

**PRIVATE SCHOOL APPLICATION TO ADMINISTER
FLORIDA STATEWIDE ASSESSMENTS IN 2014-15**

**Attachment G: Appendix A (Accommodations) of the EOC
Test Administration Manual**

- See question #19 in the application.
- This is a portion of the appendix that is also part of Attachment F.
- The only portion that is reprinted here has to do with the policies. More information, including scripts, is found in Appendix A of Attachment F.

Appendix A: Accommodations

Overview

This appendix includes information about accommodations to the testing procedures that are allowable when administering the 2013–2014 EOC Assessments. Scripts and instructions for administering paper-based accommodations and accommodated computer-based test forms are located at www.FLAssessments.com/EOC.

The accommodations described in this appendix are 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 tests 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, contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit the following website: www.fldoe.org/ese/fcatasd.asp.

Computer-Based Accommodations for Students with Disabilities

Students with disabilities may participate in CBT administrations using accommodated CBT forms as indicated on their IEPs or Section 504 plans. Accommodated CBT forms may be included in the category of **flexible presentation accommodations** for CBT administrations. They may be provided to students along with other allowable test administration accommodations.

Accommodated CBT forms will be accessed using TestHear software, which is a separate software application from TestNav 6.9 that must be installed on each student workstation. TestHear works only on Windows operating systems or on Macs that run Mac OS X 10.5 or later and can also run Windows (e.g., via Boot Camp).

A. Large Print Font

A fixed large print font size (18-point) that is an enlargement of the regular type is available for students who require it.

B. Color Contrast

Options for variable font color and background color offer the capacity to display preselected font and background color combinations on the computer screen. Specific highlighter colors are also provided for students who require them.

The color combinations offered are as follows:

- White Text/Black Background with Blue Tracking (Green Highlighter)
- Black Text/Beige Background with Green Tracking (Yellow Highlighter)
- Black Text/Light Green Background with Yellow Tracking (Orange Highlighter)

Without the use of color contrast, the screen displays the following:

- Black Text/White Background with Blue Tracking (Blue Highlighter)

C. Zoom

The zoom feature allows students to self-select print size and magnification. Zoom levels are: 1x, 1.25x, 1.5x, 1.75x, 2x, 2.25x, 2.5x, 2.75x, 3x, 3.5x, 4x, 5x, 6x, 7x, 8x, and 10x.

D. Screen Reader

The screen reader provides text-to-speech audio presentation of directions, test items, and answer choices.

E. Assistive Devices

The assistive devices form allows the use of computer-based assistive devices with no other accommodated features enabled. The form is for use by students who require assistive devices but do not require other accommodated CBT forms. If students require assistive devices **and** any other accommodated CBT form(s), the appropriate accommodated form or form combination should be used.

F. Combination Forms

Form Name	Accommodation(s)
Lrg Prt	Large Print
Zoom	Zoom
Col Con	Color Contrast
Scr Rdr	Screen Reader
Lrg Prt+Col Con	Large Print and Color Contrast
Lrg Prt+Scr Rdr	Large Print and Screen Reader
Lrg Prt+Col Con+Scr Rdr	Large Print, Color Contrast, and Screen Reader
Zoom+Col Con	Zoom and Color Contrast
Zoom+Scr Rdr	Zoom and Screen Reader
Zoom+Col Con+Scr Rdr	Zoom, Color Contrast, and Screen Reader
Col Con+Scr Rdr	Color Contrast and Screen Reader
Assistive Devices	Assistive Devices

Paper-Based Accommodations for Students with Disabilities

Students with disabilities may participate in CBT administrations using paper-based accommodations as indicated on their IEPs or Section 504 plans. The scripts for administering paper-based tests are provided at www.FLAssessments.com/EOC. Paper-based accommodations may be included in the category of **flexible presentation accommodations** for CBT administrations and may be provided to students along with other allowable test administration accommodations.

In order to receive paper-based test materials for any CBT administration, the requirement for a paper-based test **OR** one or more of the following conditions should be documented on a student's IEP or Section 504 plan:

- The student cannot access a computer.
- The student requires an accommodation that cannot be implemented in conjunction with a computer-based administration (e.g., the student requires a specialized setting or uses adaptive furniture that cannot accommodate a computer workstation).
- The student requires an accommodated CBT form that is not available.
- The student has a flexible scheduling/extended time accommodation that requires testing one session over more than one day.
- The student is hospital/homebound.

Other conditions, in addition to those listed above, may be considered by the student's IEP or Section 504 plan team.

A. Regular Print

- A regular print paper version of the test may be requested for a student who requires it.

B. Braille

- A braille version may be requested for a student who uses braille materials. Some test items may be altered in format for braille versions of the test as authorized by FDOE. Test items that have no application for the braille reader will be deleted as authorized by FDOE. Student performance standards that cannot be assessed in the braille format will be deleted according to the requirements of s. 1008.22, F.S.

C. Large Print

- A paper-based large print version of the test may be requested as a **unique accommodation** for eligible students who have a documented inability to access large print accommodations on computer-based tests.

Administration Accommodations for Students with Disabilities

Administration accommodations must be provided as indicated on student IEPs or Section 504 plans. Listed below are allowable administration accommodations for the 2013–2014 EOC Assessments. Not all allowable accommodations are listed.

