

**Private School Application to Administer  
2017-18 Florida Statewide Assessments**

**Attachment F: Appendix A of Test Administration Manual (Information Regarding Allowable Accommodations on Statewide Assessments)**

- Refer to item number 16 in the 2017-18 application.
- Sign and return the signature page at the end of this attachment.

# **Appendix A: Accommodations**

## **Overview**

The information in this appendix is organized into sections by category (see table below).

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## **Test Accommodations for Students with Disabilities (General Information)**

As specified in this appendix, accommodations may be provided to students with disabilities enrolled in public schools with current IEPs or Section 504 plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations.

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP or Section 504 team and recorded on the IEP or Section 504 plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in a test administration may have access to accommodations if the following information is provided:

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3)(a), F.S., or Rule 6A-19.001(6), FAC, and
- Documentation that the requested accommodations are regularly used for instruction.

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit <http://www.fldoe.org/academics/exceptional-student-edu>.

## **Accommodations for Students with Disabilities**

Accommodations must be provided as indicated on student IEPs or Section 504 plans. Listed below and on the following pages are allowable accommodations for 2016–2017 Florida Standards Assessments. Not all allowable accommodations are listed.

### **A. Flexible Presentation**

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include the following:
  - whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments
  - accommodations/assistive technology the student needs when using a computer or mobile device
  - training and services the student needs to successfully use a computer or mobile device in instruction/assessments
  - the type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future
- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information for regular print test materials must be submitted to FDOE.
- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility information for large print test materials must be submitted to FDOE.
- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.
- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.
- A regular print or large print passage booklet may be requested for a student participating in a computer-based ELA Reading or ELA Writing test. The passage booklet contains the passages only and does **not** contain prompts, test items, or answer choices. Student eligibility information for passage booklets must be submitted to FDOE.
- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be read aloud to students. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses.
- For computer-based test administrations, a student may use the text-to-speech (TTS) form for oral presentation of directions, prompts, items, and answer choices. TTS will not be enabled on passages in ELA Reading and ELA Writing tests.

- American Sign Language (ASL) videos and closed captioning for ELA Reading audio content are available for eligible students who have these accommodations identified in their Individual Educational Plans (IEPs) or Section 504 plans.
- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may **not** be signed to students. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative.
- For oral or signed presentation, the test administrator or proctor may sign or read aloud to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include but are not limited to reading/signing to a group of students, reading/signing to a student individually, and reading/signing only when a student requests.
- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud directions, passages, prompts, items, and answer choices to him/herself. This would require use of a device such as a WhisperPhone® or would require that the student be tested in a separate setting so that other students are not disturbed.
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing, correcting, or editing responses.
- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.
- Colored transparencies/overlays may be used.
- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, prompts, items, and answer choices. If a highlighter is used on a scannable document, responses must be transcribed into a replacement document.

## **B. Flexible Responding**

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
  - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the

- student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
- If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
  - If a student taking a paper-based Writing test provides a typed response, transcription of the response into the paper-based test is not required. Directions for returning typed Writing responses are included in the scripts and instructions for administering paper-based accommodations available on the FSA Portal.
- A student may use speech-to-text technology to record responses.
  - A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.
  - A student may use a computer or other device to provide responses.
  - A student may use a computer switch or pointing device to provide responses.
  - A student may use a communication device to provide responses.
  - A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based test.
  - A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

### C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student's IEP or Section 504 plan. **Extended time is not unlimited time**; it should align with the accommodation used regularly in the student's classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time.
- Each test session must be completed within one school day.
- A student with a flexible scheduling accommodation that requires more than one day to complete a test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure that the validity of the test administration across days:
  - The student may not be permitted to change his or her responses to items that were completed on a previous day.
  - The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

- The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should **not** be used. Clips must be removed after testing.

#### **D. Flexible Setting**

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken in order to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a size comparable to the normal instruction group size indicated on the student's IEP or Section 504 plan.
- If a student requires use of an accommodation that may disturb other students, the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items around the student's desk or computer station).
- White noise/sound machines or music that is approved by district/school personnel may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

#### **E. Assistive Devices and Tools**

- A student may use software programs to ensure that access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used provided that the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in instructional setting and may not contain definitions of words. The dictionary 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.
- For Sessions 2 and 3 of Grades 7–8 Mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. Calculators may **not** be used during other tests or test sessions.

- Visual magnification and auditory amplification devices may be used.
- Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation. Multiplication charts/tables may **not** be used.
- 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.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric may not be used except when approved by FDOE for use with braille test materials.

## Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. **Paper-based accommodations are not unique accommodations and may be provided to eligible students.**

Written requests for unique accommodations must be submitted using the *Unique Accommodations Request Form*. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 plan, must be used regularly by the student in the classroom, and must not negate the validity of the assessment. Requests should be reviewed and approved by district personnel before submission to FDOE. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use.

## Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. Listed below and on the next page are allowable accommodations for ELLs participating in 2016–2017 Florida Standards Assessments.

### **A. Flexible Setting**

- ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

### **B. Flexible Scheduling**

- ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.



- ELLs may be provided additional time to complete a test session; however, each test session must be completed within one school day.

### **C. Assistance in Heritage Language**

- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should **not** be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may **not** be provided for passages in ELA Reading and ELA Writing tests.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may **not** be provided for words or phrases in ELA Reading and ELA Writing passages.

### **D. Approved Dictionary**

- ELLs should have access to an English-to-heritage language and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. The dictionary must provide word-to-word translations only and may not contain definitions or other information. A dictionary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries that meet the same requirements without accessing the Internet may be used.

## FSA ELA Reading Instructions for Oral Presentation Accommodations

Use the instructions and examples below when providing oral presentation of FSA ELA Reading tests to eligible students who have the accommodation documented in an IEP or Section 504 plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language. These rules are consistent with text-to-speech functionality for FSA ELA Reading items in computer-based tests.

**Note:** For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs).

1. Directions, test questions, and answer choices may be read aloud.
2. Passages may **not** be read aloud.
3. When passages or excerpts from passages appear within items, the following rules apply:
  - Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.
  - Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.
  - Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.

Example:

Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.	Everything in this portion of the item may be read aloud.
"Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're <u>good to go!</u> " (paragraph 6)	Everything in this portion of the item may be read aloud. (An individual sentence from a passage that appears in an item may be read aloud.)
<input type="radio"/> okay to leave <input type="radio"/> able to learn quickly <input type="radio"/> able to begin <input type="radio"/> prepared to travel <input type="radio"/> ready to start to learn	Everything in this portion of the item may be read aloud.

Example:

<p>Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle <b>before</b> the word or phrase that is correct.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Koalas are animals that live in Australia. They _____ [ Ⓐ look Ⓑ will look Ⓒ looks Ⓓ looked] a little bit like small bears, _____ [ Ⓐ or Ⓑ nor Ⓒ because Ⓓ but] they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.</p> <p>Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are _____ [ Ⓐ knowen Ⓑ known Ⓒ none Ⓓ knowne] to sleep up to 20 _____ [ Ⓐ owers Ⓑ howers Ⓒ hours Ⓓ ours] a day.</p> <p>Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the _____ [ Ⓐ old Ⓑ most old Ⓒ oldest Ⓓ older] zoo koala on record lived to be 23 years old.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

<p><b>Part A</b></p> <p>Fill in the circle <b>before</b> the sentence that shows how the author supports the idea that students who live far from each other can learn together.</p> <p>Ⓐ She tells about why students should learn online.          Ⓑ She shares details about the way students learn online.          Ⓒ She gives examples of how online learning helps students.          Ⓓ She explains that the online classroom is only for a short time.</p> <p><b>Part B</b></p> <p>Fill in the circle <b>before</b> the two sentences that support the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class he or she is taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

<p><b>Part A</b></p> <p>How has learning from distant places changed over time?</p> <ul style="list-style-type: none"> <li>Ⓐ Students can ask questions and get answers faster.</li> <li>Ⓑ Students can hear their teacher during the same class time.</li> <li>Ⓒ Students use the mail to receive and send work.</li> <li>Ⓓ Students live far apart from their classmates.</li> </ul> <p><b>Part B</b></p> <p>Select one sentence that supports the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<ul style="list-style-type: none"> <li>Ⓐ "The students can live in one country, and the teacher can be located in a different country."</li> <li>Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."</li> <li>Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."</li> <li>Ⓓ "Everyone can see and hear everything that's being said as it happens."</li> <li>Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."</li> </ul>	<p>Everything in this portion of the item may be read aloud. (Individual sentences from a passage that appear in an item may be read aloud.)</p>

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**SIGNATURE PAGE**

I hereby confirm that I have read and will abide by Attachment F: Appendix A of Test Administration Manual (Information Regarding Allowable Accommodations on Statewide Assessments).

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name – Please Print

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Position

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Date