Accommodations for Florida's Statewide Student Assessments

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ACCOMMODATIONS FOR FLORIDA'S STATEWIDE STUDENT ASSESSMENTS

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INTRODUCTION

This manual updates the Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities (2010) and the Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and End of Course (EOC) Assessments (Spring, 2012) published by the Florida Department of Education (FDOE). It is written to assist school district personnel and parents when making decisions about the use of accommodations by students with disabilities on selected statewide assessments.

The first section provides general information about two statewide assessments, the Florida Standards Assessments (FSA) and the Next Generation Sunshine State Standards (NGSSS) Assessments. It also includes an explanation of the features and tools available for all students in the paper-based versions and computer-based test systems.

Comments in boxes describe special considerations for students with disabilities in Section One.

The second section describes considerations for the team to use when developing the individual educational plan (IEP) or Section 504 plan for a student with a disability. A step-by-step process is provided to assist the team when making decisions about accommodations for statewide assessments.

The last section presents a description of four categories of accommodations that can be provided to eligible students with disabilities. They include flexible presentation, flexible responding, flexible schedule, and flexible setting. In addition, information is provided about unique accommodations and accommodations for students who are English language learners (ELLs).

The Appendices include a Technology Skills Checklist for FSA Computer-Based Testing and a Technology Skills Checklist for NGSSSA Computer-Based Testing.

FLORIDA'S STATEWIDE STUDENT ASSESSMENTS

Florida's statewide student assessment program is changing. New FSA and End-of-Course (EOC) assessments based on the English Language Arts (ELA) and Mathematics Florida Standards will be administered along with the Florida Comprehensive Assessment Test (FCAT) 2.0 and EOCs based on the NGSSS. Students with the graduation requirement of passing the FCAT 2.0 Grade 10 Reading Retake will continue to have the opportunity to take this assessment. The FCAT Mathematics Retake, based on the NGSSS, will be administered for the last time in Spring 2015. The chart below lists the assessments scheduled for Spring 2015.

	FSA	**NGSSS Assessments**
Paper-Based Tests	Grades 3 & 4 ELA Reading Grades 4–7 ELA Writing Grades 3 & 4 Mathematics	Grades 5 and 8 FCAT 2.0 Science Florida Alternate Assessment (FAA)
Computer-Based Tests* *Paper-based accommodations available for eligible students with IEPs/504 plans	Grades 5–10 ELA Reading Grades 8–10 ELA Writing Grades 5–8 Mathematics Algebra 1 EOC Geometry EOC Algebra 2 EOC	FCAT Mathematics Retake FCAT 2.0 Reading Retake Algebra 1 EOC Retake Biology 1 EOC Civics EOC U.S. History EOC
Contractor and Resources	American Institutes for Research (AIR) http://www.FSAssessments.org	Pearson http://www.FSAssessments.org

For additional information about Florida's transition to computerized testing, as well the schedule and testing times for 2014–2015, see the following documents:

- Florida's Transition to Computerized Testing for Statewide Assessments, 2014-18
  http://info.fldoe.org/docushare/dsweb/Get/Document-7048/dps-2014-81b.pdf
- Florida Statewide Assessment Program, 2014-2015 Schedule
  http://www.fsassessments.org/wp-content/uploads/2014/06/dps-2014-81a1.pdf
- Spring 2015 Testing Times (Days, sessions and minutes for each test)
  http://www.fsassessments.org/wp-content/uploads/2014/11/Spr2015TestTimes.pdf

Florida Standards Assessments

The FSAs measure student learning of the recently adopted Florida Standards in ELA and Mathematics and EOC assessments for Algebra 1, Geometry and Algebra 2. These new tests replace the grade level FCAT 2.0 assessments for Reading, Writing and Mathematics and the EOC assessments for Algebra 1 and Geometry based on the NGSSS.

In 2014-2015, the FSA tests for Grades 3 and 4 in ELA Reading and Mathematics, and the ELA Writing Component for Grades 4-7 are administered using paper-based test and answer books. The ELA Reading Component for Grades 5-10 and Mathematics for Grades 5-8 and the ELA Writing Component for Grades 8-10 are administered online using the Test Delivery System (TDS) platform, a computer-based system developed by the AIR. The TDS online portal—http://FSAssessments.org—provides training materials and online sites that function identically to testing sites so that test administrators and students can become familiar with the paper-based or online testing environments. Paper-based training tests and answer keys can be downloaded, and computer-based training tests can be accessed with a supported Web browser. However, students will need to use the FSA Secure Browser for required practice sessions to be able to access all tools and accommodations. The "Florida Standards Assessments: Quick Guide to the Training Tests, 2014-2015" (FDOE, 2014, October 9) provides a description of the global features and stimulus/question tools available for all students. The "Florida Standards Assessments: Test Administrator User Guide, 2014-2015" (FDOE, 2014, November 19) and the individual test administration manuals provide more specific information on training tests, field tests and computer-based operational testing (FDOE, 2015c, 2015d, 2015e).

Types of Test Items

The FSA includes a combination of traditional test items, such as four-option multiple-choice questions and items that require a student to type or write a response, along with items that require multiple responses and items that are technology enhanced. Technology enhanced items (TEI) are computer-delivered items that require students to interact with test content to select, construct and/or support their answers. Section III of the "Florida Standards Assessments: Quick Guide to the Training Tests, 2014-2015" provides a brief overview of the item types with examples that are used on the training tests along with general guidelines on how to respond to the items. Test Item Specification documents provide more detailed information about item types included in specific assessments. In 2014-2015, eight types of TEIs may appear on computer-based FSA ELA assessments, and nine types of TEIs may appear on computer-based FSA Mathematics assessments. For paper-based tests, such as the Grades 3 and 4 tests for the ELA Reading Component and Mathematics and for tests provided as a paper-based accommodation for eligible students with disabilities, TEIs are replaced with test items that can be scanned and scored electronically (FDOE, 2014, October 9). The following chart lists the types of items used in online and paper-based tests.

Types of Test Items on Florida Standards Assessments

Online and Paper-Based Test Items	TEI: Online only
- Multiple Choice - Multi-select - Evidence-Based Selected Response	- Open Response - Editing Task (Choice or Fill-in) - Hot Text (Selectable or Drag-and-Drop) - Equation Editor (Mathematics) - Graphic Response Item Display (ELA: drag-and-drop to place text or images; Mathematics: use the point, line or arrow tools to create a response on a graph) - Matching Item (Mathematics) - Multimedia Content - Table Item (Fill-in) (Mathematics)

Test Features and Computer-Based Accommodations in the TDS

The TDS platform allows all students to make choices in the global test settings for color contrast and print size. The default setting for the screen color combination is black text on white background and standard print size. All students may select a different color combination: black text on blue, black text on light blue, black text on magenta, yellow text on blue or white text on black. All students may also choose to enlarge the print size to 1.5X, 1.75X, 2.5X or 3X. These settings are maintained throughout the test session. The test settings and computer-based accommodations for eligible students with disabilities should be checked prior to the student's starting a test session because they cannot be changed after a student starts the test. Students may also use embedded tools—highlighting, zoom, notepad, line reader and answer choice eliminator—when they take the test on a computer.

If an eligible student with a disability needs a specific accommodation, even though it is available to all students as a global setting or embedded tool in the online system, the IEP team or Section 504 planning team should document the need for the accommodation in the student's plan. This will ensure that students have access to needed accommodations, even if they transfer to another school or district that uses a different assessment program.

Text-to-speech and **masking** are computer-based accommodations for eligible students with disabilities that must be assigned by the test administrator in the system prior to the test administration. Text-to-speech provides an audio presentation of the items (questions) and answer choices for all tests. However, text-to-speech is not enabled on the passages included in FSA ELA Reading Component and FSA ELA Writing Component assessments. Masking allows the student to cover any area of the test page to temporarily hide information that might be distracting.

Paper-based versions of the computer-based tests are available in regular print, large print, one-item-per-page, and contracted and uncontracted braille as an accommodation if the student with a disability is unable to take the test on a computer. However, a student cannot use a paper-based version of the test when taking the assessment on the computer, because the

computer-based tests have interactive components that cannot be demonstrated on the paper-based tests, and therefore the test items are not identical.

