitoring- Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been.

PSAT/NMSQT- Preliminary SAT/National Merit Scholarship Qualifying Test

Summative- Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction

Statewide, Standardized Assessments- All assessments required by s. 1008.22, Florida Statutes (F.S.)

Statewide Window- The ranges of dates during which districts and/or schools may choose to administer a given assessment.

Testing Time- The amount of time students are each give to respond to test items on each test.

Florida Standards Assessments (FSA)

Date	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
April 1-14, 2020	4	English Language Arts-Writing	Paper	120 minutes
April 1-14, 2020	5	English Language Arts-Writing	Paper	120 minutes
April 1-3, 2020	6	English Language Arts-Writing	Paper	120 minutes
April 1-3, 2020	7	English Language Arts-Writing	Computer	120 minutes
April 1-3, 2020	8	English Language Arts-Writing	Computer	120 minutes
April 1-14, 2020	9	English Language Arts-Writing	Computer	120 minutes
April 1-14, 2020	10	English Language Arts-Writing	Computer	120 minutes
April 1-14, 2020	3	English Language Arts-Reading	Paper	160 minutes
May 4-15, 2020	4	English Language Arts-Reading	Paper	160 minutes
May 4-15, 2020	5	English Language Arts-Reading	Paper	160 minutes
May 4-5, 2020	6	English Language Arts-Reading	Paper	170 minutes
May 4-5, 2020	7	English Language Arts-Reading	Computer	170 minutes
May 4-5, 2020	8	English Language Arts-Reading	Computer	170 minutes
May 1-29, 2020	9	English Language Arts-Reading	Computer	190 minutes
May 1-29, 2020	10	English Language Arts-Reading	Computer	190 minutes
May 4-15, 2020	3	Mathematics	Paper	160 minutes
May 4-15, 2020	4	Mathematics	Paper	160 minutes
May 4-15, 2020	5	Mathematics	Paper	160 minutes
May 7-8, 2020	6	Mathematics	Paper	180 minutes
May 7-8, 2020	7	Mathematics	Computer	180 minutes
May 7-8, 2020	8	Mathematics	Computer	180 minutes

District or State Based

State-based

Description

These standards define what your student is expected to know and be able to do at each grade level. Knowledge of the benchmarks is measured by the Florida Standards Assessment (FSA). The Florida Department of Education developed the Florida Standards for students in each grade (K-8) and for each course taken (9-12).

Results

The information provided from these tests has been used by teachers to identify opportunities for clarification or re-teaching to improve student learning.

Date Results are Expected

No later than week of June 8th

Basis of Test

The Florida Standards Assessments (FSA) are designed to provide parents and families, administrators, teachers, policy makers, and the general public with information regarding how well students are learning the Florida required curriculum standards associated with tested grade levels and courses. All districts are required to teach the Florida Standards.

State End of Course (EOC)

Date	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
May 12-13, 2020	9-12	Algebra 1 @TCHS	Computer	180 minutes
May 20, 2020	8	Algebra 1 @TCMS	Computer	180 minutes
May 12-13, 2020	9-12	Geometry	Computer	180 minutes
May 19, 2020	9-12	Biology I	Computer	160 minutes
May 19, 2020	7	Civics	Computer	160 minutes
May 20, 2020	9-12	U.S. History	Computer	160 minutes

District or State Based

State-based

Description

The Florida EOC Assessments are part of Florida’s Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs will be computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school level courses, as outlined in the course description.

Results

Test results of the EOC constitutes 30% of the final course grade. Algebra 1 must be passed to graduate.

Date Results are Expected

No later than week of June 8th

Basis of Test

Federal and state mandates

HB 7069 Section 1003.4282, F.S., “EOC assessments for Algebra 1, Geometry, Algebra II, Biology I, U.S. History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.”

FCAT 2.0

Date	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
May 11, 2020	5	Science	Paper	160 minutes
May 11, 2020	8	Science	Paper	160 minutes

Time Allotted

Grades 5 and 8 FCAT 2.0 Science will be administered in two 80-minute sessions with a break in the middle of each session. Grade 5 sessions are administered over two days. Grade 8 sessions are administered on the same day.

