

## PROPOSED TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES 2003 FCAT

- Items in *italics* are those listed in Rule 6A-1.0943(2), FAC
- \*Unique accommodations are those which involve alterations to existing assessment materials which will require approval from the Department of Education.

<b>A. PRESENTATION:</b>	<b>CURRENTLY ALLOWED</b>	<b>EXPANDED ACCOMMODATIONS IN RESPONSE TO BRTF</b>	<b>EXPANDED ACCOMMODATIONS AVAILABLE AFTER 2003</b>	<b>CONSIDER ALTERNATIVE ASSESSMENT FOR HIGH SCHOOL GRADUATION</b>
<b><i>VISUAL ACCOMMODATIONS</i></b>				
1. <i>Regular print versions of the test may be enlarged through mechanical or electronic means.</i>	X			
2. <i>The district test coordinator may request large print versions.</i>	X			
3. <i>Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 1008.22, Florida Statutes.</i>	X			
4. <i>The student may use means to maintain or enhance visual attention to test items.</i>	X			
5. Provide student with a copy of directions read by teacher from FCAT administration script.		X		
6. Mask portions of the test to direct attention to uncovered item(s).		X		
7. Use colored transparencies/overlays.		X		
8. Secure papers to work area.*		X		
9. Increase spacing between test items.*		X		
10. Fewer items placed on each page.*		X		
11. Positioning tools such as a reading stand.		X		
12. Provide reading passages with one complete sentence per line.*			X	
13. Provide visual cues that relate to test instructions or interpretations (e.g., arrows and stop signs). Provide such visual cues on answer form.			X	
14. Give extra examples for practice.			X	
15. Tabbing or modifying pages to allow easy turning or location of information.*			X	
16. Use of highlighter tape to visually separate items or to separate questions from possible answers.*			X	
17. Use multiple means for presenting a concept or posing a test question—e.g., in text (word problem) and graphically.				X

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<b><i>VISUAL ACCOMMODATIONS (CONT.)</i></b>				
18. Reduce use of complex graphs or charts within the test.				X
19. Highlight keywords or phrases in directions to items.		X		
20. Simplify the language of the test.				X
21. Require fewer questions, but select ones that measure all required content and skills.				X
<b><i>AUDITORY ACCOMMODATIONS</i></b>				
<i>23. Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.</i>	X			
24. Use a reader to read directions and items other than reading items.	X			
25. Repeat, clarify or summarize test directions.	X	X		
26. Allow student to demonstrate understanding of directions (e.g., repeat or paraphrase) to ensure understanding.	X	X		
27. Use of text-to-speech technology to communicate directions, items other than reading items.		X		
28. Provide verbal encouragement (e.g., "keep working" "make sure to answer every question"); may not be used to cue a student regarding correct/incorrect responses.		X		
29. Use white noise (sound machines) to reduce auditory distractions.		X		
30. Audiotaped directions, items other than reading.			X	
31. Use a reader for reading items.				X

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<b>B. RESPONDING:</b>	<b>CURRENTLY ALLOWED</b>	<b>EXPANDED ACCOMMODATIONS IN RESPONSE TO BRTF</b>	<b>EXPANDED ACCOMMODATIONS AVAILABLE AFTER 2003</b>	<b>CONSIDER ALTERNATIVE ASSESSMENT FOR HIGH SCHOOL GRADUATION</b>
<b><i>ACCOMMODATIONS TO RESPONSE INPUT</i></b>				
<i>1. The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.</i>	X			
2. Dictate responses to proctor.	X			
3. Use of speech-to-text technology to indicate answers.	X			
4. Use of computer switch to indicate answers.	X			
5. Use of computer/alternative keyboard to indicate answers.	X			
6. Use of pointing device to indicate answers.	X			
7. Use of other communication devices to indicate answers.	X			
8. Enter answers directly into test booklet.	X			
9. Signing responses to interpreter.	X			
10. Dictate responses into a tape recorder.		X		
11. Use of special paper such as raised, line, shaded line, or color-decoded for long or short response (would require that responses are then transcribed).		X		
12. Use of math guides to organize mathematical computation.		X		
13. Use of writing guides to produce legible answers.		X		
14. Check periodically to be sure student is marking in correct spaces.		X		
<b><i>ACCOMMODATIONS TO RESPONSE PREPARATION</i></b>				
15. Calculator for math problems grades 7 and up.	X			
16. Abacus for all grade levels for students with visual impairments.	X			
17. Graphic organizer (e.g., software) to assist student in preparing written response (e.g., draft stage of response to writing prompt).				X

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<b>B. RESPONDING:</b>	CURRENTLY ALLOWED	EXPANDED ACCOMMODATIONS IN RESPONSE TO BRTF	EXPANDED ACCOMMODATIONS AVAILABLE AFTER 2003	CONSIDER ALTERNATIVE ASSESSMENT FOR HIGH SCHOOL GRADUATION
<i>ACCOMMODATIONS TO RESPONSE PREPARATION (CONT.)</i>				
18. Have student demonstrate understanding of answers.				X
19. Spell checker on subtests other than spelling.				X
20. Calculator for math problems grades 3-6.				X

<b>C. SCHEDULING:</b>	CURRENTLY ALLOWED	EXPANDED ACCOMMODATIONS IN RESPONSE TO BRTF	EXPANDED ACCOMMODATIONS AVAILABLE AFTER 2003	CONSIDER ALTERNATIVE ASSESSMENT FOR HIGH SCHOOL GRADUATION
1. <i>The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.</i>	X			
2. Specific time of the day for specific subtests.		X		

<b>D. SETTING:</b>	CURRENTLY ALLOWED	EXPANDED ACCOMMODATIONS IN RESPONSE TO BRTF	EXPANDED ACCOMMODATIONS AVAILABLE AFTER 2003	CONSIDER ALTERNATIVE ASSESSMENT FOR HIGH SCHOOL GRADUATION
1. <i>The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.</i>	X			
2. Special lighting.	X			
3. Adaptive or special furniture.	X			
4. Special acoustics such as FM systems to enhance sound or special rooms to decrease auditory distractions.	X			
5. Increase or decrease the opportunity for movement.		X		
6. Reduce stimuli (e.g., limit number of items on desk)		X		
7. Other specialized settings.*		X		
8. Administer the test in a familiar place such as the home with a test proctor present and/or by a familiar person.	X (students homebound or hospitalized)			

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<b>E. ASSISTIVE DEVICES:</b>	<b>CURRENTLY ALLOWED</b>	<b>EXPANDED ACCOMMODATIONS IN RESPONSE TO BRTF</b>	<b>EXPANDED ACCOMMODATIONS AVAILABLE AFTER 2003</b>	<b>CONSIDER ALTERNATIVE ASSESSMENT FOR HIGH SCHOOL GRADUATION</b>
<i>The student may use the following assistive devices typically used in classroom instruction:</i>				
<i>1. If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.</i>	X			
<i>2. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.</i>	X			
<i>3. Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. 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 assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.</i>	X			
4. Computerized version of test (may incorporate visual/auditory accommodations).			X	
5. Audiotaped directions and test items (those which may be read).			X	
6. Text-to-speech software for reading portion of the test.				X