Hardcopy reading passage booklets and writing passage booklets are available in regular print and large print versions for eligible students with disabilities to use as they take the FSA ELA Reading Component or FSA ELA Writing Component assessment on the computer.

Keyboard commands described in the FSA test administration user's guide can be used by any student to navigate between test elements (pages and items/questions), features and tools using a desktop, laptop or Chromebook. Keyboard commands are not available for touchscreen keyboards used on tablets. External keyboards for tablets are recommended.

If a student with a disability uses a specialized keyboard or assistive device for input, it will be necessary to try out the keyboard or assistive device with the secure test platform to determine if the student will be able use the device with the online test. If the student cannot access the online test using the assistive device, a paper-based version of the test may be needed. Additional decision-making may be necessary when a documented accommodation is not allowable or is not available during testing.

Embedded Online Tools

The FSA tests include universal tools available in all tests and subject-specific tools available in certain tests, such as mathematics.

Line Reader highlights a single line of text with blue. The line remains highlighted until the student clicks on a different line or uses the arrow key.

Zoom In, Zoom Out increases and decreases the size of all of the text and graphics within a single test page. Five levels of magnification are available on all pages, and zoom settings persist across test pages.

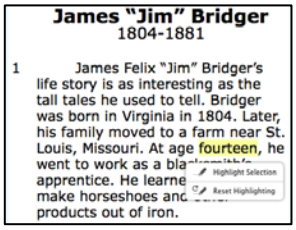
The **Calculator** for Grades 7 and 8 FSA Mathematics, Algebra 1 EOC, Geometry EOC and Algebra 2 EOC assessments is an onscreen scientific calculator. All students may request and use handheld scientific calculators for certain sessions of the tests. Hand-held scientific calculators may not have any of the prohibited functionalities identified by the FDOE. A student may use a four-function calculator, but this is not recommended because it may not be sufficient for all assessment items. Calculators may only be used during Sessions 2 and 3 of the Grades 7 and 8 FSA Mathematics and during Session 2 of FSA EOC for Algebra 1, Geometry and Algebra 2.

Students with disabilities may use adaptive calculators, such as large display and talking versions of scientific calculators for test sessions that allow calculators. However, calculators may NOT be provided or used by any student, even as an accommodation for a student with a disability, on Grades 3-6 FSA Mathematics assessments and on certain sessions of the assessments for grades 7 and 8 and the EOCs.

Reference Sheets with relevant conversions and formulas are provided online for FSA Mathematics for grades 5 through 8 and EOCs. Paper versions are provided for paper-based tests for grades 3 and 4. For more information: [Calculator and Reference Sheet Policies for FSA Mathematics Assessments](http://www.fsassessments.org/wp-content/uploads/2014/12/FSA-Calculator-and-Reference-Sheet-Policy-Updated-12-16-2014.pdf) (http://www.fsassessments.org/wp-content/uploads/2014/12/FSA-Calculator-and-Reference-Sheet-Policy-Updated-12-16-2014.pdf).

Stimulus Expansion is available for items with a passage or activity on the left side of the computer window. The student clicks the double arrow icon to expand the left section so that it takes up most of the screen. To collapse the section, the student clicks the double arrow icon again.

A yellow **Highlighter** tool can be accessed by right-clicking on a word or phrase and choosing to add or remove a yellow highlight.



> If a student with a disability must use different color highlighters or make notations to mark text as an accommodation, the use of hardcopy passage books should be considered. Additional decision-making may be necessary when a documented accommodation is not allowable or is not available during testing.

Notes are available in the Global Menu for the FSA ELA Reading Component and Writing tests and as a **Notepad** within each item on the FSA Mathematics Tests. Students may use these tools to write comments about each question.

Other Test Materials

Florida Computer-Based Testing (CBT) Worksheets, provided for students taking the FSA ELA Reading Component, are single letter-sized worksheets. Students may use the front and back of the worksheet to take notes during each session of ELA Reading. CBT Worksheets are not provided for students who are testing with paper-based accommodations. These students may use the blank space in their test and answer books to take notes.

CBT Work Folders are four-page folders that students may use to work the mathematics problems and are provided for students taking FSA Mathematics and EOCs. The last page of the folder (back cover) is printed with black and white graph paper. (It is important to note that the online grids are light blue on a white background.) CBT Work Folders are not provided for students who are testing with paper-based accommodations. These students may use the blank space in their test and answer books to work the problems.

> A student with a disability may use blank mathematics grids/guides to organize mathematical computation as an accommodation. Multiplication charts/tables may NOT be used.

Writing Planning Sheets are provided for students taking the FSA ELA Writing Component to use to take notes and plan their responses. The planning sheet is a one-page, letter-sized sheet. The front of the sheet is lined.

A student with a disability may use special paper, such as raised-line, shaded-line, or color-coded, for planning or writing their response as an accommodation. Responses must be transcribed from the special paper to the format required by the test.

Next Generation Sunshine State Standards Assessments

The NGSSS Assessments include the FCAT 2.0 Grades 5 and 8 Science and EOC assessments for Biology 1, Civics and U.S. History. The FCAT Mathematics Retake based on the SSS will be administered for the last time in Spring 2015. The FCAT 2.0 Reading Retake and Algebra 1 EOC Retake based on the NGSSS will be available for a short period for students who have not met all high school graduation requirements for a standard diploma.

FCAT 2.0 Grades 5 and 8 Science assessments are delivered through paper-based booklets for all students. The FCAT Mathematics Retake, FCAT 2.0 Reading Retake, and Algebra 1 Retake, Biology 1, Civics, and U.S. History EOCs are administered using the computer-based platform called TestNav8. TestNav8 is the updated computer-based testing platform developed by Pearson. Item types on these assessments include multiple-choice and fill-in response (Algebra 1 EOC).

Instructions and practice sessions are provided online at http://www.FLAssessments.com on the ePAT tab. Practice tests are available for both the regular and accommodated forms of the Algebra 1, Biology 1, Civics and U.S. History EOCs. The platform has been changed; therefore, all students are required to participate in a scheduled ePAT session to become familiar with the new features of TestNav8.

Like the testing platform used for the FSA, **text-to-speech** and **answer masking** are available as computer-based accommodations that must be assigned in the system by the test administrator for eligible students with disabilities. Hardcopy reading passage booklets are available in regular print for eligible students with disabilities to use as they take the FCAT 2.0 Reading Retake on the computer. Allowable assistive devices may be used with any TestNav8 form.

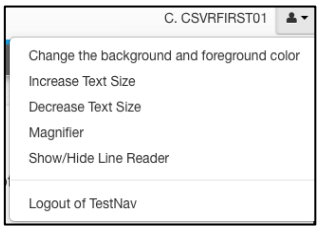
Paper-based versions of the computer-based tests are available in regular print, large print, one-item-per-page and contracted and uncontracted braille for eligible students with disabilities as an accommodation (FDOE, 2015a).

Settings and Tools

Like the TDS, the TestNav8 platform incorporates global settings and embedded tools, such as color contrast, print size, highlighting, zoom, line reader and magnification.

If an eligible student with a disability needs a specific accommodation, even though it is available to all students as a global setting or tool in the online system, the IEP team or Section 504 planning team should document the need for the accommodation in the student's plan. This is important to ensure that students have access to needed accommodations, even if they transfer to another school or district that uses a different assessment program.

The Accessibility Drop-Down Menu is accessed by clicking on the down arrow at the top right corner of the screen. Any student can change these settings during the testing session.



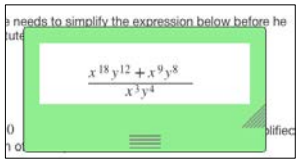
Change the background and foreground color allows students to change the default color combination of black text on white background. Students may choose black text on cream, black text on light blue, black text on light magenta, white text on black or light blue text on dark blue.

Increase Text Size or **Decrease Text Size** allows students to change the size of the text on the page, but not the graphics.

If a student with a disability must use a particular color combination or text size as an accommodation, this should be noted on the student's IEP or 504 plan. The test administrator may assist the student in choosing the needed settings.

Magnifier enables a popup square that enlarges a small section of the screen. The "magnifier" can be moved to enlarge different areas of the screen, including graphics.

