

SPRING 2014 SAT-10; FCAT/FCAT 2.0; AND FLORIDA EOC ASSESSMENTS



MONITOR TRAINING PACKET

**Student Assessment and Educational Testing
Miami-Dade County Public Schools**

Monitor Responsibilities

Monitoring Schedule

District monitors will make unannounced pre-monitoring visits and test session monitoring visits to selected schools for the Stanford Achievement Test, Tenth-Edition (SAT-10); Florida Comprehensive Assessment Test (FCAT/FCAT 2.0) Writing; Reading Retake; Mathematics Retake; Reading, Mathematics, and Science; and Florida Algebra 1, Biology 1, Civics, Geometry, and US History End-of-Course (EOC) Assessments. Below is the general pre-monitoring and test session monitoring schedule.

Assessment Program	Pre-Monitoring	Test Session Monitoring
FCAT 2.0 Writing	February 21 or 24	Grades 4, 8, and 10: February 25 – 26
FCAT/FCAT 2.0 Retake Reading and Mathematics*	N/A	Grades 10+ - Adult: April 7 – 11
SAT-10 Sentence Reading (K), Reading Comprehension (1 and 2) and Mathematics (K), Mathematics: Problem Solving (1-2)	N/A	Grades K - 2: April 7 – 11
FCAT 2.0 Reading, Mathematics, and Science*	April 7 – 11	Grades 3 – 10: April 14 – May 7 (Refer to the test administration schedules for specific grade levels and subjects tested each day.) (No Testing on April 18, Teacher Planning Day)
EOC Assessments Algebra 1, Biology 1, Civics, Geometry, and US History*	N/A	Grades 6-12: Algebra 1 Grades 6-8: Civics EOC Grades 9-12: US History EOC April 21-May 16 (Refer to the EOC test administration schedule.)
	N/A	Grades 6-12: Biology 1 and Geometry April 21-May 23 (Refer to the EOC test administration schedule.)

*Computer based assessments only: FCAT 2.0 Reading Retake; FCAT Mathematics Retake; FCAT 2.0 Reading (Grades 6, 7, 8, 9, and 10); FCAT 2.0 Mathematics (Grades 5 and 6 only); and all EOC Assessments.

Note: There are special testing windows for Visually Impaired students who use large print or Braille materials and Hospital/Homebound students in the Bruce Ball Educational Center Hospital/Homebound Program.

Monitoring Procedures

Monitors are responsible for observing testing procedures and reporting their findings to Student Assessment and Educational Testing (SAET). Monitors shall not interfere with the testing process nor discuss any problems or concerns noted with school personnel.

- Review the monitoring information prior to visiting schools. If you have any questions, contact SAET at 305-995-7520.
- Complete the *Test Security Agreement for Test Session Observers* (Attachment A).

Test Administrators' Responsibilities: Maintaining Test Security Before, During, and After the FCAT 2.0 and EOC Assessments (Attachment B) provides test administration and security procedures.

All visits to schools should be unannounced.

➤ **Pre-Monitoring**

If you are visiting a school **prior to** the test administration window:

- ◆ Check that all materials are stored in a secure, limited access location.
- ◆ Ask to see documentation that shows that school personnel accounted for all of the testing materials they received.
 - The *Test Materials Chain of Custody Form* should be completed.
- ◆ Complete the pre-monitoring form (FM-6680).

➤ **Test Session Monitoring**

If you are visiting a school **during** the test administration window:

- ◆ Arrive at the school one-half hour prior to the time testing is scheduled to start.
- ◆ Wear your employee ID badge and sign in at the school office.
- ◆ Obtain supplemental information required to complete the test session monitoring forms before or after the testing session, not while the test is taking place. The forms may be completed at the school sites.
 - Obtain a copy of the school's training packet used to train school staff, if available.

- ◆ Randomly select a classroom in which to observe the test administration.
- ◆ Do not enter a testing session after testing has started or leave a testing session before the test is over.
 - Exception: Students taking the FCAT/FCAT 2.0 Retake and/or EOC assessments, as well as some ESE and ESOL students are allowed extended time. Monitoring visits should be scheduled to enter the testing session before it starts. Exit unobtrusively after testing is well underway and time has been sufficient to evaluate the session.
- ◆ A *Test Administration Security Log* must be maintained for each testing room to record personnel monitoring the test administration for any length of time. District monitors may be requested to sign the security log by the test administrator. If so, in the column titled “Assigned Area of Room” write “District Monitor/Observer”.
- ◆ Complete the test session monitoring form (FM-6681) if a paper-based test session is observed or (FM-7469) if a computer-based test session is observed.

➤ **Monitoring ESOL AND ESE Classrooms**

If you monitor an ESOL or ESE classroom, please complete the *Supplemental Monitoring Form for use in ESOL and ESE Classrooms* (FM-6685).

A copy of the **Test Accommodations** (Appendix A) from the Spring 2014 FCAT 2.0 test administration manual is provided as Attachment C.

Dictionaries: English Language Learners (**ELLs**) **should** have access to a word-to-word heritage language-to-English or English-to-heritage language translation dictionary which does not contain definitions. Electronic dictionaries are not permitted.

Writing: The writing prompt **may not** be read to students except in unique cases for individual **ESE** students with this accommodation noted in the IEP or Section 504 plan.

Reading: The reading passages and items on the FCAT 2.0 and the SAT-10 **may not be read to the students under any circumstances**. This applies to standard curriculum, ESE, and ELL students.

Mathematics and Science: Some **ESE** students may receive assistance with reading the science or mathematics items on an individual basis, if documented in the student’s IEP or Section 504 plan. **ELLs** may only receive assistance in

the heritage language with a word or phrase that is confusing the student, again, on an individual basis.

If in doubt....please write your observations in the comment section and call SAET at 305-995-7520 for clarification or assistance.

