

Getting Ready for Assessments 2013-14

FCAT Writes and Computer Based Testing







Document at:

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Table of Contents

FCAT Writes.....	1
Microsoft Word 2010.....	1
Microsoft Word 2007.....	1
IPAD.....	2
IPAD- Notes App.....	2
IPAD- Pages App.....	2
AlphaSmart or Neo.....	2
Writer.....	2
Fusion.....	2
TestNav-CBT Tools for All Students	3
Highlighters.....	3
 Highlighter	4
 Text Highlight Color Microsoft Word.....	4
TestHear- CBT Tools for Students with an IEP or 504 Plan	4
Navigation Toolbar.....	5
 Panning.....	5
Screen Readers	6
 TestHear	6
 Speak- Microsoft Word 2010.....	6
 Natural Reader.....	7
Large Print.....	7
Zoom Accommodation.....	7
 Magnification Option.....	8
 Magnification Microsoft	8
Cursor Size.....	8
 Cursors.....	8
Color.....	8
 Background Color.....	9
 Text color	9

Alternate Keyboards	9
Resources	10
AIM Explorer	10
References	10
ePATS	10
PARCC.....	10
Guide to Accommodations for Computer-based Testing FCAT, FCAT2.0 and EOC Assessments.....	10
Guide to FCAT & FACT 2.0 Accommodations for Students with Disabilities (2010).....	10
Computer-based Tests in FL Schedule	11
Questions and Answers	11
Technology Skills Checklist for Computer-based Testing	12

The purpose of this handout is to assist IEP teams in the decision making process for FCAT Writes and computer-based testing (CBT). The following pages illustrate the tools which are available during CBT and provide comparable resources and strategies for students to use prior to taking FCAT Writes and CBT.

Examples of documenting accommodations on the IEP or 504 plans using Enrich are provided.



Students need to practice using computer accommodated tools as part of their daily instruction prior to taking a computerized standardized test!



Computer-based Testing



Instructional Strategy

Getting Ready for Assessments

FCAT Writes

Word processing may be recommended for students with poor penmanship, spelling difficulties and/or difficulty with organization of thoughts. Students who have word processing accommodations listed for responding to questions or prompts on their IEPs or 504 plans AND use these accommodations as part of their daily instruction may use a variety of word processing devices on standardized testing such as FCAT Writes as long as **spell check, grammar check and word prediction** (when available) **are disabled**.

Documenting Word Processing Accommodations on the IEP or the 504 Plan

- **Enrich-** IEPs and 504 plans done with Enrich, choose **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.)
- **Enrich-** IEPs and 504 plans done with Enrich, choose **Presentation**:
 - Text-to-speech writing prompts

*select the specific assessments such FCAT Writes, FCAT 2.0, and/or specific End of Course (EOC).

[Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities \(2010\)](#) (p.31)

Below is a list of the most common devices used by students and the directions for disabling the features during assessments.

Microsoft Word 2010

1. Click on the **File** tab and then click on **Options**.
2. Click on the **Proofing** option (left side).
3. From the, "When correcting spelling and grammar" group, **UNCHECK** all the features. (Check Spelling as you type, Use contextual spelling, Mark grammar errors as you type, Check grammar with spelling).
4. Click **OK**.

When correcting spelling and grammar in Word

- Check spelling as you type
- Use contextual spelling
- Mark grammar errors as you type
- Check grammar with spelling
- Show readability statistics

Microsoft Word 2007

1. Click the **Office** Button and select **Word** Options.
2. Choose **Proofing**.
3. At the menu **UNCHECK** from the following: (Check spelling as you type, Use contextual spelling, Mark grammar errors as you type, Check grammar with spelling, and Show Readability



- Statistics).
4. Click **OK**.