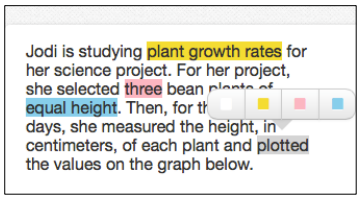
Show/Hide Line Reader displays an adjustable green, rectangular overlay to help the student to focus on specific areas or line(s) of text. The overlay can function as a straightedge.



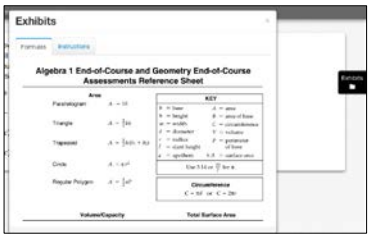
Students with visual impairments may use large key/large display or talking calculators that are comparable in function to the approved four-function calculators.

An online, four-function **calculator** is available for the FCAT Mathematics Retake, Algebra 1 EOC Retake and Biology 1 EOC assessments. Students may also use handheld four-function calculators.

The **Highlighter** tool is accessed by clicking directly on a word or phrase in the passage, question, and in some answer choices. A small pop-up menu allows student to highlight with yellow, pink or blue. The student may use different colors on different words and phrases.



The **Exhibits** window includes:



- FCAT Mathematics Retake Reference Sheet
- Algebra 1 EOC Assessments Reference Sheet or Periodic Table of the Elements (for Biology 1)
- Directions for Completing Fill-in Response Items (Algebra 1 and FCAT Mathematics Retake)
- A diagram of a four-function calculator
- Helpful Hints for Using a Four-Function Calculator

Work Folders and Worksheets

For the computer-based FCAT Mathematics Retake, Algebra 1 Retake and Biology 1 EOC assessments, students receive CBT Work Folders. The Work Folder is a piece of yellow 11" x 17" paper folded in half. The last page of the folder (back cover) is printed with black and white graph paper. For the computer-based FCAT 2.0 Reading Retake, Civics and U.S. History EOC assessments, students receive CBT Worksheets. Templates for the CBT Worksheets can be found in the test administration manuals or on PearsonAccess (http://FLAssessments.com) under the Support tab.

Students testing with paper-based materials are not provided with work folders or worksheets; those students may use the blank space in their test and answer books to take notes or work the problems.

Students with disabilities may be provided with specialized worksheets, such as paper with raised or colored lines, blank graph paper, math grids or guides, similar to what is typically used by the student for instruction and assessment in the classroom as an accommodation. The grids or guides must be blank and must NOT include formulas, multiplication tables, etc.

Participation of Students with Disabilities in Statewide Assessment

The FDOE is accountable for the achievement of all students and must accurately report the progress of all students to the parents, schools, districts and federal government. School grades or school improvement ratings include the scores and learning gains of all students assessed on the statewide assessments, including students with disabilities and students who are ELLs (FDOE, 2014, July-a; 2014, July-b).

Federal legislation, including the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act (IDEA), and Florida statutes require that students with disabilities participate in the statewide testing program and be afforded appropriate accommodations in instruction and assessment. All determinations regarding participation in the statewide assessment program and need for classroom and testing accommodations must be documented in the student's IEP or Section 504 plan.

Students with disabilities working on general education standards who have an IEP or a Section 504 plan are assessed on the FSA, FCAT 2.0 and EOCs. This includes students with disabilities enrolled in public schools through the McKay Scholarship Program and students who are placed in residential settings by a school district. Students with disabilities who attend a private school through a McKay Scholarship may be given the statewide assessment, at their parents' request.

It is important to note that students enrolled in public schools whose parents have declined an IEP or Section 504 plan are not eligible for accommodations.

Any student with a disability is expected to participate in the statewide assessment program with or without accommodations unless the student meets criteria for participation in the FAA. The IEP team makes the decision to have a student with a significant cognitive disability take the FAA based on the guidelines in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.).

An exemption from participation in a statewide assessment may be requested for an extraordinary circumstance or condition per section 1008.212, Florida Statutes (F.S.), or for medical complexity per s, 1008.22(9), F.S. All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 plan.

A student with a disability may also request a waiver of the use of assessment results for the purpose of receiving a course grade or a standard diploma (ss. 1008.22(3)(c)2 and 3 and s. 1003.4282(11)(e), F. S.).

Students Classified as Disabled by Section 504

All qualified students with disabilities in Florida's public education system must be provided necessary related aids, services or accommodations in classroom instruction and assessment and the administration of statewide assessments. Districts must ensure that students with disabilities defined by Section 504 of the Rehabilitation Act of 1973 are considered for and provided the same accommodations as students with disabilities who have an IEP.

Students with disabilities who are not classified as exceptional students with an IEP under the IDEA may qualify as a person with a disability as defined in Rule 6A-19.001(6), F.A.C.:

> "Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment."

A determination is made if the student needs related aids, services or accommodations for instruction and assessment, including the statewide assessments. A Section 504 plan may be developed to access accommodations. Even students with a temporary disability, such as a broken arm, may require accommodations for a limited period of time that is specified on the student's plan. The student must use the specific accommodation regularly in the instructional setting. For example, the student with an injury that results in the inability to write will need an accommodation for writing in classroom activities as well as for statewide assessments (FDOE, 2015, January 15).

Procedures for determining Section 504 eligibility are given in the "District Implementation Guide for Section 504: Section 504 of the Rehabilitation Act of 1973" (Bureau of Exceptional Education and Student Services, 2011) Questions concerning these requirements should be directed to the district 504 coordinator. Additional assistance related to Section 504 eligibility may be obtained by contacting the Student Support Services Project at 850-245-7851 or the Office of Equal Education Opportunity at 850-245-0509.

MAKING DECISIONS ABOUT STATEWIDE ASSESSMENT ACCOMMODATIONS

The IEP or Section 504 plan team makes decisions about accommodations for an individual student with a disability when they evaluate the impact of the student's disability and need for accommodations in classroom instruction and assessment activities. The content and format of the statewide assessments are important considerations in the decision-making process. The following guidelines are recommended for making decisions about accommodations for statewide assessments.

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.

The IEP team or the Section 504 plan team should determine which accommodations the student needs, if any. The student's needs and types of accommodations must be documented in the student's IEP or Section 504 plan.

> Classroom accommodations are used by the student regularly for academic work and assessments. In accordance with testing guidelines, these same accommodations—if proven successful in the classroom and if allowable—may be used during the administration of statewide assessments.

There is no deadline for IEP or Section 504 plan updates. Accommodations are documented on an IEP or Section 504 plan based on the needs of the student and should not be dictated by testing dates or deadlines. Accommodations should be determined necessary by the IEP or Section 504 plan team for regular use by the student in the classroom as well as on assessments.

If a student uses accommodations for classroom instruction that are not permitted on the statewide tests, the parent must be notified. The parent must give signed consent for the student's use of those accommodations in the classroom and acknowledge, in writing, that he or she understands the possible future consequences of using accommodations in the classroom that are not permitted on the statewide tests (ss. 1008.22(3)(c)8. and 10., F.S.; Rule 6A-6.03028(3)(h), F.A.C.).

Considerations for Computer-Based Instruction and Assessment

The use of computers, mobile devices and tablets for instruction and assessment has become a fundamental aspect of general education. A student with a disability needs to be given access to both printed materials and online environments during the school day, including taking

assessments, to be prepared for postsecondary education and careers. As stated in the previous section, documentation in the IEP or Section 504 plan should include:

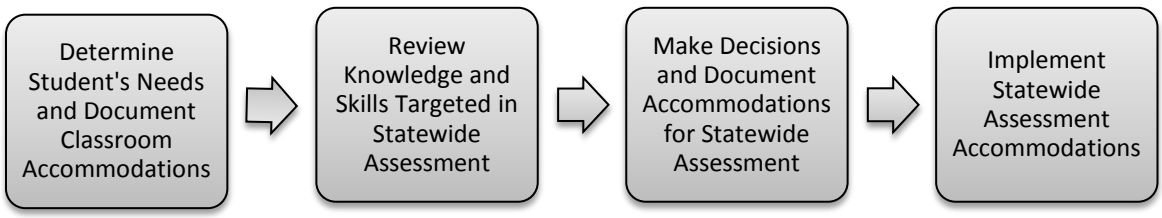
- Whether a student is currently able to use computers or mobile devices to engage in instruction and assessment activities
- What accommodations and assistive technology a student may need when using computers or mobile devices
- What training and services may be needed to enable the student to successfully use computers or mobile devices in instruction and assessment activities
- If a student cannot use a computer or mobile device for the foreseeable future, what media is needed for instruction and assessment activities (e.g., paper, braille) and what accommodations are required (FDOE, 2015, January 15).

