

**PRIVATE SCHOOL APPLICATION TO ADMINISTER
FLORIDA STATEWIDE ASSESSMENTS IN 2015-16**

**Attachment H: Appendix A (Accommodations) of the FSA
Writing Component FT Test Administration Manual**

- See question #19 in the application.
- This is a portion of the appendix that is also part of Attachment G.

Appendix A: Accommodations

Overview

This appendix includes information about accommodations to the testing procedures that are allowable when administering the FSA ELA Writing Field Test. The accommodations described in this appendix are organized into sections by category (see table below).

Accommodations for Students with Disabilities	
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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 the following website: www.fldoe.org/ese.

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 students with disabilities participating in the FSA ELA Writing Field Test. Accommodated computer-based forms (text-to-speech, masking) and paper-based accommodations (passage booklets, regular print, large print, braille, one-item-per-page) are not available for the field test administration. Not all allowable accommodations are listed.

A. Flexible Presentation

- Oral presentation may be provided for directions and for the Writing prompts. Prompts may not be reworded, summarized, or simplified. Passages may NOT be read aloud to students.
- Signed presentation may be provided for directions and the Writing prompts. The test administrator may sign using the same method of sign language that the student regularly uses in the classroom. Passages may NOT be signed to students.
- For oral or signed presentation, the test administrator may sign or read aloud directions and prompts 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, 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 the directions, passages, and prompts 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”) may be used; however, it may not be used to assist a student in producing, correcting or editing a response.

B. Flexible Responding

- A student may use varied methods to respond to the test, including written, signed, and verbal responses. A test administrator or proctor may transcribe student responses into 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 responses.
- A student may produce a response using a mouse, keyboard, or assistive technology that uses either device.
- A student may use other communication devices to record a response
- A student may use special paper such as raised-line, shaded-line, or color-coded (would require that the response is transcribed by school/district personnel).
- Test administrators may check periodically to be sure that students are entering responses correctly on a computer-based or paper-based 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 Writing Field Test session must be completed within one school day.

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 on 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

- A student may use software programs to ensure 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 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.
- 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 are standalone devices without the ability to access the Internet may be used.

Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. Listed below and on the following page are allowable accommodations for ELLs participating in the FSA ELA Writing Field Test.

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 test session must be completed within one school day.
- ELLs may be provided additional time; 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 and for the Writing prompts. This should **not** be interpreted as permission to provide oral presentation of the Writing prompts in English or in the student’s heritage language. Assistance may NOT be provided for passages.
- 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.
- The ESOL or heritage language teacher may answer specific questions about a word or phrase in a Writing prompt 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 a response.

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. Electronic translation dictionaries that are standalone devices without the ability to access the Internet may be used.

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SIGNATURE PAGE

I hereby confirm that I have read and will abide by Attachment H: Appendix A
(Accommodations) of the FSA Writing Component FT Test Administration Manual.

Signature

Name – Please Print

Position

Date