Additional copies of the SAT-10, FCAT 2.0, and EOC Monitoring Forms may be obtained from Records and Forms management at:

Pre-Monitoring Form: <http://forms.dadeschools.net/webpdf/6680.pdf>

Monitoring Form: <http://forms.dadeschools.net/webpdf/6681.pdf>

Computer-based Test Administration Session Monitoring Form:
<http://forms.dadeschools.net/webpdf/7469.pdf>

Supplemental Monitoring Form for use in ESOL and ESE Classrooms:
<http://forms.dadeschools.net/webpdf/6685.pdf>

Return completed monitoring forms and a copy of the school's training packet by Friday, June 6, 2014 to:

Student Assessment and Educational Testing
Location #9023
1450 NE 2nd Avenue
Room 208
Miami, FL 33132
Fax: 305-995-7522
Email: bbetancourt@dadeschools.net

Monitor Observations

As you monitor the test administration, you may observe any or all of the following:

- Secure storage of test materials
- Distribution of test materials to test administrators and documentation of test booklet assignments to classrooms
- Admission of students to testing and documentation of attendance in each room
- Appropriateness of test setting
- Student/test administrator ratio (paper-based is 1/30 and computer-based 1/25)
- Distribution and handling of test materials in the classroom (including secure storage of unused/unassigned and returned booklets)
- Documentation of test booklet assignment to students
- Electronic devices turned off and stored out of “arm’s reach”
- Visual barriers installed in workstations for CBT testing
- Reading of the test script
- Observance of timing guidelines and directions
- Maintenance of test security during the test session
- Collection of test materials from students
- Return/collection of test materials from testing rooms
- Maintenance of security in hallways, bathrooms, etc.
- Adherence to state and district security procedures

Spring 2014 Stanford Achievement Test, Tenth-Edition (SAT-10) Monitor Training Information

Timing: The SAT-10 is an untimed assessment and students in grades K-2 should participate district-wide. The administration times provided for the SAT-10 are estimates only and are appropriate for most standard curriculum students. However, students who need additional time to complete the assessment should be allowed to continue working until they complete the test. Accommodations may be provided to ESE and ELL students as appropriate.

NOTE: The *Mathematics* (K) and *Mathematics: Problem Solving* subtest (Grades 1 and 2) is dictated to the students. However, students in grades 1 and 2 must work independently in the *Reading Comprehension* subtest while the kindergarten students will have the *Sentence Reading* subtest partially read by the test administrator on select questions.

SAT-10 Important Considerations:

- The test must be administered in a room that allows for comfortable seating, good lighting, and freedom from distractions.
- Classroom materials that might provide clues to students must be removed or covered. The students' writing space should be large enough to accommodate the test booklet.
- Each administrator must use the administration script provided in the *Stanford Select SAT-10 Directions for Administering*.
- Classrooms with students testing should have DO NOT DISTURB signs posted.
- Test booklets must be handed out on a one-at-a-time basis.
- All testing materials should be secured in a locked storage area when not in use.
- Kindergarten students will use the *SESAT 2 Test Booklets* (orange). Grade 1 students will use the *Stanford Select Primary 1 SAT-10 Test Booklet* (green). Grade 2 students will use the *Stanford Select Primary 2 SAT-10 Test Booklet* (blue). Scratch paper is required for the *Mathematics: Problem Solving* subtest.
- **Scratch Paper:** Several sheets should be provided to each student in **(Grades K-2)** for the mathematics subtest. Please discard at the school site once results are made available. Do not return with testing materials.

- **Centimeter/Inch Ruler:** District-supplied rulers should be available for each student in **(Grades K-2)** for **all** subtests as noted below:

Grade	<i>Sentence Reading Reading Comprehension</i>	<i>Mathematics Mathematics Problem Solving</i>
Kindergarten	as a marker	as a marker
Grade 1	as a marker	as a ruler
Grade 2	as a marker	as a ruler

Spring 2014 Florida Comprehensive Assessment Test (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments

General Information

- ◆ Note that FCAT/FCAT 2.0 and EOC Assessments regulations prohibit student possession of any electronic device that reproduces, transmits, calculates, or records, except the calculators provided for specified tests/grade levels. Unapproved devices, including cell phones, are not permitted “within arm’s reach” during testing or during breaks, even if the electronic device is not visible.
 - Test administrators and proctors should also turn off their electronic devices during the test administration.
- ◆ No visual cues are allowed (word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, transitional devices, organizational patterns, etc.).
- ◆ FCAT 2.0 Reading Retake and FCAT Mathematics Retake; Grades 6, 7, 8, 9 and 10 FCAT 2.0 Reading; and Grades 5 and 6 FCAT 2.0 Mathematics, assessments are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ All EOC Assessments are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ Approved Four-function calculators are used for FCAT 2.0 Mathematics, Grades 7-8; FCAT Mathematics Retake; FCAT 2.0 Science, Grade 8; and Algebra 1 and Biology 1 EOC Assessments, Grades 6-12.
- ◆ Only approved Scientific calculators (please refer to administration manual) may be used for the Geometry EOC Assessment, Grades 6-12.
- ◆ Rulers are used for FCAT 2.0 Mathematics session 2 only, Grades 3 and 4.
- ◆ CBT Worksheets may be provided for FCAT 2.0 Reading Retake; FCAT 2.0 Reading, Grades 6-10; and US History and Civics EOC Assessments.
- ◆ Reference Sheets are provided for use during Grades 5-8 Mathematics; FCAT Mathematics Retake; and Algebra 1 and Geometry EOC Assessments.
- ◆ Florida Computer-based Testing Work Folders are provided to students for the FCAT 2.0 Mathematics, Grades 5 and 6; FCAT Mathematics Retake; and Algebra 1, Biology 1, and Geometry EOC Assessments.

- ◆ A Periodic Table of Elements is provided to students for use during Grade 8 FCAT 2.0 Science sessions; and Biology 1 EOC Assessment.
- ◆ Note that students may not have scratch paper or do any writing after finishing any FCAT/FCAT 2.0 or EOC test sessions.
- ◆ Schools may allow students to read a book after they have completed the FCAT/FCAT 2.0 Retake; and FCAT 2.0 Reading, Mathematics, and Science test sessions, **but they may not write.**
 - **Note:** Students are NOT allowed to read after the FCAT 2.0 Writing test.
- ◆ Schools may allow students to read a book after they have completed the EOC test sessions; **but they may not write or use the computer.**
- ◆ There are four separate test administration manuals for the FCAT 2.0 and EOC Assessments:
 - Spring 2014 FCAT 2.0 Writing (Purple Manual)
 - Spring 2014 FCAT 2.0 Paper-Based Testing Reading, Mathematics, and Science (Green Manual)
 - Spring 2014 FCAT 2.0 Computer-Based Testing Reading and Mathematics (Blue Manual)
 - Spring 2014 FCAT Computer-Based Testing Mathematics Retake scripts and resources will only be available at www.pearsonaccess.com/fl.
 - 2013-2014 End-of-Course Assessments (Red Manual)
 - You should observe that the correct test administration manual is being used for the test being administered and that the students are being administered the correct session(s) for that day. Please refer to your daily session schedule.