District or State Based

State-based

Description

The FCAT 2.0 test is standardized, criterion-referenced tests. The FCAT 2.0 Science measures student achievement of the Next Generation Sunshine State Standards. The FCAT 2.0 Science tests consist of multiple-choice items at all grade levels of the test and gridded-response items are included only in the grade 8 test.

Results

Results for science are reported using scale scores which can range from 140 to 260. In addition to the scale scores, results are also reported in terms of Achievement Levels, which can range from Level 1 (low) to Level 5 (high). Level 3 indicates satisfactory performance.

Date Results are Expected

Student, school, district, and state results are reported in June.

Basis of Test

HB 7069, Section 1003.4282, "The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grade levels."

Florida Kindergarten Readiness Screener (FLKRS)

Subject

Physical Development, Approaches to Learning, Social and Emotional Development, Language Communication and Emergent Literacy, and Cognitive Development and General Knowledge

Grades/Students

Kindergarten

Date

Within first 30 days of school year

Time Allotted

District or State Based

State-based

Computer-Based or Paper-Based

Paper/Oral Based

Description

The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. The FLKRS is also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards.

Results

For the individual student, these results can be used to: identify learning needs, set instructional goals, monitor instructional progress, evaluate progress towards the end-of-year benchmarks, and provide parents with student progress in the key elements of reading

Date Results are Expected

Basis of Test

Section (s.) 1002.69, Florida Statutes (F.S.), implementing the Voluntary Prekindergarten (VPK) Education Program, specifies that "The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year."

Write Score

AP 1	AP2	AP 3	Grade	Subject	Computer Based/ Paper-Based	Time Allotted
8/26/19-9/6/19	11/4/19-11/15/19	2/10/20-2/21/20	2	Writing	Paper	
8/26/19-9/6/19	11/4/19-11/15/19	2/10/20-2/21/20	3	Writing	Paper	
8/26/19-9/6/19	11/4/19-11/15/19	2/10/20-2/21/20	4	Writing	Paper	
8/26/19-9/6/19	11/4/19-11/15/19	2/10/20-2/21/20	5	Writing	Paper	
9/9/19-9/13/19	11/12/19-11/15/19	1/27/20-1/31/20	6	Writing	Paper	
9/9/19-9/13/19	11/12/19-11/15/19	1/27/20-1/31/20	7	Writing	Computer	
9/9/19-9/13/19	11/12/19-11/15/19	1/27/20-1/31/20	8	Writing	Computer	
8/14/19-8/23/19	12/3/19-12/13/19	2/25/20-3/6/20	9	Writing	Computer	
8/14/19-8/23/19	12/3/19-12/13/19	2/25/20-3/6/20	10	Writing	Computer	

District or State Based

District-Based

Description

Student essays are hand-scored according to state-mandated criteria and reflect similar findings. Machine-scored essays cannot mirror the state's scoring processes to provide accurate results. Write Score uses professional, trained scorers in a process that replicates the state's scoring process.

Results

An analysis of student writing that identifies strengths and weaknesses to inform the most effective instruction and guarantee differentiation according to needs.

Date Results are Expected

Within 30 days of test administration

Basis of Test

Help students prepare for state-based assessments.

Postsecondary Education Readiness Test (P.E.R.T.)

Date	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
	8-12	Algebra I	Computer	
	9-12	English I	Computer	
	9-12	English II	Computer	
	9-12	English III	Computer	

District or State Based

State-Based

Description

The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's common placement test. This test is used by Florida colleges, school districts, and some state universities to determine whether or not a student is ready for college credit courses in English Language Arts and Math.

Results

The P.E.R.T. assesses readiness for college level coursework in English language arts and Math. A student's scores indicate appropriate course placement upon entering college and in preparation for college and career as high school students.

Date Results are Expected

Test results are available the same day students take the test.

Basis of the Test

Students will take the P.E.R.T. test for one of two reasons: 1. A student will take the P.E.R.T. to earn a concordant score for the Algebra 1 EOC graduation requirement or 2. A student will take the P.E.R.T. test to earn a score for dual enrollment classes per the guidelines given by North Florida Community College.

Guidelines for Administering the P.E.R.T.

The P.E.R.T. test will only be administered during set times throughout the school year. These times will be listed on the testing calendar for TCHS. These test dates will precede the Algebra 1 EOC retake test for those students needing a concordant score.