The selection of accommodations for statewide assessments should be based on the evidence of what the individual student needs in order to access instruction and assessments in the classroom, not on the student's exceptionality, educational placement or grade level. When determining accommodations for computer-based testing, it is also important to consider the student's prior experience and familiarity with computer-based programs (Thompson, Thurlow, & Moore, 2003; Thurlow, Lazarus, Albus, & Hodgson, 2010, September). All students will need instruction and practice using the computer-based testing systems prior to taking the test. The team will need to determine the following.

- Can the student use a mouse and keyboard, keyboard commands or an alternative input device? Can the student use the scroll bar?
- Can the student independently move between pages or windows on the screen?
- Does the student know how to navigate the system and move between questions and review them?
- Has the student had opportunities to answer all types of test questions on a computer?
- Can the student use embedded tools for zooming, eliminating choices, highlighting or flagging answers for review?
- Has the student used an online calculator or notepad?

Checklists with technology skills for computer-based testing for the FSA and NGSSSA are included in the appendices of this document. Teachers and students are encouraged to use these checklists to determine if an individual student has the basic computer skills necessary to take the tests.

A Process for Decision Making



Effective decision making about appropriate statewide assessment accommodations begins with determining and documenting the student's need for classroom accommodations. Next the team should review the Florida Standards and the NGSSS targeted in the statewide assessments and the specific tasks that are used in the tests. The team will then decide which classroom

accommodations relate to these expectations and can be used on statewide assessments. The decisions about accommodations for statewide assessment accommodations are also documented on the student's IEP or Section 504 plan and implemented as the student prepares for and takes the statewide assessments.

Decisions about accommodations for an individual student should be made with consideration of the following questions.

1. **What accommodations does the student regularly use for classroom instruction and assessment?**

   The student's need for accommodations in classroom instruction and assessment is based on information obtained from the Present Level of Academic Achievement and Functional Performance in the student's IEP or the results of the evaluation documented in the Section 504 plan. The team considers how the disability interferes with the student's ability to access school programs and determines which accommodations the student needs. The following considerations may help the team analyze the specific characteristics of the impact of the disability and the effect on learning and performance (Beech, 2013).

   - The planning team should identify any tasks that are currently problematic for the student to perform independently. For example, difficulties may include
     - Structuring main ideas and supporting details when writing essays
     - Ability to see standard print clearly, with need for enlargement
     - Maintaining attention and effort over long periods of time

   - To analyze a student's difficulty with a task, team members should first consider the expected grade-level performance and use student data to reveal how the student currently performs the task, including the use of standard classroom tools, equipment or assistive technology.
     - Does the student have the basic knowledge and skills needed to perform the specific tasks?
     - Is the student able to use the classroom tools, equipment, assistive technology or accommodation effectively and efficiently?
     - Has the student received instruction in using the tools, equipment, assistive technology or other type of accommodations?

   - To determine effective classroom accommodations that enable students with disabilities to actively participate in instruction and assessment activities, the team may pose questions, such as:
     - Does the student need a computer-based accommodation (text-to-speech) to obtain information from text?
     - Does the student use assistive devices for the computer or an augmentative alternative communication device that requires software programs to run in the background?
     - Is the student able to complete a lesson within one school day, if breaks are provided?
     - Does the student require a specialized version of paper-based instructional materials (large print, one-item-per-page, braille)?

2. **What knowledge and skills are being tested? How will the knowledge and skills be assessed on the statewide assessments?**

   To answer this question, the team should become familiar with the specific knowledge and skills included on the test(s). Grade level standards for the Florida Standards and the NGSSS, and requirements for Florida Course Descriptions, can be found in CPALMS (http://www.cpalms.org).

   More detailed information about specific assessments, including test design, item specifications, types of items and expected responses, as well as practice or training tests, is available on the Florida Department of Education website (http://fldoe.org/accountability/assessments) and the online portals for the tests that assess the Florida Standards (http://FSAssessments.org) and the NGSSS (http://FLAssessments.com) The planning team should also be knowledgeable about state and local policies affecting the setting and schedule of the test which be obtained from the assessment coordinator in the school district.

3. **What accommodations does the student need for statewide assessments?**

   Accommodations for statewide assessments should be the same or similar to what the student typically uses to learn and perform tasks in the classroom setting. Information about accommodations is included in the test administration manuals and in the following section of this document. The IEP must include a statement of any appropriate accommodations in the administration of state or district assessments of student achievement that are necessary to measure student performance on the assessments (Rule 6A-6.03028(3)(h), F.A.C.).

   Most IEP forms have specific places to record accommodations for the classroom and for statewide assessments. In addition, accommodations may also be described in sections for Annual Goals, Special Education, Related Services, or Supplementary Aids and Services. Section 504 plans generally include a place to record required accommodations as services.

4. **What must be considered when implementing statewide assessment accommodations?**

   The test administrator and the school assessment coordinator are responsible for ensuring that arrangements have been made for accommodations for students with disabilities prior to the test administration dates.

   The test administration manuals offer the following information about test invalidation policies and procedures regarding testing students with disabilities who need accommodations.

   - **A student is given an accommodation not allowed on statewide assessments**. If a student is given an accommodation that is not allowed on statewide assessments, that student's test must be invalidated. Test administrators who administer tests to students who require accommodations should be familiar with allowable accommodations to ensure they are not offering testing accommodations that are not allowed on statewide assessments.

   - **A student is given an accommodation not indicated on the student's IEP, Section 504 plan or ELL plan.** Testing with accommodations not indicated on a student's IEP, Section

504 plan or ELL plan may be cause for invalidation.

- **A student was NOT provided an allowable accommodation indicated on the student's IEP, Section 504 plan or ELL plan.** It is important that eligible students be provided all of the accommodations documented on their individual plans. If an accommodation was not provided, the situation should be discussed with the student and his or her parents or guardians to determine if the test should be scored.
- **A student refuses to use an accommodation on the test day that the IEP team and parent have determined the student needs.** If a student refuses to use a certain accommodation, the situation should be discussed with the student and his or her parents or guardians to determine if the test should be scored.

ACCOMMODATIONS

Accommodations are changes or adjustments to standard instruction or assessment procedures or materials so that students with disabilities can participate meaningfully in educational programs. Accommodations for assessments should not introduce new or special circumstances during testing. Students routinely use the same kinds of accommodations in statewide assessment situations that they use in the classroom.

Accommodations for Paper-Based Tests

Accommodations for tests that are delivered in print test and answer booklets (paper-based format) are allowable changes to the materials and administrative procedures used in the testing situation. Accommodations may involve specialized presentation formats—large print, braille, oral language, and sign language—or the use of assistive technology or other tools to support the student's access to information on the test. Response accommodations may involve alternate response modes, such as dictation or signing, as well as the use of assistive devices and tools. Scheduling and setting accommodations include changes to the timing and specific location of the test administration (FDOE 2015b, 2015e).

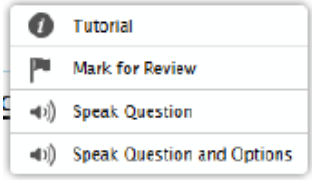
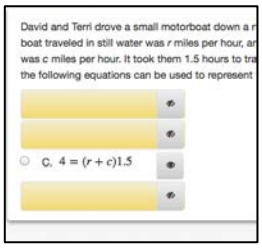
Accommodations for Computer-Based Tests

Accommodations for computer-based tests are similar to accommodations for paper-based tests in terms of their purpose and function. Because two different platforms are currently being used to deliver computer-based statewide assessments in Florida, it's important to consider how they are alike and different. Both computer-based testing platforms (TDS and TestNav8) provide features, settings and embedded tools for all students. For example, any student may select different color combinations for background and text and print size. If a student with a disability needs a specific screen color combination or print size as an accommodation, the test administrator should ensure that the student's test is aligned with those settings.