FCAT/FCAT 2.0 Retake Graduation Tests Information

- ◆ The FCAT 2.0 Reading and FCAT Mathematics Retake are computer-based ONLY. Paper-based tests will be available only as an accommodation to eligible students.
- ◆ The FCAT 2.0 Reading Retake is administered over two days. Students have up to half of a typical school day to complete each session.
- ◆ The FCAT Mathematics Retake is untimed. Students must complete the test within one school day.

ATTACHMENT A

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT/FCAT 2.0) AND FLORIDA END-OF-COURSE (EOC) ASSESSMENTS TEST SECURITY AGREEMENT FOR TEST SESSION OBSERVERS

Florida Test Security Statute 1008.24 states that it is unlawful for anyone knowingly or willingly to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education. The rules are as follow:

- Do not give examinees access to test questions prior to testing;
- Do not copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test book;
- Do not read, look at, or review any test content (passages, test items, mathematics problems, etc.);
- Do not coach examinees during testing or alter or interfere with examinees' responses in any way;
- Do not make answer keys available to examinees; and
- Do not participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this statute.

Any person who violates this section is guilty of a misdemeanor of the first degree, punishable by a fine of not more than \$1,000 or imprisonment for not more than 90 days, or both.

The district superintendent of schools shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

Non-school system personnel may be permitted to observe a test administration session. However, they may not participate in any of the test administration procedures.

- Non-school system personnel may not handle or distribute secure test materials.
- Non-school system personnel may not hand-grid student answer documents.
- Non-school system personnel may not answer student questions.
- Non-school system personnel may not interfere with the test administration session.

Prior to observing a test administration session, all persons must be informed of the appropriate test security procedures for observing the test sessions. Persons must also be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test.

Observers may not be placed in rooms in which members of their families or friends are being tested.

I have read the information contained in this form and agree to abide by the provisions involving test security for the Florida Comprehensive Assessment Test and End-of-Course Assessments.

Observer's Signature

Date

Name Printed

ATTACHMENT B

TEST ADMINISTRATORS' RESPONSIBILITIES MAINTAINING TEST SECURITY BEFORE, DURING, AND AFTER THE FCAT/FCAT 2.0 AND EOC ADMINISTRATION

This material does not cover every aspect of the FCAT 2.0 administration. Rather, it highlights procedures to be followed in order to maintain test security during a testing session. Persons serving as test administrators or proctors for the FCAT 2.0 administration **must** attend a training session conducted at their school or center and must review the appropriate *FCAT 2.0 Test Administration Manual* and the District's *Standards, Guidelines, and Procedures for Test Administration and Test Security*. **Test irregularities must be reported immediately to a school administrator.**

Preparing for the Assessment

1. Test administrators and proctors **must** be familiar with the test security procedures and administration directions prior to the actual test administration. Each test administrator **must** be provided with a test manual containing the security procedures, the administration directions, and the script to be read to students. Test administrators **must use the manual** to administer the test.
2. Test administrators and/or proctors **must not** have access to the test booklets until the day of testing.
3. For paper-based administrations, there **must** be one adult (test administrator) for every 30 students. Note for computer-based tests (CBT) the ratio of student per adult is smaller (i.e. 25 students / 1 test administrator).
4. Test administrators **must not** look at or review any test content (i.e., prompt, passages, test items, mathematics problems, etc.) before, during, or after the test session.
5. The test booklet **must not** be opened or the seal broken (if seal is present) before testing begins.
6. All classroom materials that might provide clues to students (e.g., maps, math formulas, word walls, multiplication charts) **must** be removed from the test room, or covered, prior to testing.
7. Test materials **must** be readily available, inventoried, and organized for easy test administration. Test administrators **must** ensure that they have sufficient materials to test their assigned students.
8. Seating should be adequately arranged and spaced to discourage cheating. The use of seating charts to plan and record student seat assignments **is required**. All seating charts must indicate the front and back of the room, as well as the direction the students are facing.

9. For a CBT test session, ensure that all software applications, including Internet browsers, are closed on all student workstations before the test session begins.

****Students should be discouraged from bringing any materials into the classroom other than pencils and erasers. All materials must be placed under the students' desks during testing. Specifically, possession of all electronic devices, including telephones, pagers, electronic translators, organizers, etc., is a cause for invalidation. Any such devices must be turned off and stored out of "arm's reach" during testing, including breaks. Approved four-function calculators are the only devices students may use during the test. The test administrators, proctors, and school staff must also turn off and put away all electronic devices.***

Conducting the Assessment

10. Test administrators and/or proctors **must** have a roster of students assigned to their room for the test administration. Test administrators and/or proctors **must not** admit students into the testing room unless their names are on the roster of students for that room. The test administrator or proctor **will** check unfamiliar student photo identification (e.g., driver's license or school identification) as students enter and exit the testing room.
11. The test administrator will take roll on each day of testing by writing the date tested next to each student's name or by placing a check mark under the appropriate date and subtest column on the student roster. The school assessment coordinator at your school will have instructed you on the use of the roster at your training session.
12. For paper-based testing, the test administrator will ensure that students read and sign below the Testing Rules Acknowledgement prior to testing. Students taking a computer-based test must check a box (TestNav) or click a circle (TestHear) indicating that they understand the testing rules read to them.
13. For paper-based testing, the test administrator and/or proctor **will** assign a test booklet and/or test and answer booklet number to each student and check off each student's name on the roster as he/she is given a test booklet, and will record the assigned booklet number for documents with security numbers.
14. Students are to be allowed access to test booklets (test questions) **only** during the actual administration of the test. Please be reminded that under no circumstances are students to be permitted to handle any test materials before or after the test administration. Students are not permitted to assist in carrying or distributing any test materials.

