

**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.









- 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.





- 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