Both computer-based testing platforms (TDS and TestNav8) offer **Masking** and **Text-to-Speech** as computer-based accommodations. The test administrator must assign the computer-based accommodation in the system for each eligible student with a disability prior to the test sessions (FDOE, 2015a, 2015c, 2015d). Differences in the way these accommodations function and appear on each test platform are noted on the following pages.

Text-to-Speech provides an audio (oral) presentation of directions, test items and answer options on the assessments sometimes referred to as a read-aloud accommodation. In both systems, students who use text-to-speech will use headphones or earbuds or take the test in a separate setting, if using external speakers. For students who have been assigned the text-to-speech accommodation, the test administrator should ensure that the students' computer is audio-enabled and the headphones, earbuds or external speakers are functioning correctly. More information about the use of text-to-speech is provided on pages 20 and 21.

Computer-Based Accommodations Available on Florida's Statewide Assessments

TDS	TestNav8
Students access the text-to-speech tool by opening the Context Menu by right-clicking in the area on the screen with text. Students select a portion of the text and the option to Speak Highlighted Text appears. Students will be asked "Do you hear the voice?" They can they click the answer, "Yes, I hear the voice," or "No, I do not hear the voice," or "Skip the audio check." If the student hears the voice, they can move the sliders to adjust the volume, pitch and rate of the audio speech.	Students access the text-to-speech tool by clicking on the arrow icon or playback icon on the right side of the screen.
	
The **Masking Tool** covers any area of the test page to temporarily hide information that might be distracting.	**Answer Masking** covers answer choices to view the options one at a time.
	

Paper-Based Accommodations for Computer-Based Tests

Some students with disabilities are not able to access computer-based assessments. Paper-based versions in regular print, large print, contracted and uncontracted braille and one-item-per-page are available for both test platforms (TDS and TestNav8). Although the computer-based assessments are designed to display one item at a time, if other criteria exist that negate the use of a computer-based assessment, hard copy one-item-per-page documents are available to provide the following accommodations: one test item per page, fewer test items per page, increased space between test items and true black-and-white print.

For the FSA, students may not use a hardcopy test and answer book to a matched form on the computer because there are differences between the two versions of tests. Some of the items on the computer-based version must be replaced with different types of items measuring the same construct.

Hardcopy Reading and Writing Passage booklets can be provided for students to use when taking the FSA ELA Reading Component, FSA ELA Writing Component or FCAT 2.0 Reading Retake assessments on the computer. The booklets contain the reading or writing passages and do not include the test items or prompts. Students who are not able to read extended passages on the computer or who have difficulty working with multiple windows open at the same time may need this accommodation. Passage booklet accommodations may also be used for accommodations that cannot be implemented on a computer-based test. For example, students may require use of various highlighting, underlining, diagramming or mapping strategies when reading passages.

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(s) that the computer-based test is not currently accessible or appropriate. Documentation should include the following.

- Whether the student is currently able to use a computer or mobile device to engage in instruction and assessments.
- Accommodations or 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 or assessments.
- The type of media or accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device in the foreseeable future (FDOE, 2015, January 15).

Although decisions regarding accommodations rest with the student's IEP or Section 504 plan team, it is not appropriate for a team to document eligibility for paper-based accommodations for reasons other than need. For example, it is not appropriate to provide a paper-based accommodation simply because the student prefers to work on paper. In addition, the team should clearly document the student's specific need that leads to the decision to use a paper-based accommodation for statewide assessment. The information and guidance provided by the FDOE regarding eligibility for paper-based accommodations should be used to guide the process so that the decisions are made appropriately. District personnel are responsible for ensuring that appropriate documentation appears on the student's IEP or 504 plan.

Paper-based test materials must be ordered during the enrollment window prior to the test. The student's IEP or Section 504 plan must specify which accommodation(s) a student needs in order to take a test on a computer or if the student must use the paper-based version. Districts no longer need to submit unique accommodations requests for paper-based large print and one-item-per-page accommodations, but must submit confirmation of student eligibility for all paper-based accommodations to FDOE.

Beginning with the spring 2015 FSA ELA Writing Component test administration, the Florida Department of Education collects eligibility information for students who require paper-based accommodations. This information must be submitted to the Bureau of K-12 Student Assessment. District personnel are responsible for ensuring that documentation of the student's need for the requested paper-based accommodation(s) appears on student's IEP or Section 504 plan. None of the currently available paper-based test materials require a unique accommodation request. (See page 29 for more information on unique accommodations.)

Categories of Accommodations

Accommodations are described in this document using the following categories:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting

In this section, each category includes descriptions of the tests and possible assessment accommodations as they relate to the accommodations the student uses in the classroom on a regular basis. The categories and descriptions align with Appendix A in the test administration manuals for the FSA, FCAT 2.0, FCAT and EOC assessments (FDOE 2015a, 2015b, 2015c, 2015d, 2015e).

> Accommodations the student uses in the classroom should not be limited by the accommodations that are available and allowable on statewide assessments.

The accommodations included in this document do not represent the complete range of accommodations that students might require. Other standardized tests used by districts and schools to measure student academic progress may or may not allow the same assessment accommodations as the statewide assessments. The district should consult the test administration manual or the test publisher for a complete description of allowable accommodations.

Flexible Presentation

The test items in the paper-based tests and computer-based tests are provided using written text, illustrations and graphics for all subjects except for the listening items in the FSA ELA Reading test, which are provided orally. Students read the test passages, questions and answer choices independently, unless they have an accommodation that allows oral or signed presentation. Directions for the assessments are given orally using scripts provided in the test administration manuals. Students are expected to listen to the directions to find out how to respond to test items.

Oral presentation may be provided using the text-to-speech tool available on the appropriate read-aloud portions for students with disabilities who are assigned this accommodation in the system of the computer-based tests. Read-aloud portions may also be presented by American Sign Language (ASL), Signed Exact English (SEE), Conceptually Accurate Signed English (CASE), Cued Speech or oral presentation by a human reader. If the specific type of oral presentation is not indicated on the student's IEP or Section 504 plan, the accommodation may be provided by a human reader or the computer-based text-to-speech form. If specified, the accommodation should be provided as documented. For students who use a sign language interpreter to provide the questions and answer choices, a dual monitor can be set up so the interpreter may face the student while interpreting (FDOE, 2015, January 15). The table below provides a list of the allowable and non-allowable test elements that may be presented orally.

Oral Presentation of Statewide Assessment Elements

FSA	NGSSS Assessments
FSA ELA Reading Component, Grades 3-11: Directions, test questions and answer choices only. Reading Passages may NOT be presented orally or signed. **FSA ELA Writing Component, Grades 4-11:** Directions and prompt, only. Writing Passages may NOT be presented orally or signed. **FSA Mathematics, Grades 3-8, and Algebra 1, Geometry and Algebra 2 EOCs:** Directions, test questions and answer choices	**FCAT 2.0 Science, Grades 5 and 8:** Directions, test questions and answer choices. **FCAT 2.0 Reading Retake:** Directions only. Reading Passages, test questions and answer choices may NOT be presented orally or signed. **FCAT Mathematics Retake; Algebra 1 EOC Retake; Biology 1, Civics and U.S. History EOCs:** Directions, test questions and answer choices

Some students with disabilities need alternate formats, such as paper-based versions of the test, or other types of supports for presentation to enable them to access the print format of the test documents. Supports include tools and assistive technology that help the student focus attention, assist with test directions and maintain effort.

Presentation Accommodations

Classroom Accommodations	Statewide Assessment Accommodations
The student uses large print or braille with embossed graphics in the classroom.	Large print, contracted or uncontracted braille versions of test books, answer documents and reference sheets and gridded response instructions that are provided for mathematics and science assessments. Braille versions of test books and reference sheets for mathematics and science tests with embossed graphics. Real coins to access the print representation of the coins.
The student uses text-to-speech technology to read written materials.	Text-to-speech technology (screen reader or computer-based accommodation). Use of external speakers in an individual setting for text-to-speech and listening items. **Note:** See above table for assessment elements that may be presented with text-to-speech.