15. All testing materials (as applicable), including paper test booklets, planning sheets, CBT worksheets, work folders (CBT), Reading Passage Booklets, Student Authorization Tickets (CBT), seal codes, approved four-function calculators, and reference sheets must be handed to, and collected from, each student individually. **No test materials may be handed out in groups or passed along from student to student.**
16. All testing materials, including approved four-function calculators, should be secured immediately, out of reach of students. **Do not leave test booklets, planning sheets, CBT worksheets, work folders, Student Authorization Tickets, and Session Rosters, on top of a desk or table or anywhere that is accessible to students (even if test administrators and/or proctors are in the room).**
17. Test administrators **must** read the appropriate script for administering the FCAT 2.0 as it is presented in the appropriate *test administration manual*.
18. For all subjects, the FLDOE requires a test group code. The school assessment coordinators must create and assign test group codes. Test administrators must ensure that students mark the appropriate class test group code on the test document (paper-based) or enter the test group code after the “Welcome” screen (CBT), as directed.

Security measures implemented for Computer-Based Testing parallel those for paper-based administration. Test Administrators and/or proctors must actively monitor the testing session.

19. Computer labs must be set up to ensure that students cannot view the monitors of other students’ workstations. Visual barriers may be used to prevent incidental viewing.
20. The test administrator and/or proctor must verify the identification of unfamiliar students when distributing Student Authorization Tickets.
21. Student Authorization Tickets and Session Rosters are secure test documents, and must be kept in locked, limited access location.
22. During test sessions, unused tickets must be secured (i.e., not left on a desk, podium within reach of students).
23. Procedures must be implemented to contact the school assessment coordinator during a session in case a student is disconnected from the session and must be resumed.
24. If test administrators are given access to PearsonAccess to resume test sessions, an additional proctor should be assigned to the testing room.

25. If a student must be excused for a short break, **it permissible to turn off the monitor** so that the screen cannot be viewed, rather than exiting the test session.
26. Remember, the FCAT/FCAT 2.0 and EOC Assessments are secure tests. Neither test administrators nor proctors may read the items in the test booklets before, during, or after the test administrations. The content of the test is not to be reviewed or discussed with students, staff, parents, or community members at any time before, during, or after the test.
27. The test items may not be copied or retained in any way for future use. Students are not to be questioned or “debriefed” on test content or test items at any time, nor may any test items or test content be reviewed with students after the test.
28. Students may not go back to a section of the FCAT 2.0 which they have completed. Once a subtest concludes, a student cannot return to complete any blank items or change answers. However, students are encouraged to review items within the current session until they “submit” their responses, when finished, or at the end of the time allotted.
29. Students must not be assisted in using the PearsonAccess tools or answering test questions by anyone, including persons administering or proctoring the test.
30. Students are **NOT** permitted to use notes, electronic devices, or any other materials during the assessment. However, ELL students **should** have access to a heritage-language-to-English dictionary (no definitions); according to the guidelines set forth in Appendix A of the Test Administration Manuals. Proctors should check these books to ensure that there are no notes or other materials inside them.
31. Each ESE student **must** be provided with the appropriate and allowable accommodations delineated in his/her IEP. Only those accommodations delineated for each student may be provided for that student.
32. The test administrators and/or proctors are **required** to walk around the room and maintain their attention on the students to prevent cheating and to ensure that students are working in the correct section.

In the event of a cheating invalidation, the test administrator and/or proctor is required to report the incident immediately to the school assessment coordinator and the school administration and to document the incident thoroughly.

33. If a student needs to leave the room during a paper-based test session, all testing materials including approved four-function calculators or scientific

calculators must be collected by the test administrator and/or proctor and held until the student returns.

34. At no time should the students in the testing room be left unsupervised during the assessment (i.e., while students have test booklets in their possession).
35. Students should not be given access to electronic devices (e.g., cell phones, smartphones, and netbooks) during breaks. If a student accesses his or her electronic device(s) during a break, that student's test may be invalidated.
36. If there is an extended break during a paper-based test session (such as a lunch break), collect all test materials individually from each student. All test booklets (used and unused) must be accounted for and, if the test administrator and/or proctor is unable to remain in the room with the materials, returned to locked storage until testing resumes.
37. If there is an extended break during a CBT test session (such as a lunch break), students must exit the test by clicking the X or the red circle in the top corner of the screen and clicking Yes, exit the test, then clicking Yes once more. If the student exits the system, he or she must be authorized to resume testing. Students **MUST NOT** submit their responses for a break, or the test session cannot be resumed.
38. If an extended break, such as lunch, occurs for either paper-based or computer-based testing sessions, students **must** be closely monitored during the break to ensure that the content of the test is not discussed.
39. If students are moved to a different location during testing, a new seating chart must be created and maintained for this location.

Concluding the Assessment

40. At the conclusion of testing, all test materials are to be collected from each student **individually**.
41. For paper-based administrations, the test administrator should make sure the student's name appears on the test-and-answer booklet / folder and that the correct booklet number has been recorded for that student. The student name must be identical to the one on his/her student ID. At this time, the test administrator **must** verify that **the student** has completed the student name, school name, district name, and test group code as specified in the test script, and that the accommodation, demographic, or "DNS" bubbles **have not** been filled out inappropriately. Any errors or discrepancies must be reported to the school assessment coordinator at the time the materials are returned after testing.

42. **Used test and answer booklets / folders collected from students must not be placed where they are accessible to the other students still remaining in the room.**
43. The test administrator should also verify that students have signed the Testing Rules Acknowledgement and Student Authorization Tickets, and individually collect any planning sheets, work folders, CBT worksheets, Student Authorization Tickets, approved four-function calculators, scientific calculators, reference sheets, and periodic tables, as applicable.
44. Make sure that each computer displays the desktop. Assist any students who needs help submitting the test.
45. At the conclusion of a CBT test session, verify that each student has properly completed the test by checking his or her computer screen before the student leaves the room.
46. As soon as the last student has completed the assessment or when time is up, the test administrator should account for all the testing materials FCAT/FCAT 2.0 or EOC test booklets/folders, planning sheets, CBT worksheets, Reading Passage Booklets, work folders, Student Authorization Tickets, approved four-function calculators, reference sheets, and periodic tables that were assigned to him/her for that test session, as applicable. Any discrepancies must be reported to the school assessment coordinator **immediately**.
47. No student should be permitted to leave the testing room until it has been verified and documented that all his/her testing materials (Test booklets and / or answer booklets/folders, planning sheet, work folder, and approved four-function calculator, as applicable) have been returned to the test administrator. Administrators must verify that each student returned each type of secure testing document on the Administration Record / Security Checklist and/or Session Roster by checking the appropriate fields. This may be done by crossing or checking off each student's name from a student list or roster as the test materials are collected.
48. Ensure that all accommodations actually used by each student are included in your required administration information. These accommodations will be added to the student profiles in the computer or recorded on the student grid sheet.
49. Test administrators must record any absences or test invalidations and report them to the school assessment coordinator at the time the materials are returned. In the case of test invalidations, the test administrator must verify that the "DNS" bubble for that test session is completed appropriately.

