

Documenting on Enrich

Any accommodation chosen for assessment(s) must be documented on the IEP **and** used as part of daily instruction. *When documenting in Enrich you select the accommodation(s) and then you choose the assessment(s).* Please refer to the “Getting Ready for Assessments” handout for detailed ideas for classroom practice with the accommodations below. www.polk-fl.net Keyword: **Assistive Technology**

FCAT Writes

Presentation

- Oral presentation of writing prompts

Assistive Technology

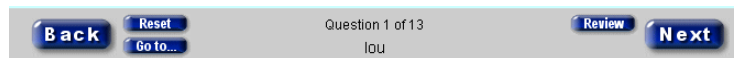
- Alternative keyboard to indicate answers (ex: Big Keys, Intellikeys, mini keyboard...)
- Word processor for responses (ex: Neo, AlphaSmart, Forte, Fusion, Computer...)
- Talking Word processor with spell /grammar check feature turned off (ex: Write Outloud, Natural Readers...)
- Word Processing software (ex: Microsoft Word)
- Computer switch to indicate answers (scanning)
- Communication device to indicate answers (Communication devices that are letter, word or phrase based are permitted. Picture based that represent complete sentences may not be used during FCAT Writes.)

Responding

- Speech to Text technology for FCAT Writing (spell/grammar check feature turned off)

Computer Based Testing

TestNav



Pearson **TestNav** is the computer based test.

Highlighters are included in both the TestNav & TestHear version of CBT. However if a student with an IEP or 504 depend on highlighters include this as an accommodation and document in present level or notes section.

Presentation:

- Highlighter to mark key words or phrases in directions, items, passages.

Test Hear



TestHear is the accommodated version of the TestNav and only students with IEP or 540 plans who need the accommodations may take the TestHear version.

***Exceptions to CBT:** *In order for a student to utilize a paper-based test in lieu of a computer-based test, they must have documentation on their IEP or 504 plan as to one of the following:*

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

Screen Reader

A **screen reader** is part of the tools available for students who require auditory presentation as an accommodation and is available only during the **math and science** portions.

***** Use of Text to Speech technology or oral presentation during the FCAT 2.0 Reading test are NON –allowable presentation accommodations for reading passages, test items or answer choices.** (Guide to FCAT &FACT2.0 Accommodation for SWD) P. 24

Presentation:

- Oral presentation of directions
- Oral presentation of math test items
- Oral presentation of science test items

Assistive Technology:

- Text-to-speech technology for directions and test items not for reading
- Text-to-speech for EOC Assessments
- Text-to-speech for Math test items
- Text-to-speech for Science test items
- Text to Speech technology for direction, instructions or test items

* choose assessment(s).

Large Print and Zoom

Students with low vision may need a larger font. TestHear provides for **large print** but *only* size **18**. It is suggested that students with low vision opt for the **zoom** option which allows them to self-select the print size and magnification the screen. Please consult with the student's vision teacher when deciding which option(s) is best.

Presentation:

- Large print version of test
- Magnification devices

* choose the assessment(s)

Color Contrast

TestHear - color combinations offered are:

- White text/black background with blue tracking (green highlighter)
- Black text/beige background with green tracking (yellow highlighter)
- Black text/light green background with yellow tracking (orange highlighter)

Presentation:

- Colored transparencies or overlays, and then choose assessment(s).

Test Combinations

- Large Print + Color Contrast
- Large Print + Screen Reader
- Large Print + Color Contrast + Screen Reader
- Zoom + Color Contrast
- Zoom + Screen Reader
- Zoom + Color Contrast + Screen Reader
- Color Contrast + Screen Reader

Assistive Technology:

- Alternative keyboard to indicate answers, and then choose the assessment(s)

Math

Students who take the TestHear version in Math 7th grade or higher will be provided with an FCAT approved calculator. The TestNav version has the calculator built in.

Computer-based Tests in FL Schedule

	<u>2013-14</u>
FCAT 2.0	Reading- <u>6, 7, 8, 9, 10</u> <u>Reading Retake</u> Mathematics grades <u>5,6</u>
End-of-Course	<u>Algebra 1, Geometry, Biology 1, US History</u> (SS), <u>Civics</u> (B)
High School Administration Only	Post-Secondary Placement SS <u>Mathematics, Reading, Writing</u>

Questions and Answers

1. What is the difference between TestNav and TestHear?

TestNav refers to the computer-based test (CBT) without any accommodations. It includes the highlighter, notes, calculator (when appropriate). All students have access to these tools.

