













































# FCAT Accommodations

Many students with disabilities benefit from accommodations in the classroom that they can continue to use when taking a high stakes test like the FCAT. Without accommodations those students' FCAT scores reflect the impact of their disability rather than what they know. Here are some resources along with a few examples of allowable FCAT accommodations.

## Resources

1. Accommodations: A Guide for Educators - [http://www.cpt.fsu.edu/ese/pdf/acom\\_edu.pdf](http://www.cpt.fsu.edu/ese/pdf/acom_edu.pdf) . 64 page ebook on accommodations in the classroom . any approved accommodations for the FCAT must also be a part of that student's instruction so the classroom is a good place to start
2. FCAT Accommodations for Students with Disabilities: For Parents and Teachers - <http://www.fl DOE.org/ese/fcat/fcat-tea.pdf> . a basic guide and overview of allowable FCAT accommodations
3. The IEP Team's Guide to FCAT Accommodations <http://www.fl DOE.org/ese/pdf/fcatteam.pdf> . an ebook on FCAT accommodations

**Presentation Accommodations** - Presentation accommodations can include large print versions of the test, braille versions of the test, the use of color transparencies, altered spacing of items, visual navigation cues, tabbed pages, highlighter tape to assist in focus, verbal encouragement, and auditory accommodations such as reading or signing, except in the case of the reading assessment items.

**Responding Accommodations** - Responding accommodations can include written, signed, and verbal responses; special paper with raised or colored lines; dictation to a proctor; text-to-speech technology to indicate an answer; switch systems; alternative keyboards to generate letters or words; pointing devices; communication devices; abacus for students with visual impairments; and math grids.

**Scheduling Accommodations** - Scheduling accommodations can include the time of day a test is taken, break schedules, and extended time.

**Setting Accommodations** - Setting accommodations can include special lighting, adapted furniture, special acoustics, the use of an FM personal amplification system, noise buffers, reduction of distracters, increased or decreased opportunities for movement, and the administration of the test in a familiar setting.

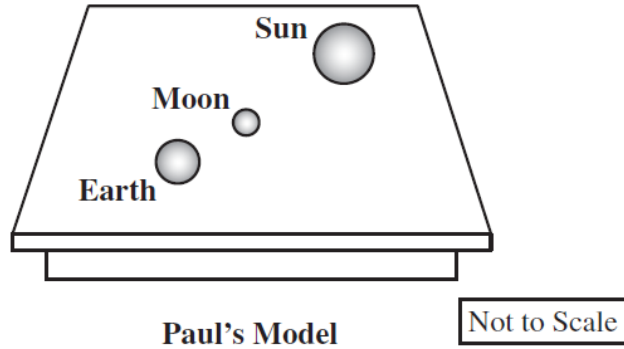
**Assistive Devices** - Assistive devices allowed include alternate keyboards, adapted calculators (such as having large numbers or speech output), non-sentence based devices for oral or written responses, visual magnification devices, communication devices, auditory amplification, and other AT commonly used by the student in the classroom as long as it doesn't impact the purpose of the assessment.

**Section 504 Implications** - To ensure that all qualified students with disabilities in our public education system are provided necessary aids, services, or accommodations during the administration of a test, districts must ensure that students with disabilities who are not currently receiving special education services or who do not have a current IEP are considered for and, if appropriate, provided test accommodations. In this case, testing accommodations must be listed in the student's 504 plan. (from *FCAT Accommodations for Students with Disabilities*) For all students who request accommodations on the FCAT, those accommodations must be a part of that students' regular instructional support and be noted on their IEP or 504 plan.

Check with you local FDLRS Center (<http://www.fdlrs.com>) for more information on accommodations for students with disabilities.

**FCAT Test Example** – The practice tests that many states make available are great places to start planning instructional activities. Here is a sample Grade 5 science question with a few things to consider.

Paul built this model of the Sun, the Moon, and Earth.



Which phase of the Moon is shown in Paul's model?

- Ⓕ full moon
- Ⓖ new moon
- Ⓗ first quarter
- Ⓘ third quarter

FCAT Item appears by permission of the Florida Department of Education,  
Office of Assessment, Tallahassee, FL 32399-0400

**What knowledge/skills are needed?**

- language/vocabulary
- phases of the moon/content
- visual/spatial skills and mental projection of light and shadow

**Is the instruction appropriate & accessible?**

- unique needs for accessible instructional materials
- UDL/flexible options for representation, expression, and engagement
- concrete to representation to abstract cognitive support

**What technologies will support this student?**

- assistive technology needs / accommodations
- reading and writing software
- drawing software
- virtual simulations of moon phases and the solar system



**Florida's Assistive Technology Assessment Competencies Web Site** - <http://www.florida-ese.org/atcomp>

The Department of Education supports the development of assistive technology assessment competencies for Local Assistive Technology Specialists (LATS) and other technology providers who assess students for needed technology accommodations. These competencies focus on fundamental concepts, knowledge, and skills for assessing assistive technology in educational settings. They are crafted from the perspective of the assistive technology professional working with students at the school and district level in the state of Florida, and consequently, are specific to Florida.

To assist LATS and technology providers, the Bureau of Exceptional Education and Student Services (BEES), in conjunction with the Florida Center for Interactive Media (FCIM) and the FDLRS Regional Technology Specialists, have developed a Web-based competency management tool that will allow technology providers to meet and manage competency achievement through a skills inventory procedure.