50. All test materials must be returned to secure storage immediately after the conclusion of testing. Students **must not** assist school staff in carrying or transporting testing materials to and from the test room.

Please be reminded that, even after the conclusion of the assessment, the security of the test items and content must be maintained. Any review of test questions, test content, or test answers, whether after the test day or after the end of the testing window, is prohibited. Such actions compromise the security of the test content and are considered to be a violation of testing standards.

Overview

This appendix includes information about accommodations to the testing procedures that are allowable when administering the Spring 2014 FCAT 2.0 Writing test. The accommodations described in this appendix are organized into sections by category (see table below).

Accommodations for Students with Disabilities	
Test Accommodations for Students with Disabilities (General Information)	Pages 68–69
Allowable Accommodations for Students with Disabilities	Pages 69–72
Unique Accommodations	Page 72
Accommodations for English Language Learners	
Allowable Accommodations for English Language Learners (ELLs)	Pages 72–73
Special Documents (Large Print, Braille) Instructions	
Large Print Test Administrator Responsibilities Before and During Testing	Pages 75–77
Large Print Test Administrator Responsibilities After Testing	Page 78
Braille Test Administrator Responsibilities Before and During Testing	Pages 79–80
Braille Test Administrator Responsibilities After Testing	Page 81

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/fcatasd.asp.

Information regarding Section 504 eligibility is available from the Bureau of Exceptional Education and Student Services Resource and Information Center (BRIC) at 850-245-0477 or <http://fldoe.org/ese/pubxhome.asp>. Questions concerning requirements or Section 504 eligibility under Rule 6A-19.001(6), FAC, should be directed to the district Section 504 Coordinator. Additional assistance may be obtained by contacting the Student Support Services Project, 850-245-7851, or the Office of Equal Educational Opportunity, 850-245-0511.

Allowable Accommodations for Students with Disabilities

Allowable accommodations must be provided as indicated on student IEPs or Section 504 plans. The category of accommodations used during the test must be gridded on the student grid sheet. More than one category may be gridded; however, a category should be gridded only if the student uses an allowable accommodation in that category on the test. If a student uses large print or braille documents, the accommodations (i.e., flexible presentation, flexible responding, and any other category of accommodations used during the test) must be gridded on the grid sheet of the student's regular print Writing folder. Schools are responsible for maintaining documentation of accommodations that are provided but not used.

Listed below are allowable accommodations on the Spring 2014 FCAT 2.0 Writing test. Not all allowable accommodations are listed.

A. Flexible Presentation

- A large print version of the test may be requested for a student who requires it.
- 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.
- 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 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 and test items. If a highlighter is used on a scannable document, responses must be transcribed into a replacement document.
- 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 the Writing prompt (topic) on the Writing test. The prompt may not be reworded, summarized, or simplified.
- 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 sign the Writing prompt (topic) using the same method of sign language that the student regularly uses in the classroom.

- For oral or signed presentation, the test administrator may sign or read aloud the Writing prompt (topic) 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 the Writing prompt (topic) to a group of students, reading/signing the Writing prompt (topic) to a student individually, reading/signing the Writing prompt (topic) 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 Writing prompt (topic) and response 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,” “go back and check your work”) may be used; however, it may not be used to cue a student to correct or improve a response.

B. Flexible Responding

- The 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 to the format required by the test, except where noted in the large print and braille instructions. Recorded responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor.
- A student may dictate a response to a proctor.
- A student may use speech-to-text technology to record a response.
- A student may use a computer/alternative keyboard or word processing device to type a response.
- A student may use other communication devices to record a response.
- A student may sign a response to an interpreter.
- A student may dictate a response into a tape recorder (would require that the response is transcribed by school/district personnel and original tape destroyed after testing is completed). Students may listen to their taped responses to review their work.
- 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).
- A student may use writing guides to produce legible answers.
- Test administrators may check periodically to be sure that students are marking in the correct spaces in the Writing folder.

Other considerations for **Responding** accommodations when administering the Writing tests to students with disabilities include:

- If the student is providing **typed** responses, the responses must be transcribed by appropriate school personnel into a **regular print Writing folder**. Students must be told the amount of space into which the response will be transcribed. Student responses **must not** be edited or changed in any way when transcribed. In the event that a student provides a typed response in a native language, the response must be transcribed exactly as written by the student. The transcriber **must not** translate the response. A transcribed response must fit in the answer space provided in a regular print Writing folder and may not continue on to additional pages.
- If the student is providing a response in a large print Writing folder or on braille paper, the large print or braille materials containing the original student work must be returned according to the return instructions on pages 78 and 81.

- If a student is providing oral responses or signed responses, the student must be told the amount of space in which the response must be written. All responses must be recorded by the appropriate school personnel in the space provided in the student's Writing folder. These responses must be made without any edits, changes, or corrections to the student's responses. If a student gives an oral response, the proctor must ask the student to indicate punctuation and the spelling of words that the proctor is not completely certain that the child 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 on editing.
- Devices designed to check grammar or spelling must not be used.
- If the student types responses on a computer or records responses in some other manner at the school, all copies must be erased or destroyed after the responses have been transcribed into the student's Writing folder by school/district personnel.
- If a student's disability prevents him or her from writing small enough to respond in the Writing folder, the student may respond on paper that is regularly used in the classroom setting. The written response must be transcribed into the student's Writing folder by the appropriate personnel.

C. Flexible Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions. 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 the test session.
- A student may be provided extended time to complete the test. Extended time must be offered to the student 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 Writing 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 instructional 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).
- White noise/sound machines or approved music may be used to reduce auditory distractions.