TestHear refers to the accommodated version of the CBT. A student may use assistive devices, large print, zoom, screen reader, or color contrast if is written on the IEP or 504 plan AND used in daily instruction. Combinations of these accommodations may be provided. **Be sure your site test coordinator knows what each student will need based on the IEP or 504 plan.**

2. Does CBT run on Mac computers?

TestNav will run on a Mac, **but TestHear (the accommodated version) will NOT.**

3. Can students use wireless computers?

Students taking the TestHear CBT **must** use a computer that is hard wired into the network. (No wireless computers may be used for TestHear). TestNav does work on a wireless system.

4. What happens if the student is absent?

If a student is absent upon his return, he **MUST** start on section 1 of the test. This is a different protocol then the paper/pencil test. The test must be given in order.

5. How do the students get the correct accommodations?

The site based testing coordinator will provide a list of all of the students at their school who will be taking CBT to Pearson. The list will include each student's accommodations that are recorded on their IEP or 504 plans and are being used as part of daily instruction. Each student is given a login code. Once the code is entered the test will open with each student's individual options.

6. Which test should a student use if the student only needs extended time and small group settings?

The student should use the TestNav (general test). Time is determined by the test protocol and monitored by the teacher. The FCAT does not allow the test to go over a full day, but students who need breaks can just turn off the monitor.

7. Can the teachers print the exhibit or reference sheet for the student to use during CBT?

Yes, but it must be turned in along with scrape paper at the end of the test.

Technology Skills Checklist for Computer-based Testing

For FCAT and EOC Assessment

Student: _____ Teacher: _____ Date: _____

+ Check in this column each skill that the student currently preforms.

- Check in this column each skill that the student needs to learn before taking the assessment.

* Use the comment area to add additional information. Please remember to share the findings with your school-based testing coordinator and/or network manager.

Basic Computer Skills	+	-
1. Use mouse, keyboard commands and number pads (specify if a different type of keyboard or mouse is used)	<input type="checkbox"/>	<input type="checkbox"/>
2. Use scroll bar to move up, down, and across page	<input type="checkbox"/>	<input type="checkbox"/>
3. Use single click function	<input type="checkbox"/>	<input type="checkbox"/>
4. Type username and password information to log in	<input type="checkbox"/>	<input type="checkbox"/>
Using the Computer-based Assessment (Tools available for all students)	<input type="checkbox"/>	<input type="checkbox"/>
5. Use the navigation buttons (Back, Next, Go To, Reset, Review)	<input type="checkbox"/>	<input type="checkbox"/>
6. Scroll within top box of split screen	<input type="checkbox"/>	<input type="checkbox"/>
7. Use Help icon to demonstrate electronic tools	<input type="checkbox"/>	<input type="checkbox"/>
8. Use Eliminate Choice to cross through incorrect answers	<input type="checkbox"/>	<input type="checkbox"/>
9. Use Highlighter to mark text	<input type="checkbox"/>	<input type="checkbox"/>
10. Use Eraser to remove highlighted text or marks for eliminated choices.	<input type="checkbox"/>	<input type="checkbox"/>
11. Use Calculator (select, use ,close)	<input type="checkbox"/>	<input type="checkbox"/>
12. Use Straightedge (select, move, rotate, close)	<input type="checkbox"/>	<input type="checkbox"/>
13. Use Exhibit (open reference sheet, use tabs, move, resize, scroll, close)	<input type="checkbox"/>	<input type="checkbox"/>
14. Use Notepad (FCAT Reading: open, type notes, move, resize, scroll close)	<input type="checkbox"/>	<input type="checkbox"/>
15. Use mouse or keyboard to select multiple-choice answer	<input type="checkbox"/>	<input type="checkbox"/>
16. Use keyboard or number pad to type response in fill-in boxes (Algebra 1, Geometry)	<input type="checkbox"/>	<input type="checkbox"/>
17. Use keyboard or number pad to select gridded responses (FCAT Mathematics)	<input type="checkbox"/>	<input type="checkbox"/>
18. Can Submit answers and Exit the assessment	<input type="checkbox"/>	<input type="checkbox"/>
Tools for Students with IEPs or 504 plans only		
19. Use Screen Reader to listen to text	<input type="checkbox"/>	<input type="checkbox"/>
20. Use Magnification/Zoom text	<input type="checkbox"/>	<input type="checkbox"/>
21. Large Print (size 18)	<input type="checkbox"/>	<input type="checkbox"/>
22. Use Color Contrast (white text/black background, black text/beige background, black text /green background)	<input type="checkbox"/>	<input type="checkbox"/>
23. Use Assistive Device - Specify	<input type="checkbox"/>	<input type="checkbox"/>
24. Use Larger Cursor	<input type="checkbox"/>	<input type="checkbox"/>
25. Use Panning	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Reference

Beech, Marty, Ph.D., Learning System Institute, Florida State University. *Computer-based Testing Accommodation for Student with Disabilities*. (313062) Florida Department of Education: Bureau of Exceptional Education and Student Services, 2011.

*Chart was adapted from the reference above.