A. Flexible Presentation

- Paper-based test materials (regular print, braille) and accommodated computer-based test forms (large print font, color contrast, zoom, screen reader) may be requested for students who require them. Paper-based large print test materials may be requested as a unique accommodation for computer-based tests.
- Oral presentation may be provided for all directions and for items/answer choices other than passages and items/answer choices in Reading tests. The test administrator may read aloud Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOC items and answer choices. These test items and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Oral presentation for EOC items/answer choices may also be provided via TestHear screen reader form(s).
- Signed presentation may be provided for all directions and for items/answer choices other than passages and items/answer choices in Reading tests. The test administrator may translate Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOC 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 the correct response. In such cases, fingerspelling may be used as an alternative.
- For oral or signed presentation, the test administrator may sign or read aloud Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOC items and answer choices 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 items to a group of students, reading/signing every item to a student individually, reading/signing items 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 test 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 cue a student regarding correct/incorrect 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 the test may be masked to direct attention to uncovered item(s).
- Colored transparencies/overlays may be used.
- Test books 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, items, and passages. If a highlighter is used on a scannable document, responses must be transcribed into a replacement document.

B. Flexible Responding

- The student may use varied methods to respond to the test, including written, signed, and verbal responses. (Written responses may include the use of devices such as the Graphic Aid for Mathematics or the geoboard for students using braille.) A test administrator or proctor may transcribe student responses to the format required by the test. Recorded responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor.
- A student may dictate responses to a proctor.
- A student may use speech-to-text technology to record answers.
- A student may indicate answers to test items using the mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer switch to indicate answers.
- A student may use a computer/alternative keyboard to indicate answers.
- A student may use a pointing device to indicate answers.
- A student may use other communication devices to indicate answers.
- A student may use mathematics grids/guides to organize mathematical computation.
- A student may use special paper such as raised-line, shaded-line, or color-coded (would require that responses are then transcribed by school/district personnel).
- Test administrators may check periodically to be sure that students are entering answer choices correctly on the computer or marking in the correct spaces in the test book.

C. Flexible Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the test sessions. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share responses or change responses to items that were already completed.
- A student may use a specific time of day for specific sessions.
- A student may be provided extended time to complete a test. 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 testing session prior to the expiration of the extended time.
- Each EOC assessment must be completed within one school day. Students who have a flexible scheduling accommodation that allows them to test over more than one day will be required to participate in testing using paper-based test materials.

- For students using paper-based test materials to test over more than one day, the following conditions must be maintained to ensure the validity of the test administration across days:
 - The student may not be permitted to change his or her responses to items that were completed on a previous day.
 - The test administrator must closely supervise the administration of the test on an individual basis to ensure that answers 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 answer documents and prevent the student from reviewing his or her answers from the previous day. ALL CLIPS MUST BE REMOVED AFTER TESTING. Staples or tape should NOT be used on books containing student answers.

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 also 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 approved music may be used to reduce auditory distractions.

E. Assistive Devices and Tools

- Other computer software or applications cannot be accessed while a student is testing on TestNav, the non-accommodated computer-based testing system. Any student who requires software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators) must use the TestHear software, even if the student does not require another accommodated CBT form.
- 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.
- Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- For students with visual impairments, an abacus and products such as the Graphic Aid for Mathematics, Math Window[®], and the geoboard may be used. These devices are approved substitutes for paper and pencil computation.
- 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.

- 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 the instructional setting and may **not** contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.
- 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.
 - FOR BRAILLE MATERIALS ONLY: While the use of manipulatives is not an allowable accommodation, occasionally an item in a **braille** test will require the use of manipulatives to give the student a tactile reference. If/when such items occur, test administrators will be provided with the instructions allowing students to use the manipulatives for those specific test items only. These modifications are approved by FDOE and apply to **braille** test materials only.

IEP/Section 504 Accommodations Quick Reference Guide

Accommodation Category	Accommodation
Flexible Presentation	TestHear Accommodated CBT Forms <ul style="list-style-type: none"> ■ Large Print Font ■ Color Contrast ■ Zoom ■ Screen Reader
	Regular Print Paper-Based Accommodation
	Braille Paper-Based Accommodation
	Large Print Paper-Based Accommodation (unique accommodation only)
	Oral Presentation (by human reader)
Flexible Scheduling	Extended Time <ul style="list-style-type: none"> ■ Up to one school day
Assistive Devices	TestHear Accommodated CBT Form(s)

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations usually involve alterations of existing test materials. In addition, they must be regularly used by the student for classroom instruction and must not alter the underlying content of the test. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use. Written requests for unique accommodations must be submitted by using the *Unique Accommodations Request Form*. Accommodation requests must be reviewed by district level staff before being sent to FDOE. In addition, the signatures of both the district exceptional student education (ESE) coordinator and the district assessment coordinator are required.

Administration Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without accommodations, must be completed during the prescribed testing dates. Test administrators must follow the testing procedures outlined in the rest of this manual and give special assistance only to students who are eligible for assistance as stated in this appendix.

Allowable accommodations for ELLs are listed below.

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 acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

B. Flexible Scheduling

- ELLs may take a test during several brief periods within one school day; however, each EOC assessment must be completed within one school day.
- ELLs may be provided additional time; however, each EOC assessment 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 all directions and for items/answer choices other than passages and items/answer choices in Reading 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.
 - 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.
 - **Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOC items/answer choices:** 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/incorrect responses.

D. Approved Dictionary

- ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

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**Attachment G: Appendix A (Accommodations) of the EOC
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SIGNATURE PAGE

I hereby confirm that I have read and will abide by Attachment G: Appendix A (Accommodations) of the EOC Test Administration Manual.

Signature

Name – Please Print

Position

Date