Taylor County Middle School eighth graders enrolled in Algebra 1 will be administered the P.E.R.T. during the spring before they enter ninth grade at TCHS. A representative from TCHS will administer the P.E.R.T. to these students.

Students wishing to dual enroll at NFCC will be allowed to take the P.E.R.T. test at NFCC in their testing center if there is not an administration scheduled at TCHS prior to the opening of the dual enrollment window.

STAR 360/ Early Literacy

AP 1	AP 2	AP 3	AP 4	Grade	Subject	Computer Based/ Paper-Based	Time Allotted
				K	Early Literacy	Computer	
				1	Reading	Computer	
				2	Reading	Computer	
				3	Reading	Computer	
				4	Reading	Computer	
				5	Reading	Computer	
8/26-8/30	11/4-11/8	1/21-1/24		6	Reading	Computer	
8/26-8/30	11/4-11/8	1/21-1/24		7	Reading	Computer	
8/26-8/30	11/4-11/8	1/21-1/24		8	Reading	Computer	
				K	Math	Computer	
				1	Math	Computer	
				2	Math	Computer	
				3	Math	Computer	
				4	Math	Computer	
				5	Math	Computer	
8/26-8/30	11/4-11/8	1/21-1/24		6	Math	Computer	
8/26-8/30	11/4-11/8	1/21-1/24		7	Math	Computer	
8/26-8/30	11/4-11/8	1/21-1/24		8	Math	Computer	

District or State Based

District-Based

Description

STAR assessments are computer-adaptive tests designed to give schools accurate, reliable, and valid data, so that teachers can make good decisions about instruction and intervention. STAR Reading and Math will be administered at least three times per year. Each assessment is approximately 45 minutes in length.

Results

Teachers can provide students with appropriate materials, and identify students who need help.

Date Results are Expected

Within 30 days of test administration

Basis of Test

Help students prepare for state-based assessments.

i-Ready

AP 1	AP 2	AP 3	AP 4	Grade s	Subject	Computer Based/ Paper- Based	Time Allotted
8/19-8/20	12/4-12/5	4/15-4/16		K	Reading	Computer	
8/19-8/20	12/4-12/5	4/15-4/16		1	Reading	Computer	
8/19-8/20	12/4-12/5	4/15-4/16		2	Reading	Computer	
8/19-8/20	12/4-12/5	4/15-4/16		3	Reading	Computer	
8/19-8/20	12/4-12/5	4/15-4/16		4	Reading	Computer	
8/19-8/20	12/4-12/5	4/15-4/16		5	Reading	Computer	
9/3-9/6	11/12-11/15	1/27-1/31		6	Reading	Computer	
9/3-9/6	11/12-11/15	1/27-1/31		7	Reading	Computer	
9/3-9/6	11/12-11/15	1/27-1/31		8	Reading	Computer	
8/21-8/22	12/10-12/11	4/20-4/21		K	Math	Computer	
8/21-8/22	12/10-12/11	4/20-4/21		1	Math	Computer	
8/21-8/22	12/10-12/11	4/20-4/21		2	Math	Computer	
8/21-8/22	12/10-12/11	4/20-4/21		3	Math	Computer	
8/21-8/22	12/10-12/11	4/20-4/21		4	Math	Computer	
8/21-8/22	12/10-12/11	4/20-4/21		5	Math	Computer	
9/3-9/6	11/12-11/15	1/27-1/31		6	Math	Computer	
9/3-9/6	11/12-11/15	1/27-1/31		7	Math	Computer	
9/3-9/6	11/12-11/15	1/27-1/31		8	Math	Computer	

District or State Based

District-based

Description

i-Ready Diagnostic adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics for grades K–12, providing a valid and reliable measure of student growth with detailed diagnostic results and individualized next steps for instruction.

Results

Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.

Date Results are Expected

Immediately

Basis of Test

Help students prepare for state-based assessments.

AIRWays

AP 1	AP 2	AP 3	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
8/14-8/23	12/3-12/13	2/5-3/6	9	Reading	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	10	Reading	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	11	Reading	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	12	Reading	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	9	Math	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	10	Math	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	11	Math	Computer	
8/14-8/23	12/3-12/13	2/5-3/6	12	Math	Computer	

District or State Based

District-based

Description

A district-level assessment and reporting system delivered on the industry's leading online state assessment platform.