E. Assistive Devices and Tools

- Visual magnification and auditory amplification devices may be used.
- Technology may be used without accessing spelling- or grammar-checking applications to produce a response to the Writing prompt (topic).

- 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 the response is the independent work of the student.
- A student may use varied assistive devices to access a computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- 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.

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 assessment. 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 the district assessment coordinator to the Bureau of K–12 Student Assessment at the FDOE. 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.

Allowable 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.

The category of accommodations used during the test must be gridded on the student grid sheet. More than one category may be gridded; however, a category should be gridded only if the student uses an allowable accommodation in that category on the test. Schools are responsible for maintaining documentation of accommodations that are provided but not used.

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, the Writing test must be completed within one school day.

- ELLs may be provided additional time; however, the Writing test 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 a Writing prompt 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.
 - **Writing:** 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 respond to a prompt. All student responses must be written in English. Responses written in languages other than English will not be scored.

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.

Overview

This appendix includes information about accommodations to the testing procedures that are allowable when administering FCAT 2.0 Reading, Mathematics, and Science tests. The accommodations described in this appendix are organized into sections by category (see table below).

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Special Documents (Large Print, Braille, One-Item-Per-Page) Instructions	
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One-Item-Per-Page Test Administrator Responsibilities Before and During Testing	Pages 311–317
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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 plan 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.

Districts may want to organize an FCAT 2.0 Accommodations Tool Kit that could include, but is not limited to, the following approved items:

- | | |
|----------------------------------|---|
| color transparencies or overlays | raised line, shaded line, and color-coded paper |
| reading stand | talking calculator |
| reading guide | mathematics grids |
| page tabs | adapted grip ruler |
| highlighter tape | writing guides or templates |
| alternative keyboard | visual magnifier |
| digital voice or tape recorder | |

Materials for tool kits may be ordered from:

Onion Mountain Technology, Inc.
74 Sextons Hollow Road
Canton, CT 06019-2102
Phone 860-693-2683
Fax 860-693-9433
www.onionmountaintech.com

Information regarding Section 504 eligibility is available from the Bureau of Exceptional Education and Student Services Resource and Information Center (BRIC) at 850-245-0477 or <http://fldoe.org/ese/pubxhome.asp>. Questions concerning requirements or Section 504 eligibility under Rule 6A-19.001(6), FAC, should be directed to the district Section 504 Coordinator. Additional assistance may be obtained by contacting the Student Support Services Project, 850-245-7851, or the Office of Equal Educational Opportunity, 850-245-0511.

Allowable Accommodations for Students with Disabilities

Listed below are allowable accommodations on the FCAT 2.0 for students with disabilities. Not all allowable accommodations are listed.

A. Flexible Presentation

- Large print test materials are available for paper-based tests (Grades 3–5 Reading, Grades 3–4 and 7–8 Mathematics, Grades 5 and 8 Science) and as a unique accommodation for computer-based tests (Grades 6–10 Reading, Grades 5–6 Mathematics, and Reading Retake).
- Contracted and uncontracted braille versions of each test are available for students who require 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.
- One-item-per-page test materials are available as a unique accommodation for paper-based tests (Grades 3–5 Reading, Grades 3–4 and 7–8 Mathematics, Grades 5 and 8 Science) for students who require one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print.

- Oral presentation may be provided for all directions and for items/answer choices other than passages and items/answer choices in Reading tests.
 - **Reading tests:** The test administrator may read test directions but may **not** read aloud reading passages, items, or answer choices. Reading passages, items, and answer choices must be read by the student through visual or tactile means.
 - **Mathematics and Science tests:** The test administrator may read test directions and may read aloud mathematics and science 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.
- Signed presentation may be provided for all directions and for items/answer choices other than passages and items/answer choices in Reading tests. Reading passages, items, and answer choices may **not** be signed but must be read by the student through visual or tactile means. The test administrator may sign mathematics and science 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 mathematics and science 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 teacher.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud passages, 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 a test may be masked to direct attention to uncovered item(s).
- 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, 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, except where noted in the large print, braille, and one-item-per-page instructions. 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 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 enter answers directly in a test book (would require that responses are then transcribed into an answer document by school/district personnel, if applicable).
- A student may sign responses to an interpreter.
- A student may dictate responses into a tape recorder (would require that responses are then transcribed by school/district personnel and original tape destroyed after testing is completed). Students may listen to their taped responses to review their work.
- 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).
- A student may use blank mathematics grids/guides to organize mathematical computation. Multiplication charts/tables may **not** be used.
- A student may use writing guides to produce legible answers.
- Test administrators may check periodically to be sure that students are marking in the correct spaces.

Other considerations for **Responding** accommodations when administering the FCAT 2.0 to students with disabilities include:

- If the student is providing typed responses, the responses must be transcribed by appropriate school personnel into the student's answer document. Student responses **must not** be edited or changed in any way when transcribed.
- If the student is providing a response in a large print or one-item-per-page document or on braille paper, the large print, braille, or one-item-per-page documents containing the original student work must be returned, according to the special document return instructions in this appendix.
- If a student is providing oral responses or signed responses, the responses must be recorded by the appropriate school personnel in the student's answer document. The responses must be recorded without any edits, changes, or corrections.
- Devices designed to check grammar or spelling must not be used.
- If the student types responses on a computer or records responses in some other manner at the school, all copies must be erased or destroyed after the responses have been transcribed into the student's answer document by school/district personnel.
- If a student's disability prevents him or her from writing small enough to respond in the answer document, the student may respond on paper that is regularly used in the classroom setting. The written response must be transcribed into the student's answer document by the appropriate personnel.

C. Flexible Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the testing 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 test session prior to the expiration of the extended time.
- A student must complete testing in one session before continuing to the next session. At no time is it appropriate to instruct a student to move on to a new session before completing the current session or test.

- Each FCAT 2.0 Reading, Mathematics, or Science test session must be completed within one school day.
- For students who have a flexible scheduling accommodation that allows them to test over more than one day per session for FCAT 2.0 Reading, Mathematics, or Science, 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 on the student's desk).
- White noise/sound machines or approved music may be used to reduce auditory distractions.