Presentation Accommodations, Continued

Classroom Accommodations	Statewide Assessment Accommodations
The student has information in written instructional materials presented orally.	Oral presentation of directions, test questions and answer choices. **Notes:** See the previous table for assessment elements that may be presented orally. Oral presentation may NOT be used for reading passages for FSA ELA Reading Component or writing passages for FSA ELA Writing Component, or reading passages, test questions and answer choices for FCAT 2.0 Reading Retake. Listening items on the computer-based FSA ELA Reading assessment may be repeated by the test administrator or proctor for students who are not able to access the information through headphones or speakers.
The student has written instructional materials presented by sign language (ASL, SEE, CASE, Cued Speech).	Sign language presentation of directions, test questions and answer choices. **Note:** See the previous table for assessment elements that may be presented by sign language. Sign language may NOT be used for reading passages for FSA ELA Reading or writing passages for FSA ELA Writing Component, or reading passages, test questions and answer choices for FCAT 2.0 Reading Retake. Listening items on the computer-based FSA ELA Reading assessment may be signed by the test administrator or proctor for students who are not able to access the information through headphones or speakers.
The student uses an English/sign or sign/English translation dictionary in the classroom.	Dictionary must be similar to one used in the instructional setting and may not contain definitions of words; may contain the sign picture, the word, synonyms and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
The student can use the computer in the classroom, but has difficulty reading extended passages on the computer with multiple windows open at the same time, or relies upon notating text while reading.	Regular and large print versions of reading and writing passage booklets for FSA ELA Reading and Writing Component. Regular print versions of reading passage booklets for FCAT 2.0 Reading Retake. Paper copies of reference sheets and exhibits.

Presentation Accommodations, Continued

Classroom Accommodations	Statewide Assessment Accommodations
The student cannot currently use a computer or mobile device, requires specially formatted materials, requires certain assistive technology or accommodations not available on the testing system or has other conditions that require the use of a paper-based version.	Paper-based versions of all computer-based assessments are available in regular print, large print, contracted or uncontracted braille or one-item-per-page. **Note:** Each district's assessment coordinator must assure that documentation of the student's need for the requested paper-based accommodation(s) appears on student's IEP or Section 504 plan and submit eligibility information to the Bureau of K-12 Student Assessment. Students who are hospitalized/homebound and students who currently reside at Department of Corrections facilities, excluding Department of Juvenile Justice facilities, are eligible to receive paper-based test materials.
The student uses special tools to help focus attention on print materials.	Magnification features, such as **Zoom In, Zoom Out** (TDS) or **Magnifier** (TestNav8) are available to all students on computer-based tests, or use separate devices: video magnifiers, reading loupes or hand-held magnifiers. Devices may not access the image-upload feature of computer or require a memory card. Note that ZoomText does not work with the TDS. **Line Reader** (TDS and TestNav 8); use of a straightedge or blank card. Portions of test may be masked to direct attention; **Masking Tool** (TDS) or **Answer Masking Tool** (TestNav8) are available as an accommodation on computer-based tests; use of a blank card. Yellow **Highlighter** (TDS) or the **Highlighter** (TestNav8) with yellow, blue and pink options on computer-based tests; use of a highlighter pen to mark key words or phrases on paper-based tests. **Note:** If a student with a disability needs specific embedded tools as an accommodation, it should be documented on the IEP or Section 504 plan.
The student needs special devices to enhance visual attention or support physical interaction with classroom materials.	Positioning tools (book stand or page holder) for paper-based versions of test booklet, passages or reference sheets. Colored transparencies or overlays. Paper-based test materials secured to the work area, as long as no adhesives are used on documents to be scanned.

Presentation Accommodations, Continued

Classroom Accommodations	Statewide Assessment Accommodations
The student reads information aloud to help maintain attention.	Students can read-aloud passages, test items and answer choices to themselves. Students may use a recording device so they can listen to themselves as they answer the questions, use a device such as a Whisperphone or be tested in a separate setting.
The student needs assistance to be able to understand and follow oral directions.	Copy of directions from the test administration script to follow as directions are read aloud. Test directions repeated, summarized or clarified. Opportunity to paraphrase or repeat directions to demonstrate understanding. Sign language interpreter to interpret oral directions.
The student requires assistance to maintain attention and effort in written assignments.	Verbal encouragement ("keep working," "make sure to answer every question"). **Note:** Verbal encouragement may NOT be used to cue a student regarding correct or incorrect responses.

Flexible Responding

The computer-based tests include a variety of types of items. (See pages 4-5 in this document.) The students record answers to multiple-choice and other selected response items by filling in the appropriate bubble on the test booklet or answer sheet or by clicking on the bubble(s) on the computer screen. Students enter written or numerical answers to fill-in or open response items on the assessments by handwriting on a paper-based answer book or using the keyboard on a computer-based test. Students may use the online Notepad (FSA only) or paper in the CBT Work Folders for Mathematics and Science assessments, CBT Worksheets for Reading and History assessments and Planning Sheets for Writing to work out the solutions to problems on the mathematics and science tests or to plan writing.

A student with a disability may use varied methods to respond to a test, including written, typed, signed and verbal responses as an accommodation. The test administrator or proctor will record or transcribe student responses to the format required by the test. Students must be told the amount of space into which the response will be recorded or transcribed. It is essential that recorded or transcribed responses accurately reflect the response of the student, without addition or enhancement. If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation and the spelling of words that he or she is not completely certain that the student can spell, such as 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.

Any student may request to use a hand-held calculator instead of the online calculator. (See pages 6 and 9 in this document.) A hand-held calculator does not need to be listed as an accommodation for mathematics or science tests. Students with visual impairments may use large display calculators or talking calculators. Calculators may NOT be used by any student on

mathematics assessments for grades 3-6 and on Session 1 of for Grades 7 and 8 FSA Mathematics and Session 1 of FSA EOC Math for Algebra 1, Geometry and Algebra 2.

Students who are unable to use their own handwriting or keyboarding as a means of responding may use alternate response modes as an accommodation. Students may be provided supports for responding to the test and have difficulty transferring between the test item and the answer choices to record their answers to test questions. Some students need to use special paper or devices for writing extended responses or grids, to assist with mathematics calculation.

Responding Accommodations

Classroom Accommodations	Statewide Assessment Accommodations
The student uses sign language to respond to written assignments and assessments.	Use sign language for responses to a sign language interpreter for transcription by the test administrator or proctor.
The student uses speech-to-text technology or assistive technology to respond to written assignments and assessments.	Some forms of speech-to-text technology, eye-gaze communication system or other assistive technology may be used for the computer-based assessments. **Note**: The devices must be tried on the FSA Secure Browser or the TestNav8 browser to ensure compatibility with computer-based assessments. Devices to check spelling and grammar must be turned off.
The student uses assistive technology, such as word processing software, braillewriter or communication device, to respond to written assignments and assessments.	Computer, braillewriter or other device to provide responses to paper-based assessments. Use of a stand-alone communication device or pointing device to respond to test questions; alternative keyboards and input devices, such as MouseKeys, trackball, joystick, switch scanning systems, touch screens, mouth sticks, head wands and eye-gaze or head control systems may be used. The devices must be turned on prior to starting the assessment. Other software or applications cannot be accessed while the student is working on the test on the computer. **Note:** The test administrator or proctor records or transcribes response into the student's answer document or on the computer. Devices to check spelling and grammar must be turned off.
The student dictates responses for written assignments and assessments.	Dictation of responses to a test administrator or proctor. Dictation of responses to an audio recorder. **Note:** The test administrator or proctor will record or transcribe responses into the student's answer document. The student must indicate punctuation and spell unfamiliar words. For FSA ELA Writing Component, the student may review the response and direct the test administrator or proctor to make specific changes.