IPAD

IPAD- Notes App

Disable the spell check option on the **Notes App**

1. Navigate to **Settings** and find **General**
2. Scroll down to **Keyboard** and **turn off**
 - a. **Auto-Capitalization**
 - b. **Auto Correction**
 - c. **Check Spelling**

IPAD- Pages App

Disabling spell check option on the **Pages App**

1. Open a blank document locate the **wrench** on the top left corner of the document and choose **Settings**
2. **Turn off Spell Check**

AlphaSmart or Neo

To disable the Spell Check:

1. Press **cmd + option + spell check**.
2. Enter the master password. (teach or think)

To enable the Spell Check:

1. Press **cmd + option + spell check**.
2. Enter the master password. (teach or think)



Writer

Open the **"FOLDER"** press **"Option-Alt-H"**.

You must be at the folder level...not the main menu or in a FILE.

To enable again you must be at the Folder level and press **"Option-Alt-H" key**.

Option-ALT-H simultaneously disables spell check, word prediction and thesaurus.



Fusion

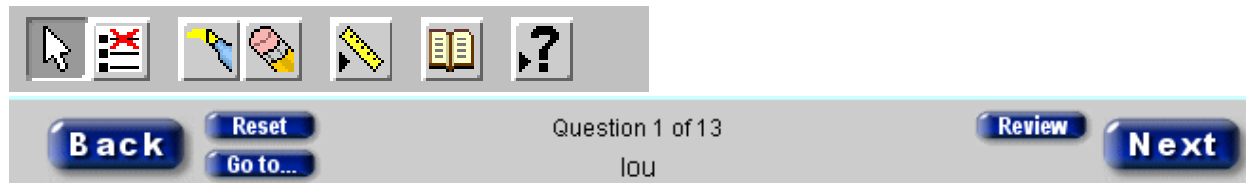
1. Open the **student desktop**.
2. Open a **file**.
3. Press **menu**, arrow to **Setup**, and scroll down to **"Disable Helpers"**.

✓ To enable, repeat the steps. **Default password is "pass"**.



Computer-based Testing (CBT)




TestNav-CBT Tools for All Students



Available tools on all assessments.

1. The **Pointer** tool is the default tool that the student uses when they want to click on an answer or stop using tools such as the **eliminate**, **highlighter**, or **eraser** tools.
2. The **Eliminate** tool allows students to click on an answer choice to eliminate it as a possible option. If they change their mind they can click the eliminated answer again or use the eraser tool.
3. The **Highlighter** tool allows student to highlight text or graphics.
4. The **Eraser** tool is used to remove the highlight from the text or the X placed by the Eliminate tool.
5. **Exhibit** is a pop up window that includes a reference sheet.
6. **Help** provides an explanation of the available tools.
7. **Back/Next** takes the student to the previous question or moves them to the next question. Responses are automatically saved.
8. **Reset** removes the previous response and allows the student to answer again.
9. **Go to** takes the student to a summary screen, which shows which questions were flagged for review or not answered.
10. **Review** allows the student to mark the question so that they can go back at any time and review the response.

Specific Assessments Tools

- **Notepad** allows the student to make notes as they read (available on FCAT Reading). 
- **Straightedge** looks like a ruler but has no measuring units available on math and science. 
- **Calculator** built in four functions for FCAT Grade 10, Algebra 1, and Biology 1 End of Course. In Geometry EOC a built in scientific calculator is provided. If requested a student may use an FDOE approved hand held calculator. Students taking the TestHear version of the math test will use an approved FDOE hand held calculator. 

Highlighters

The Highlighter and Eraser tools are available for all students to use on the CBT. It is important that students practice using highlighters not only on paper but also on the computer prior to taking the test.

The students can use the highlighters to identify important vocabulary, main ideas, math symbols etc.

Documenting Highlighting Accommodations on the IEP or the 504 Plan

Enrich- Presentation: Highlighter to mark key words or phrases in directions, items, passages.* choose assessment(s).

Highlighter

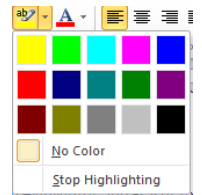
The icons on the right are the images the students will see on the test. They click on the **Highlighter** and **drag** across text they want to highlight. The student clicks on the **Eraser** tool and **double** clicks on the selected text to remove the highlight. * The highlighter is only available in yellow on CBT.