E. Assistive Devices and Tools

- For Mathematics tests, calculators are allowed for all students in Grades 7 through AD. For Grades 3 through 6, a calculator may **not** be used, even as an accommodation for students with disabilities. For the Science test, approved four-function calculators are allowed for students in Grade 8 only.
- 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 an 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 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.

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 assessment. 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 the district assessment coordinator to the Bureau of K–12 Student Assessment at the FDOE. 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 director and the district assessment coordinator are required.

Allowable Accommodations for English Language Learners (ELLs)

Districts are required to provide 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 shown on the inside front cover of this manual. 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 FCAT 2.0 Reading, Mathematics, or Science test session must be completed within one school day.
- ELLs may be provided additional time; however, each FCAT 2.0 Reading, Mathematics, or Science 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 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.
 - **Reading tests:** The ESOL or heritage language teacher is prohibited from reading words to the student from the passages, test items, and answer choices and from answering student questions about the passages, test items, and answer choices.
 - **Mathematics and Science tests:** 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.

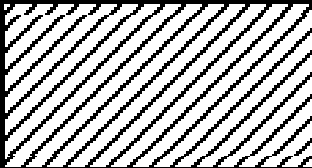
M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 WRITING ADMINISTRATION SCHEDULE*

	Day 1 Tuesday, February 25	Day 2 Wednesday, February 26
Grade 4	Writing Prompt (60 Minutes)	Make-up Testing
Grade 8	Writing Prompt (60 Minutes)	Make-up Testing
Grade 10	Writing Prompt (60 Minutes)	Make-up Testing

*The 2014 FCAT 2.0 Writing extended testing window for the Visually Impaired (VI) and Hospital/Homebound Program students only is February 25 – March 3, 2014.

Note: Any deviation from this schedule requires written approval from the FLDOE prior to implementation.

2014 SAT-10 Testing Schedule

	Monday April 7	Tuesday April 8	Wednesday April 9	Thursday April 10	Friday April 11
Kindergarten	<i>Sentence Reading</i>	<i>Mathematics</i>	Make-up Testing	Make-up Testing	Make-up Testing
Grade 1	<i>Reading Comprehension</i>	<i>Mathematics: Problem Solving</i>	Make-up Testing	Make-up Testing	Make-up Testing
Grade 2	<i>Reading Comprehension</i>	<i>Mathematics: Problem Solving</i>	Make-up Testing	Make-up Testing	Make-up Testing

- The 2014 SAT-10 extended testing window for the Visually Impaired (VI) and Hospital/Homebound Program students is April 7-17, 2014.

(REVISED) M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT/FCAT 2.0) RETAKE ADMINISTRATION SCHEDULE*

Grade Level	Day 1 Monday, April 7	Day 2 Tuesday, April 8	Day 3 Wednesday, April 9	Day 4 Thursday, April 10	Day 5 Friday, April 11	Day 6 Monday, April 14	Day 7 Tuesday, April 15
10+-13**	←----- <i>Reading and Mathematics Retake Computer-Based Testing</i> ----->						
Adult***	←----- <i>Reading and Mathematics Retake Computer-Based Testing</i> ----->						
10+-13	<i>Reading and Mathematics Retake Paper-based Testing****</i>						

Notes:

*The FCAT 2.0 Reading Retake is administered as 2 sessions over two days, and students may take up to half of a typical school day to complete each test session. The FCAT Mathematics Retake is administered as 1 session, and students may take up to the length of a typical school day to complete the test, but must complete the test in one day.

**Grades 10+ - 13 Reading and Mathematics Retake computer-based test (CBT) sessions may begin on Day 1 of the testing window, with make-up testing through Day 5, as needed.

***ADULT CENTERS Only Reading and Mathematics Retake computer-based test (CBT) sessions may begin on Day 1 of the testing window, with make-up testing through Day 7, as needed.

****All paper accommodations (for students with documented accommodations only) must be administered on the first two days of the testing window (Days 1 and 2 for Reading, and Day 1 for Mathematics).

M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 ADMINISTRATION SCHEDULE (GRADES 3-5)*

	DAY 1 Monday April 14	DAY 2 Tuesday April 15	DAY 3 Wednesday April 16	DAY 4 Thursday April 17	DAY 5 Friday April 18	DAY 6 Monday April 21	DAY 7 Tuesday April 22	DAY 8 Wednesday April 23	DAY 9 Thursday April 24	DAY 10 Friday April 25	DAY 11 Monday April 28	DAY 12 Tuesday April 29	DAY 13 Wednesday April 30	DAY 14 Thursday May 1	DAY 15 Friday May 2	MAKE-UP*** Monday May 5	MAKE-UP*** Tuesday May 6	MAKE-UP*** Wednesday May 7	
GRADE 3	Reading Session 1 70 min	Reading Session 2 70 min	Make-up	Make-up	T E A C H E R P L A N N I N G D A Y	Make-up	Make-up	Make-up	Make-up										
						Math Session 1 70 min	Math Session 2 70 min	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up						
GRADE 4	Reading Session 1 70 min	Reading Session 2 70 min	Make-up	Make-up		Make-up	Make-up	Make-up	Make-up	Make-up									
						Math Session 1 70 min	Math Session 2 70 min	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up						
GRADE 5	Reading Session 1 70 min	Reading Session 2 70 min	Make-up	Make-up		Make-up	Make-up	Make-up	Make-up	Make-up									
						Science Session 1 80 min	Science Session 2 80 min	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up	Make-up					
												←----- Math** (2 Sessions, 70 min each <u>over two days</u>) -----→							

- Notes:**
- *Each school will have eight school days to complete each subject/grade level test, including make-ups. All paper accommodations (for students with documented accommodations only) must be administered on the first two days of testing for each subject/grade level test.
 - **Grade 5 Mathematics computer-based test (CBT) sessions may begin on Day 11 of the testing window, with make-up testing through May 7, 2014, as needed.
 - *** Make-up testing only for Grade 5 Mathematics CBT, as needed.
- For initial OR make-up test administrations, Session 1 MUST be administered before Session 2.