Responding Accommodations, Continued

Classroom Accommodations	Statewide Assessment Accommodations
The student needs monitoring when recording answers to test questions.	Periodic checks by the test administrator or proctor
The student is unable to use a separate answer document and must mark answers next to the questions.	A pointing device to indicate answers. Answers marked directly in the test booklet, if a separate answer form is used. **Note:** Responses must be transcribed to an answer document or computer form.
The student uses specially formatted paper for written work.	Paper with wide lines. Paper with raised, shaded or colored lines. Paper with blank math guides (grids) for computation. **Note:** The test administrator or proctor records or transcribes response into the student's paper-based answer document or onto the computer.
The student uses assistive technology for calculation or other mathematical functions.	Any student may request a handheld calculator (scientific or four-function) to use when working on computer-based mathematics assessments that allow calculators; does not need to be listed as an accommodation. Large key, large display or talking calculator for mathematics or science assessments that allow calculators. Geoboard, Math Windows, Graphic Aid for Mathematics or abacus if student is visually impaired (all grades) as a substitute for paper and pencil computation. **Note:** Students with disabilities may not use calculators as an accommodation on mathematics assessments that do NOT allow calculators, such as FSA Mathematics for Grades 3-6.
The student uses manipulative materials to solve problems in the classroom.	Manipulative materials, including, but not limited to, counters, base-10 blocks, clock faces, or geometric shapes, are NOT allowed to be used by any student during the test administration. Some items in a braille test may require the use of a manipulative as a tactile reference. When the use of manipulatives is required, test administrators are provided with instructions for use of manipulatives on specific items in the braille test. This is a special modification that is approved by FDOE. Real coins may be used to represent coins depicted in test items, but not as counting devices.

Flexible Scheduling

The statewide assessments are given in the time frame established by the FDOE. (See 2014-15 Statewide Assessment Schedule [http://info.fldoe.org/docushare/dsweb/Get/Document-7047/dps-2014-81a.pdf] and Florida Statewide Assessments: Spring 2015 Testing Times [http://www.fsassessments.org/wp-content/uploads/2014/11/Spr2015TestTimes_11-18-14.pdf].) The school district determines the schedule of the specific sessions of the test. Students are expected to complete a session of the test within a certain period of time. Test administrators are required to provide all of the allotted time in each test session and should not end a test session early. FCAT 2.0 Reading Retake is untimed.

Scheduling Accommodations

Classroom Accommodations	Statewide Assessment Accommodations
The student is only able to work for short periods of time when completing assignments and assessments.	Testing time separated into short periods for a single session of the test. **Note:** Between sessions and during breaks, the student must be closely monitored to ensure they do not share responses or change responses to items previously completed. The student must not be allowed to preview upcoming sections of the test. If the student requires more than one day to complete a single test session, he or she must use a paper-based version of the test. The student's need for flexible scheduling that requires multiple days for one session using a paper-based accommodation should be documented and sent to the district testing office for submission to the Bureau of K-12 Assessment.
The student must have extra time to complete classroom assignments and assessments, even when working continuously.	Extended time. Extended time must be offered in accordance with the student's IEP or Section 504 plan. Extended time is not unlimited time. Extended time should align with the accommodation used regularly in the student's classroom instruction and assessment activities. Extended time must be documented so that the amount of additional time is clear, such as double time, 50% more time, etc. **Note:** The student is not required to use all of the extended time that is allowed and may end the testing session prior to the expiration of the extended time period.
The student's performance predictably deteriorates at certain times.	Test taken at a preferred time of day that differs from the regularly scheduled time.

Flexible Setting

The setting in which the test is administered is an IEP or 504 team decision and is implemented at the district or school level. The test should be administered in a room with comfortable seating, good lighting and sufficient workspace. For example, some students may need additional space around their test booklets or computer for assistive technology (Thompson, Thurlow, Quenemoen, & Lehr, 2002). Some students may require a detachable glare reduction filter or a shade or hood over the monitor to control glare. Students may need special task lighting on the work area or additional illumination. The computer monitor should be positioned to the student's preferred distance and height. Students with low vision may need to view the screen from a closer distance (Allan, Bulla, & Goodman, 2003, February). If a separate setting or specialized furniture or equipment is required for a student, arrangements must be made in advance to assure the availability of the location and proper staff.

Setting Accommodations

Classroom Accommodations	Statewide Assessment Accommodations
The student must be in a small group or individual setting when completing assignments and assessments.	Individual or small group setting. **Note:** The small group is of a size comparable to the normal instruction group indicated in the student's IEP or Section 504 plan.
The student must have a distraction-free environment or close monitoring when completing assignments and assessments.	Individual or small group setting. Study carrel or partitioned area. Close monitoring while working. White noise (sound machine) or approved calming music through headphones or earbuds to reduce auditory distractions. Reduced stimuli (limit items on the desk, study carrel). Increased or decreased opportunity for movement. **Note:** The student may be tested in a separate setting if the accommodation(s) may disturb other students.
The student has special sensory or physical needs and requires special equipment or environmental adaptations.	Environment with special lighting, glare reduction filter, shade or hood. Adaptive or special furniture. Special acoustics, such as FM systems, or special rooms to decrease auditory distractions.
The student must complete classwork in a familiar environment other than the school setting.	Test administration in a familiar place, such as the home, for students who are hospital/homebound. **Note:** A test proctor or a familiar person who has been appropriately trained to administer the test must be present in a specialized setting. Students who are hospital/homebound will require a paper-based version of the assessment.

Assistive Devices and Tools

A student who requires software programs to access the computer or mobile device and to use approved assistive technology, such as switch scanning software, specialized on-screen keyboards or mouse emulators, may use the regular test platforms, TDS or TestNav8, as long as the software or assistive devices have been checked to ensure that they will run on the test platform. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.

Unique Accommodations

Some students with disabilities may require unusual or unique accommodations. Unique accommodations are specialized accommodations that require changes to existing test materials, presentation or administration guidelines. None of the currently available test materials previously described requires unique accommodation requests. The unique accommodation must be regularly used by the student for classroom instruction and must not alter the underlying content of the assessment or negate the validity of the assessment. The commissioner of education or designee must approve each request for a unique accommodation in advance and prior to its use. District-level staff must review accommodation requests before they are sent to the FDOE. The request must include a copy of the student's IEP or Section 504 plan and the signatures of the district exceptional student education coordinator and the district assessment coordinator.

Accommodations for English Language Learners (ELLs)

ELLs enrolled in their appropriate grades or who complete the courses that have EOC assessments are expected to participate in the statewide grade level assessments and EOC assessments. If an ELL has been enrolled in school in the United States for less than one year (12 months), the ELL may be exempt from the FSA ELA Reading Component and Writing Component, provided they participate in the required English proficiency assessment. ELLs enrolled in tested grade levels and subjects are expected to participate in mathematics, science and EOC assessments, regardless of the time spent in U.S. school.

Districts are required to offer accommodations to students identified as ELLs. A test may be administered with any one of these accommodations or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. ELLs are not eligible for paper-based accommodations unless they have an IEP or Section 504 plan that identifies the need for paper-based accommodations or reside at a Department of Corrections facility. All testing, with or without accommodations, must be completed during the prescribed testing dates.

Test administrators must follow the testing procedures outlined in the test administration manual and give special assistance only to students who are eligible as stated in the appendix of the manual. Allowable accommodations for ELLs are listed below.

Flexible Setting

ELLs must be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator.

Parents or guardians must be informed of this option for students younger than 18 years old and shall be given the opportunity to select the preferred method of test administration.

Flexible Scheduling

ELLs may take a test during several brief periods within one school day or be provided with additional time; however, the FCAT Mathematics Retake, each session of FCAT 2.0 assessments and each EOC assessment must be completed within one school day.

Assistance in Heritage Language

ELLs may be provided limited assistance by ESOL or heritage language personnel using the student's heritage language for all directions and for specified portions of tests. This should not be interpreted as permission to provide oral presentation of test items and answer choices in English or in the student's heritage language. During portions of tests that may be read aloud to students with disabilities, the ESOL or heritage language teacher may provide limited assistance to an ELL using the student's heritage language. Assistance in the student's heritage language is restricted to answering specific questions about words or phrases that are confusing the student because of limited English proficiency. Questions must not be answered in a way that would assist the student or lead the student to infer correct or incorrect responses. For ELLs with disabilities, during portions of tests that may be read aloud to students, the ESOL or heritage language teacher may provide limited assistance to an ELL using the student's heritage language.