Results

AIRWays assessments are machine-scored, with results available as soon as the students have completed and submitted their assessments. Even constructed-response items are machine-scored with a teacher override capability. Assessment results are available for teachers, building-level curriculum specialists, principals, and district users immediately after the assessments are completed and according to how YOU define the system roles. AIRWays also provides actual student responses to each item to help teachers pinpoint gaps in student understanding.

Date Results are Expected

Immediately

Basis of Test

Help students prepare for state-based assessments.

District End of Course (EOC)

Date	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
5/28-5/29	6-8	Music 1		
5/28-5/29	6-8	Music 2		
5/28-5/29	6-8	Music 3		
5/28-5/29	6-8	Band 1		
5/28-5/29	6-8	Band 2		
5/28-5/29	6-8	Band 3		
5/28-5/29	6	Physical Education		
5/28-5/29	6	Science		
5/28-5/29	6	World History		
5/28-5/29	6	Technology/keyboarding		
5/28-5/29	7	Physical Education		
5/28-5/29	7	Science		
5/28-5/29	7	Technology/computer applications		
5/28-5/29	8	Physical Education		
5/28-5/29	8	U.S. History		
5/28-5/29	8-12	Drafting 1		
5/28-5/29	8-12	Drafting 2		
5/28-5/29	8-12	Drafting 3		
5/28-5/29	8-12	Drafting 4		
5/28-5/29	9-12	DCT 1		
5/28-5/29	9-12	DCT 2		
5/28-5/29	9-12	DCT 3		
5/28-5/29	9-12	English 1		
5/28-5/29	9-12	English 2		
5/28-5/29	9-12	English 3		
5/28-5/29	9-12	English 4		
5/28-5/29	9-12	Spanish 1		
5/28-5/29	9-12	Spanish 2		
5/28-5/29	9-12	Critical Thinking		
5/28-5/29	9-12	Health Science 1		
5/28-5/29	9-12	Health Science 2		
5/28-5/29	9-12	Parenting 1		
5/28-5/29	9-12	Parenting 2		
5/28-5/29	9-12	JROTC Lead/Training 1		
5/28-5/29	9-12	JROTC Lead/Training 2		
5/28-5/29	9-12	JROTC Lead/Training 3		
5/28-5/29	9-12	JROTC Lead/Training 4		
5/28-5/29	9-12	Media Journalism		
5/28-5/29	9-12	Band 1		
5/28-5/29	9-12	Band 2		
5/28-5/29	9-12	Band 3		

District End of Course (EOC)

Date	Grades	Subject	Computer Based/ Paper-Based	Time Allotted
5/28-5/29	9-12	Band 4		
5/28-5/29	9-12	Guitar 1		
5/28-5/29	9-12	Guitar 2		
5/28-5/29	9-12	Music- Keyboard 1		
5/28-5/29	9-12	Music- Keyboard 2		
5/28-5/29	9-12	Weight Training 1		
5/28-5/29	9-12	Weight Training 2		
5/28-5/29	9-12	Weight Training 3		
5/28-5/29	9-12	Ceramics/Pottery 1		
5/28-5/29	9-12	Ceramics/Pottery 2		
5/28-5/29	9-12	Ceramics/Pottery 3		
5/28-5/29	9-12	Drawing 1		
5/28-5/29	9-12	Drawing 2		
5/28-5/29	9-12	Earth/Space Science		
5/28-5/29	9-12	Marine Science		
5/28-5/29	9-12	Physical Science		
5/28-5/29	9-12	Chemistry		
5/28-5/29	9-12	World History		
5/28-5/29	9-12	Economics		
5/28-5/29	9-12	U.S. Government		
5/28-5/29	9-12	Intensive Math		
5/28-5/29	9-12	Algebra II		

District or State Based

District-Based

Description

In grades 6-12, all courses that are not state assessed are given a district approved end of course assessment.

Results

Test results of the EOC constitutes a portion of the final course grade

Date Results are Expected

Within 30 days of test administration

Basis of Test

HB 7069 Section 1008.22, F.S., "Except for those subjects and grade levels measured under the statewide, standardized assessment program, beginning with the 2014-15 school year, each school district shall administer for each course offered in the district a local assessment that measures student mastery of course content at the necessary level of rigor for the course."