Text Highlight Color Microsoft Word

Microsoft Word 2010 and 2007 versions have a highlighter tool available.

1. From the **Home** tab click on the **Text Highlight** option. Your cursor will now look like a marker.
2. Drag across the **desired text**.
3. Turn off the highlighting option by clicking back on the highlight option on the toolbar. Or choose **Stop Highlighting** on the dropdown menu.
 - a. Erase any incorrect marks by clicking on the **down arrow** by the marker and choosing **No Color** and drag across the incorrect highlight.
 - b. Turn off the option by clicking on the marker tool or choosing **Stop Highlighting** on the drop down menu.



*Promethean and Smartboards are excellent tools for teaching highlighting skills.

TestHear- CBT Tools for Students with an IEP or 504 Plan



The accommodated computer- based test is known as **TestHear**. Above are examples of toolbars found on an accommodated test. The options on the toolbar will be dependent on the specific accommodations listed on the IEP or 504 plans. (Verify that the site based testing coordinator is aware of the accommodation(s). Students will need time to practice with these tools in order to successfully use them during standardized testing. The resources and strategies below may assist students in daily instruction as well as with the preparation for computer-based testing (CBT).

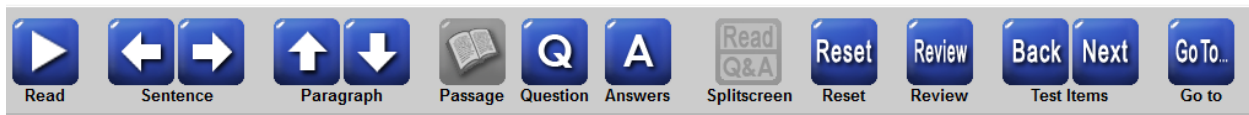
***Exceptions to CBT:** *In order for a student to utilize a paper-based test in lieu of a computer-based test, they must have documentation on their IEP or 504 plan as to one of the following:*

- 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

**Guide to Accommodations for Computer-based Testing FCAT, FCAT2.0 and EOC Assessments (2012) p.5*

Navigation Toolbar



On an accommodated test the student may use the scroll bars to move around a passage or they may use the right and left arrows to track from one sentence to the next. When using the left/right arrows the sentence will be highlighted. The up and down arrow allows them to go from one paragraph to the next.

The **Passage** button moves the cursor to the story. The **Q** (question) button places the cursor on the question while the **A** (answers) button places the cursor on the first answer.

The **Splitscreen** has different options for displaying the story and answer screen. The student can choose whether they would like the passage window larger than the question panel or vice a versa. **Reset** clears the selected answer. The **Review** button allows the student to flag a question they may want to check or revisit later. The **Back/Next** button moves you to the previous/next question. The **Go To** screen offers a summary of the questions answered and those marked for review. This is also where the submit button is located.



Navigate

The **Navigate** button located on the top right toolbar allows you to move to any text or graphic and if you have the **Read** option turned on it will read the text. The Navigate tool uses the cursor so the student must click back on the **arrow/selection** tool in order to respond to a question.



Panning

The **Panning** tool on the CBT is another way a student moves around the screen. It is most useful in reading a longer passage and the student wants to move the text up/down in the window. The panning tool uses the cursor so the student must click back on the **arrow/selection** tool in order to respond to a question.



Screen Readers

Students with good auditory comprehension but who have difficulty with decoding may have oral presentation accommodations listed on the IEP or 504. Oral presentation may be provided during the math and science assessments.

*Test **directions** may be repeated, clarified, or summarized. Test **items** may NOT be reworded, summarized or simplified. (Computer-based Testing (CBT) Accommodations for Students with Disabilities -page 15)

TestHear, 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. (Please verify that your site based testing coordinator is aware of the students need.) Remember students need to practice using screen readers as part of their daily instruction prior to taking a computerized standardized test. Be specific on the IEP or 504 plans that the **student uses and will need a screen reader on the CBT.**

Documenting Text to Speech Accommodations on the IEP or the 504 Plan

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

* then choose assessment(s).