- The ESOL or heritage language teacher 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.
- FSA ELA Reading Component and Writing tests: The ESOL or heritage language teacher 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 Reading and Writing passages.
- FCAT 2.0 Reading Retake: Assistance in the student's heritage language may be provided for directions only. The ESOL or heritage language teacher is prohibited from reading words to the student from the passages, test items and answer choices and from answering student questions about the passages, test items and answer choices.
- FSA Mathematics; Algebra 1, Geometry, and Algebra 2 EOCs; NGSSS Algebra 1 Retake; Biology 1, Civics, and U.S. History EOCs and FCAT Mathematics Retake: The ESOL or heritage language teacher may answer specific questions about a word or phrase in a test 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 solve the problem or answer the item. Questions must not be answered in a way that would lead the student to infer correct or incorrect responses.

Approved Dictionary

Approved dictionaries must provide word-to-word translation only and must not provide definitions in the heritage language or in English. School and district personnel are responsible for ensuring that ELLs have access to an English-to-heritage language translation dictionary or

heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. The FDOE does not provide a list of approved translation dictionaries.
A dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Electronic translation dictionaries that may be used during testing must meet the same requirements for approved translation dictionaries (i.e., must provide word-to-word translation only and must not provide definitions or other information) without accessing the Internet.

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APPENDICES

Technology Skills Checklist for FSA Computer-Based Testing

Technology Skills Checklist for NGSSSA Computer-Based Testing

Technology Skills Checklist for FSA Computer-Based Testing

FSA ELA Reading Component—Grades 5-11, FSA ELA Writing Component—Grades 8-11, FSA Mathematics—Grades 5-8, FSA EOC for Algebra 1, Algebra 2, and Geometry (TDS-AIR)

Student: _____Teacher: _____ Date: _____

+ Check each skill that the student currently **performs** independently.

- Check each skill that the student **needs to learn** before taking the assessment.

Basic Computer Skills	+	-
1. Use mouse, keyboard and keyboard commands.		
2. Use scroll bar to move up, down and across page.		
3. Use single-click function.		
4. Type username and password information to **log in.**		
Global Tools		
5. Select preference for **background and text color** and **print size.**		
6. Use **Help?** button to open on-screen *Test Instructions and Help Guide* window.		
7. Use **Zoom In** and **Zoom Out** buttons to increase or decrease the size of text and graphics within a single test page.		
8. Use **Notes** button to open an on-screen notepad. You can enter notes and save them (Reading and Writing).		
9. Use on-screen **Calculator.**		
10. Use **Questions drop-down list** to return to a specific test page.		
11. Use **Save** button to manually save technology-enhanced questions. This is optional, as answers are saved automatically.		
12. Use **Pause** button to pause and exit the test.		
13. Use **Navigation** buttons (Back, Next) in the top left corner to move between pages on a test.		
14. Use **End Test** button after all questions have been answered to begin process of submitting the test. **Submit** answers and **Exit** the assessment.		
Stimulus/Question Tools		
15. Use **Highlighter** to mark a section of a text in a passage or question. - To highlight text, select text on the screen, right-click with mouse and select **Highlight.** Selected text will become yellow. - To remove highlighting, right-click on the highlighted text and select **Reset Highlighting.**		
16. Click the **Flag** icon to mark for review. The flag turns blue and displays a checklist.		

17. Open the **Notepad** tool by clicking on the thought bubble button at the top of the item. Add a note or comment about the item. (Mathematics)		
18. Use the **Stimulus Expansion Tool** to expand the section on the left of the page. - Click the double arrow icon to expand and then close up the section.		
19. Use **Strikethrough** to eliminate an option on multiple-choice questions. - To strikethrough an answer option, right-click on the option and select **Strikethrough.** A line will appear through the text or image. - To remove the strikethrough from an answer option, right-click on the option and select **Undo Strikethrough.**		
20. Each question has a **Tutorial video** to help you learn more about responding to that type of question. Click the button at the top of the item.		
Responding to Items		
21. Use mouse or keyboard command to select **multiple-choice answer(s).** Click anywhere on the answer or in the circle that contains the A, B, C or D. The answer circle will become dark green.		
22. Use mouse or keyboard command to select more than one answer option for **multi-select items.** Click anywhere on the answer or in the circle that contains the A, B, C or D. The answer circles will become dark green.		
23. Use keyboard to type response into a text field for **open-response items.**		
24. Use the mouse to click the light-green highlighted word or phrase to answer responses for **Editing Tasks.** - Some editing task items require use of the keyboard to enter the replacement word or phrase. - Some editing task items require use of the mouse to select a replacement word or phrase from a drop-down menu.		
25. Click on a response option or drag a response option to another location to answer **Hot Text** items.		
26. Answer **Grid Items with Action Buttons.** (Mathematics) - To add a point, click the **Add Point** button and then click on the location in the grid where the point should appear. - To add a line or arrow, click the **Connect Line** or **Add Arrow** button and then click on the desired beginning and ending points of the line in the grid. - To delete a point, line or arrow, click the **Delete** button and then click on the object you want to remove. Clicking on a point will also remove adjacent lines.		

Computer-Based Accommodations, if appropriate		
20. Use the **Masking** tool. - Click on the Masking tool in the Global Menu. - Move the rectangle to cover and uncover selected areas of the screen.		
21. Use the **Text-to-Speech** tool. - Select the text or click in the text area and right-click to reveal the dropdown menu. - Click on the speaker icon to Speak Questions. - Click on the speaker icon to Speak Questions and Options. - Adjust audio volume during the test by clicking the cog icon in the upper right corner of the screen.		

Technology Skills Checklist for NGSSSA Computer-Based Testing

FCAT Mathematics Retake, FCAT 2.0 Reading Retake, NGSSS Algebra 1 EOC Retake, Biology 1 EOC, Civics EOC, U.S. History EOC (TestNav8—Pearson)

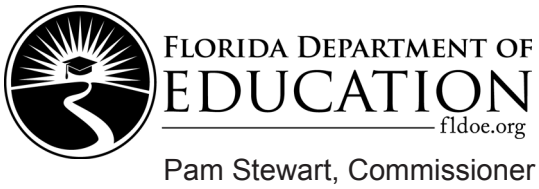
Student: _____Teacher: _____ Date: _____

+ Check each skill that the student currently **performs** independently.

- Check each skill that the student **needs to learn** before taking the assessment.

Basic Computer Skills	+	-
1. Use mouse, keyboard and keyboard commands.		
2. Use scroll bar to move up, down and across page.		
3. Use single-click function.		
4. Type username and password information to **log in.**		
General Tools		
5. Use **Navigation Arrow** buttons (Back, Next) in the top left corner to move between pages on a test.		
6. Use **Review** to see list of questions and return to specific item.		
7. Click the **Flag** icon to mark for review.		
8. Use the **Pointer** to select text.		
9. Use on-screen **Calculator.**		
10. Use **Answer Eliminator** to strikethrough an option on multiple choice questions. To remove the strikethrough from an answer option, click the option and click the icon again.		
11. Use **Highlighter** to mark a section of a text in a passage or question. To highlight text, select text on the screen and a popup window appears with four color choices. Click on the desired color. To remove highlighting, click on the highlighted text and select the white square in the pop-up window.		
Accessibility Tools		
12. Use **Change the background and foreground color** to select preference from the default white with black text.		
13. Use **Increase Text Size** or **Decrease Text Size** to increase or decrease the size of text within a single test page.		
14. Use the **Magnifier** button to bring up a square that enlarges a section of the screen.		
15. Use the **Show/Hide Line Reader** to display a green rectangular overlay. Move and adjust size to fit desired area.		

16. Use **Notepad** to open an on-screen notepad to enter notes about a particular passage or item on FCAT 2.0 Reading Retake.		
17. Use mouse or keyboard command to select **multiple-choice answer(s).** Click anywhere on the answer or in the circle that contains the A, B, C or D. The answer circle will become dark.		
18. Use keyboard to type response into a text field for **open-response items.**		
19. Answer **Gridded Items (Mathematics)**. Click on the circle below the number to record.		
20. Use the **Answer Masking** tool. - Click on the User dropdown menu and select Answer Masking. - Click on the rectangle to uncover each answer option.		
21. Use the **Text-to-Speech (TTS)** tool - Click on the Play button (arrow) to begin audio. - Click on the Stop button (square) to stop audio. - Click on the Focus button (speaker) to select the text for the TTS to read.		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