

Appendix A: Accommodations

Overview

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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 with current Individual Education Plans (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. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Determination of appropriate accommodations in assessment situations for students with disabilities is based on the individual needs of each student. Decisions on accommodations are 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 the 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), F.A.C., 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/academics/exceptional-student-edu/index.stml.

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 Spring 2020 NGSSS EOC assessments. Not all allowable accommodations are listed.

A. Flexible Presentation

- Computer-based accommodations may be provided for a student who requires it.
 - Text-to-speech (TTS) provides audio presentation of directions, passages, test items, and answer choices.
 - Masking allows the student to cover/uncover answer options with a solid box overlay.
- Oral presentation may be provided for all directions, passages, test items, and answer choices in Biology 1, Civics, and U.S. History EOC assessments. Test items and answer choices that are read aloud 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 administrations of the Biology 1, Civics, and U.S. History EOC assessments, a student may use the text-to-speech (TTS) form for oral presentation of passages, test items, and answer choices.
- Signed presentation may be provided for all directions and for passages, test items, and answer choices in Biology 1, Civics, and U.S. History EOC assessments. Directions, passages, test items, and answer choices that are signed may be signed using the same method of sign language that the student regularly uses in the classroom. When signing, the test administrator or proctor must be careful not to use signs that might lead the student to a correct/incorrect 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, reading/signing only when a student requests.
- For oral or signed presentation, directions, passages, test items, and answer choices may be read aloud or signed as many times as a student requests.
- For students who have oral presentation of directions only, directions are the scripts and the bold text in the test and answer book **before** test items.
- 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:
 - 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 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. Biology EOC is available in both UEB with Nemeth and UEB Technical. 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.
- Test directions may be repeated, clarified, or summarized as many times as a student requests. This does not include clarifying or summarizing test items.
- 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, paraphrasing).
- A student may read aloud directions, passages, test items, and answer choices to himself/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 or correcting 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 tool.
- 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, passages, test items, and answer choices. If a highlighter is used on a scannable document and the ink is visible on a response area (e.g., answer bubble), 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. 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.
- 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 or paper-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 access or 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 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 test 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 comparable size 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 or if it is not allowed for other students in the room (e.g., read aloud), 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 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 test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- A student may have stress-relieving aids, such as a stress ball, during the test administration.
- 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 an 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 and are standalone devices without the ability to access the Internet may be used.
- For the Biology 1 EOC Assessment, a regular, large key/large display, or talking four-function calculator may be used.
- 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.
- Devices designed to check grammar or spelling must not be used.
- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing.

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., 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* provided by FDOE. 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. The following are allowable accommodations for ELLs participating in Spring 2020 NGSSS EOC 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/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 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 all directions, passages, test items, and answer choices in Biology 1, Civics, and U.S. History EOC assessments. 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.
- For students who are both ELLs and have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive **limited assistance** in their heritage language.
- 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 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 produce, correct, or edit responses.

D. Approved Dictionary and Glossary

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