TestHear

Students using the **TestHear** accommodation on the CBT will press the **Read** button and the computer will read *ONLY the allowable* portions of the test. **TestHear** relies on the installed operating system voice(s) within the computer.


Depending on the test version, students may have to click on the **up/down arrows** to switch from the test tools to the accessibility options. They can then use the **Slow** and **Fast** buttons to regulate the speed of the reading in small increments.

The **Customize** button will bring up an additional window where the student can change the volume and rate. Although there are other customizable options on this window, only those options that have been assigned to the student will be available during testing.

When the **Read** option is turned on, the **Navigate** option, and the **Sentence, Paragraph, Question** and **Answer** buttons can be used to move to the portion of the test to be read.

Speak- Microsoft Word 2010

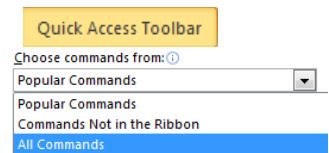
Microsoft Word 2010 has included a text to speech option. This feature is **only available in the 2010**

version. You must first add the option to the **Quick Access Tool bar**  which is the tool bar located in the top left corner above the **File** tab. By default, the Quick Access Toolbar contains the Save, Undo and Redo commands.



Speak Command

1. Click on the **File** tab and click on **Options**.
2. At the next window choose the **Quick Access Toolbar** option.
3. Click on the **down** arrow by the Popular Command category in the center of the screen. Choose **All Commands**.
4. Scroll to find the **Speak** option, and **double** click to add it to the right column "Customize the Quick Access toolbar".
5. Click **OK**.



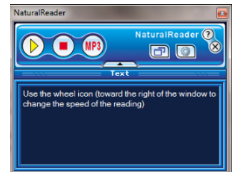
Use the Speak Command



In order to use the **Speak** command, the student must **select/highlight the text** they want to hear and then **press** the **Speak** option on the Quick Access toolbar.

Natural Reader

NaturalReader is text-to-speech software which is easy-to-use and can read any text such as Microsoft Word files, webpages, PDF files and E-mails. Download Natural Reader from www.naturalreaders.com. The free version uses the robotic voices that come with your windows operating system. You may purchase better voices for \$49.95 from the website. It would be worth the upgrade if a student needs the auditory input to go along with the visual text.



Use Natural Reader

1. **Highlight/select** the text.
2. Click the **read** option (right arrow) and it will read the text that is highlighted.
3. Use the **wheel** icon (toward the right of the window to change the speed of the reading)



*The program also provides an auditory word processor for students who need to hear what they are typing.

Large Print

Students with low vision, or some students with specific learning disabilities, may benefit from having large print as an accommodation. The text on CBT will appear in a size 18 font.

Documenting Large Print Accommodations on the IEP or the 504 Plan

Presentation:

- Large print version of test, and then choose the assessment(s)

Zoom Accommodation

Text magnification may promote accuracy and fluency of reading, for students demonstrating visual, perceptual or other learning disabilities.

Documenting Magnification Accommodations on the IEP or the 504 Plan

Presentation:

- Magnification devices, and then choose the assessment(s)

Magnification Option

If magnification was listed as an accommodation, the Magnifier on the CBT will be available. The student clicks on the + symbol to enlarge the print and the – symbol to make the text smaller. This is suggested for students with low vision.



Magnification Microsoft

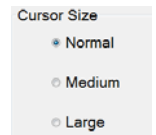
You can practice this skill in Microsoft Word 2010 and 2007 by using the zoom feature which is located in the lower right corner. Click on the + to enlarge and the – to shrink the text. You can also click on the slider and move it the right and left to adjust the magnification.