### Competency 1

Be knowledgeable about and implement the school district's assistive technology (AT) assessment procedures.
Implement the district's AT referral procedures.
Describe the function of the individual educational plan (IEP) team as related to AT assessment.

### Competency 2

Understand federal and state regulations and policies related to the consideration and implementation of assistive technology in Florida schools.
Understand the Individuals with Disabilities Education Act (IDEA) directives regarding AT consideration and implementation.
Use current technical assistance papers (TAP) and Florida Statutes for consideration and implementation of AT in Florida schools.
Understand the implementation of AT accommodations in the classroom.

### Competency 3

Select and use appropriate measurement tools, strategies, and activities to assess a student's AT needs.
Describe at least one assessment tool for each area being assessed.
Select the appropriate tools based on individual student needs.
Implement the assessment process.

**Competency 4**

Consider a continuum of AT devices, services, and resources that may be used to address the needs of students.	
	Follow procedure for providing equipment as a result of AT assessment.
	Implement a continuum of low-tech to high-tech AT tools for a specific learning task.
	Utilize the continuum of services and resources available from school-based, district, regional, state, and national levels.

**Competency 5**

Provide leadership and support to professionals, students, and family members/caregivers by the team conducting AT assessment activities.	
	Know team-building skills needed to work with the IEP team.
	Identify and collaborate with providers in the AT assessment process.

**Competency 6**

Lead the assessment teams in understanding what the student needs are relative to his/her abilities, educational goals, and environmental factors that relate to the selection and delivery of AT devices and services.	
	Lead the assessment team in clarification of findings.
	Facilitate the discussion of abilities, goals, and environmental factors.

**Competency 7**

Interpret and present the results of AT assessments to the IEP teams in a way that supports effective decision-making based on the student, the educational program, and data gathered during the assessment process.	
	Interpret results of the AT assessment to the IEP team using non-technical language.
	Clarify pertinent assessment information for effective decision making.

**Competency 8**

Explain the strengths and challenges of specific AT devices and services and the factors that may affect their use.	
	Offer options for professional development training.
	Discuss the challenges and barriers that effect AT use.

**Competency 9**

Collaborate with those in charge of implementing the IEP to formulate and initiate a plan using AT to support the educational achievement of the students.	
	Design an action plan for AT use.
	Describe a data collection plan for AT use.

For more information on the Competencies Web Site contact a FDLRS Regional Technology Specialist  
<http://www.florida-ese.org/atcomp/contacts.htm>

# Unlocking Human Potential

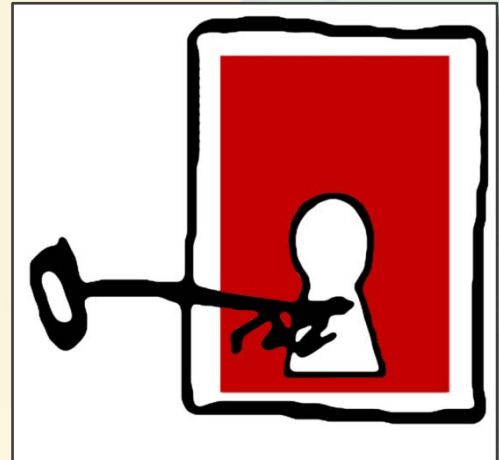
## BEESS Technology Services

The Florida Department of Education Bureau of Exceptional Education and Student Services provides a wide variety of technology supports and services for students with disabilities.

### Florida Diagnostic & Learning Resources System (FDLRS) Centers

<http://www.fdlrs.com>

These centers are located throughout the state and have Technology Specialists and Regional Technology Specialists available to train and consult on accessible media, assistive technology, instructional technology, and Universal Design for Learning for students with disabilities.



### FDLRS Technology Coordinating Unit (FDLRS/TECH)

<http://www.fdlrstech.com>

FDLRS TECH provides coordination for the FDLRS Technology Network and is a statewide resource center designed to assist Florida schools and educators to combine accessible media, assistive technology, instructional technology, and Universal Design for Learning tools to increase student achievement.

### FDLRS Technology State Loan Library

<http://aten.scps.k12.fl.us/>

FDLRS-TSLL is a statewide resource center for districts and Local Assistive Technology Specialists in supporting the availability of assistive technology devices for loan as part of the assistive technology assessment/evaluation process. The FDLRS-TSLL website also includes a wide variety of resources for parents with printable idea guides for the home.

### Resource Materials and Technology Center for the Deaf and Hard of Hearing

<http://www.fsdb.k12.fl.us/rmc/>

RMTC-D/HH is a statewide resource center serving teachers of the deaf and hard of hearing throughout Florida, giving teachers of deaf and hard-of-hearing students the technology assistance, training, and consultation they need to successfully integrate technology into their classroom routine. In addition to providing teachers and interpreters with a lending library of over 1,300 captioned and/or signed videotapes, the RMTC website includes extensive technology resources and tutorials for teachers, parents, and students.

### Florida Instructional Materials Center for the Visually Impaired & Florida NIMAS

<http://www.fimcvi.org/>

FIMC-VI is a statewide resource center designed to assist schools in obtaining specialized materials for student with visual impairments. Materials are produced by the Center staff, prepared by certified transcribers, and/or purchased by the Center. These materials are then loaned to schools within Florida. Consultation and training are also provided to instructional personnel throughout the State. FIMC-VI also coordinates all Florida NIMAS services and media production.

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# Exploring New Territories

Technology Resources for Struggling Students  
and Students with Disabilities

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Digital version of this booklet  
<http://www.fdlrstech.com/handouts.htm>