M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 ADMINISTRATION SCHEDULE (GRADES 6-8)*

	DAY 1 Monday April 14	DAY 2 Tuesday April 15	DAY 3 Wednesday April 16	DAY 4 Thursday April 17	DAY 5 Friday April 18	DAY 6 Monday April 21	DAY 7 Tuesday April 22	DAY 8 Wednesday April 23	DAY 9 Thursday April 24	DAY 10 Friday April 25	DAY 11 Monday April 28	DAY 12 Tuesday April 29	DAY 13 Wednesday April 30	DAY 14 Thursday May 1	DAY 15 Friday, May 2	MAKE-UP***** Monday, May 5	MAKE-UP***** Tuesday, May 6	MAKE-UP***** Wednesday, May 7	
GRADE 6	←----- Reading** -----> (2 Sessions, 70 min each <u>over two days</u>)				T E A C H E R P L A N N I N G D A Y	←----- Reading** -----> (2 Sessions, 70 min each <u>over two days</u>)													
											←----- Mathematics*** (2 Sessions, 70 min each <u>both in ONE day</u>) ----->								
GRADE 7	Math Sessions 1 & 2 70 min ea	Make-up	Make-up	Make-up			Make-up	Make-up	Make-up	Make-up									
											←----- Reading**** (2 Sessions, 70 min each <u>over two days</u>) ----->								
GRADE 8	Math Sessions 1 & 2 70 min ea	Make-up	Make-up	Make-up			Make-up	Make-up	Make-up	Make-up									
		Science Sessions 1 & 2 80 min ea	Make-up	Make-up			Make-up	Make-up	Make-up	Make-up	Make-up								
											←----- Reading***** (2 Sessions, 70 min each <u>over two days</u>) ----->								

Notes:

*Each school will have eight school days to complete each subject/grade level test, including make-ups EXCEPT for Grade 8 Reading, only 7 days can be scheduled. All paper accommodations (for students with documented accommodations only) must be administered on the first two days of testing for each subject/grade level test.

**Grade 6 Reading computer-based test (CBT) sessions may begin on Day 1 of the testing window, with make-up testing through April 24, 2014, as needed.

***Grade 6 Mathematics computer-based test (CBT) sessions may begin on Day 10 of the testing window, with make-up testing through May 6, 2014, as needed.

****Grade 7 Reading computer-based test (CBT) sessions may begin on Day 6 of the testing window, with make-up testing through April 30, 2014, as needed.

*****Grade 8 Reading computer-based test (CBT) sessions may begin on Day 12 of the testing window, with make-up testing through May 7, 2014, as needed.

*****Make-up testing only for Grade 6 Mathematics and Grade 8 Reading CBT, as needed.

For initial OR make-up test administrations, Session 1 MUST be administered before Session 2.

M-DCPS' SPRING 2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2.0 ADMINISTRATION SCHEDULE (GRADES 9-10)*

	DAY 1 Monday April 14	DAY 2 Tuesday April 15	DAY 3 Wednesday April 16	DAY 4 Thursday April 17	DAY 5 Friday April 18	DAY 6 Monday April 21	DAY 7 Tuesday April 22	DAY 8 Wednesday April 23	DAY 9 Thursday April 24	DAY 10 Friday April 25	DAY 11 Monday April 28	DAY 12 Tuesday April 29	DAY 13 Wednesday April 30	N/A Thursday, May 1	N/A Friday, May 2	N/A Monday, May 5	N/A Tuesday, May 6	N/A Wednesday, May 7	
GRADE 9					TEACHER PLANNING DAY	← - - - - Reading** (2 Sessions, 70 min each <u>over two days</u>) - - - - →													
GRADE 10	← - - - - Reading*** (2 Sessions, 70 min each <u>over two days</u>) - - - - →						← - - - - Reading*** (2 Sessions, 70 min each <u>over two days</u>) - - - - →												

Notes:

*Each school will have eight school days to complete each subject/grade level test, including make-ups. All paper accommodations (for students with documented accommodations only) must be administered on the first two days of testing for each subject/grade level test.

**Grade 9 Reading computer-based test (CBT) sessions may begin on Day 6, with make-up testing through April 30, 2014, as needed.

***Grade 10 Reading sessions may begin on Day 1, with make-up testing through April 24, 2014, as needed.

For initial OR make-up test administrations, Session 1 MUST be administered before Session 2.

(REVISED) M-DCPS' SPRING 2014 FLORIDA END-OF-COURSE (EOC) ASSESSMENTS ADMINISTRATION SCHEDULE (GRADES 6-12)*

Enrolled Students	DAY 1 Monday, April 21	DAY 2 Tuesday, April 22	DAY 3 Wednesday, April 23	DAY 4 Thursday, April 24	DAY 5 Friday April 25	DAY 6 Monday, April 28	DAY 7 Tuesday, April 29	DAY 8 Wednesday, April 30	DAY 9 Thursday, May 1	DAY 10 Friday May 2	DAY 11 Monday, May 5	DAY 12 Tuesday, May 6	DAY 13 Wednesday, May 7	DAY 14 Thursday, May 8	DAY 15 Friday May 9	DAY 16 Monday, May 12	DAY 17 Tuesday, May 13	DAY 18 Wednesday, May 14	DAY 19 Thursday May 15	DAY 20 Friday, May 16	DAY 21 Monday, May 19	DAY 22 Tuesday, May 20	DAY 23 Wednesday, May 21	DAY 24 Thursday May 22	DAY 25 Friday, May 23
GRADES 6-12	←----- ALGEBRA 1 EOC -----→ One, 160 minute session																								
GRADES 6-8	←----- CIVICS EOC -----→ One, 160 minute session																								
GRADES 9-12	←----- US HISTORY EOC -----→ One, 160 minute session																								
GRADES 6-12	←----- BIOLOGY 1 EOC -----→ One, 160 minute session																								
	←----- GEOMETRY EOC -----→ One, 160 minute session																								

Notes:

*The EOC Assessments are computer-based tests (CBT) that are given in one 160-minute session with a 10-minute break after the first 80 minutes. Students may be dismissed during the 10 minute break. Any student not finished by the end of the 160 minutes may continue working.

The tests may be administered in any order, by school, based on needs of students within a school. One subject test does not need to be completed before another begins, and subject tests may be administered concurrently. Additionally, testing should be completed within the least number of days possible but must be completed by the last date noted above.

All paper accommodations (for students with documented accommodations only) must be administered on the first day of testing for that subject.

CONTACT INFORMATION

For specific information on test administration and security procedures or accommodations, please contact:

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