Cursor Size

Cursors

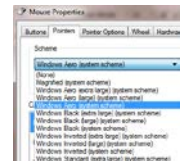
Students with the **large print** or **zoom** accommodation may enlarge the cursor by using the **up/down arrows** to get to the **Accessibility** tools. They must click on **Customize** and then choose from three sizes of cursors.



Pointers

On Windows XP or Windows 7

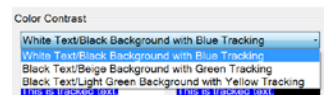
1. Click on **Start** and choose **Control Panel**
2. **Double** click to open the **Mouse** option
3. Click on the **Pointers** tab
4. Choose the desired mouse size



Color

Color Contrast

The **Contrast** tool (circle which is half black/half white) on the CBT allows students with this accommodation to change the test so the page changes from a white background and black text to a black background and white text. Click on the **up/down arrows** to find the **Customize** option and choose from the color contrast list: White Text/Black Background with Blue tracking, Black Text/Beige Background with Green Tracking and Black Text /Light Green Background with Yellow Tracking. Once they select the contrast option, they click OK to return to the main screen.



Documenting Color Filters Accommodations on the IEP or the 504 Plan

Presentation:

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

Microsoft Word 2010 and 2007 have the ability to change the page color and the text color.


Background Color

From the **Page Layout Tab**, click on **Page Color option** and choose the desired color.

It may be helpful to use only the options available on the CBT; beige, black, light green or white.



Text color

From the **Home Tab**, choose the **Font Color option** 

Click on the down arrow and from the color palette click on the desired choice.

*It may be helpful to practice using only the options available on the CBT; White or Black.



Alternate Keyboards

Alternate keyboards and mice may also be used on standardized test.

Documenting Alternate Keyboards or Mouse Accommodations on the IEP or the 504 Plan

Assistive Technology:

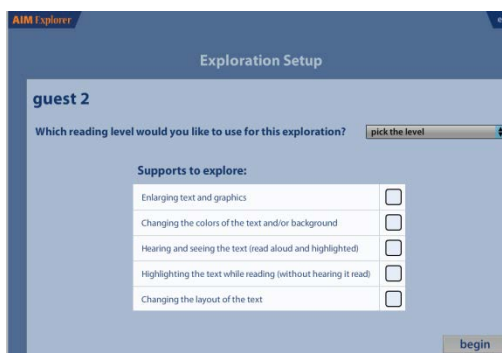
- Alternative keyboard to indicate answers, and then choose the assessment(s)

Resources

AIM Explorer

If you are not sure what a student needs, download the free AIM explorer tool from http://aim.cast.org/experience/decision-making_tools/aim_explorer and try out some simulation activities.

“The AIM Explorer is a free simulation that combines grade-leveled digital text with access features common to most text readers and other supported reading software. Magnification, custom text, background colors, text-to-speech (synthetic and human), text highlighting, and layout options are presented in a logical sequence to help struggling readers decide which of these supports might help them to access and understand text.”



References

ePATS

Electronic Practice Assessment Tools (ePats) can be found at the Pearson website or the links below. This link allows you to access from any computer at home or school. www.flassessments.com/epat Or on our local server [\\fs9000jmb\software\\$\CBT\TestHearInstallers\ThePAT](\\fs9000jmb\software$\CBT\TestHearInstallers\ThePAT)

PARCC

Partnership of Assessment Readiness for College and Career (PARCC) <http://www.parcconline.org/florida>

Guide to Accommodations for Computer-based Testing FCAT, FCAT2.0 and EOC Assessments

Beech, Marty, Ph.D., Learning System Institute, Florida State University. Florida Department of Education: Bureau of Exceptional Education and Student Services, 2012
(<http://www.fldoe.org/ese/pdf/CBTAccomm.pdf>)

Guide to FCAT & FACT 2.0 Accommodations for Students with Disabilities (2010)

<http://www.fldoe.org/ese/pdf/fcatteam.pdf>

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	<input type="checkbox"/>	<input type="checkbox"/>
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.

