K–2 Progress Monitoring Statewide Assessments Accommodations Guide

2022–2023

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Table of Contents

Introduction:
The Florida Statewide Assessments

Introduction

The Bureau of K–12 Student Assessment is responsible for all aspects of Florida's K–12 statewide student assessment programs, including developing, administering, scoring, and reporting the results for assessments aligned to the Florida Standards, the Next Generation Sunshine State Standards (NGSSS), and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, as well as assisting with the administration and reporting of several other K–12 student assessment programs. Services are provided both by Florida Department of Education (FDOE) staff and through various contracts with assessment vendors. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (see Section 1008.22, Florida Statutes). For more information about the statewide assessment program, see the department's webpage at **http://www.fldoe.org/accountability/assessments/**.

For information regarding Renaissance Star Assessments (VPK–2), please visit **https://flfast.org/assessments-k2.html**.

About This Guide

The purpose of this guide is to provide information and resources for the administration of statewide Florida Assessment of Student Thinking (FAST) Grades K–2 Star progress monitoring (PM) assessments to students with allowable accommodations. Test administrators and school assessment coordinators should use the information in this guide as a supplement to the test administration manuals, but not as a replacement for the manuals, as not all administration information is included in this document.

The Renaissance Star Test Administration Manuals are available on the FAST Portal at **https://flfast.org/en/resources/renaissance-star/star-test-administration-manuals**.

General Information About Accommodations

Accommodations may be provided to students with disabilities with current Individual Education Plans (IEPs) or Section 504 Plans. Care must be taken to provide a student with only the accommodations permitted for that student. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Determination of appropriate accommodations in assessment situations for students with disabilities is based on the individual needs of each student. Decisions on accommodations are made by the IEP or Section 504 team and recorded on the IEP or Section 504 Plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with the testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.

2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.

3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.

4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in a test administration may have access to accommodations if the following information is provided:

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3)(a), F.S., or Rule 6A-19.001(6), F.A.C., and

- Documentation that the requested accommodations are regularly used for instruction.

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit **www.fldoe.org/academics/exceptional-student-edu/**.

Schools must maintain records of accommodations provided and accommodations used with their administration information.

Students with Disabilities

Students with disabilities participate in the statewide assessment program by taking one of the statewide assessments with or without accommodations, or an alternate assessment.

All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 Plan.

Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (F.A.C.), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team **no later than 60 calendar days before the first day of the administration window of the assessment** for which the request is made. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

In addition to the extraordinary exemption option, a child with a medical complexity may be exempt from participating in statewide standardized assessments pursuant to the provisions of s. 1008.22(11), F.S.

Accommodations Available in the Renaissance Platform

The Renaissance platform provides the following accommodations that can be set for students individually. These features are to be limited to students who have these tools listed on an IEP or Section 504 Plan, with exceptions noted below the table.

Accommodations	Star Reading	Star Math	Star Early Literacy
Highlighter	X	X	
Line reader	X	X	
Response masking	X	X	
Audio support		X[*]	
Calculator		X[**]	
Color contrast	X	X	
Font size/zoom	X	X	X
JAWS screen reader & braille support	X	X	
Extended time[***]	X	X	X
Unlimited time	X	X	

[*]The Star Math Audio preference is enabled for all students for Star Math; however, for students with other accommodations enabled in the Renaissance platform, Audio support must be turned on in the Accommodations Toolbar. For more details on audio support, see page 26.

[**]A calculator is included in the platform for all students if the student proceeds in the Star Math test to an item that requires its use. See page 8 for more details about the calculator accommodation option in the Accommodations Toolbar for students with an IEP or Section 504 Plan.

[***]Extended time may be enabled for K–2 students who do not have an IEP or Section 504 Plan, and who may benefit from more time to respond to each question. Unlimited time should be assigned only to students with accommodations.

Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2022–2023 K–2 FAST progress monitoring assessments (PM1, PM2, and PM3). Not all allowable accommodations are listed. District assessment coordinators may contact the Bureau of K–12 Student Assessment to discuss questions regarding allowable accommodations.

A. Flexible Presentation

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. For additional details regarding required documentation for paper-based accommodations, see the "Student Eligibility for Paper-Based Accommodations" section on page 11.

  - A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility for regular print test materials must be submitted to FDOE.

  - A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility for large print test materials must be submitted to FDOE.

  - A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, the ability to take pages out of the test document, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.

- Oral presentation may be provided for directions, items, and answer choices. Passages in Star Early Literacy and Star Reading tests may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see page 9; for Star Reading only, not applicable for Star Early Literacy). Passages in Math **may** be read aloud. Items and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Directions, items, and answer choices may be repeated as many times as a student requests.

- For students who have oral presentation of directions only, directions are the scripts and any instructions included in the practice items.

- For Star Math, the Audio On Preference and the Audio On in the Accommodations Toolbar will read the same allowable portions of the math items. Students taking Star Math who need everything read aloud to them (e.g., all items and answer choices) will need to have a human reader administer this accommodation or have screen reader enabled in the Accommodations Toolbar and have JAWS software installed on the student's computer. For students who have any other accommodation turned on in the Renaissance platform, Audio On will need to be set for the students in the Accommodations Toolbar.

- Dual monitors may be set up for an American Sign Language (ASL) or human reader accommodation, where the student will work on one monitor and have the ASL translator or human reader work from the other.

- Signed presentation may be provided for directions, items, and answer choices. Passages in Star Reading tests may not be signed to students. Passages in Math may be signed. The test administrator or proctor may sign directions, 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 a correct response. In such cases, fingerspelling may be used as an alternative.

- Directions, items, and answer choices may be signed as many times as a student requests.

- For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests 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 all allowable portions without request by a student and reading/signing only when a student requests. Oral and signed presentation are not appropriate for Star Early Literacy and students who require this accommodation should plan to use an alternate progress monitoring assessment.

- For students with oral or signed presentation, Unlimited Time may also be assigned to the student to ensure that the test does not move on to a new item while he or she is still listening to the human reader.

- Test directions may be repeated, clarified, or summarized as many times as a student requests.

- A student may be provided with a copy of directions from the test administration script that is read by the test administrator.

- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).

- A student may read aloud directions, passages, items, and answer choices to himself/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.

- Verbal encouragement (e.g., "keep working," "make sure to answer every question") may be used; however, it may not be used to assist a student in producing or correcting responses. Phrases that are determined to provide assistance to a student to produce or correct responses will result in test invalidation.

- 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).

- In the Renaissance platform, a Font Size/Zoom accommodation is available to allow the student to change the size of text. This feature provides five options: Small (75%), Normal (100%), Large (125%), Extra Large (150%), and Huge (175%). The Normal font size is determined by the default font size set for the student's device within the operating system.

- 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. There is also a color contrast feature that can be turned on in the Accommodations Toolbar in the Renaissance platform.

- Test documents may be secured to a work area.

- 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, items, and answer choices. Highlighter can be enabled in the Accommodations Toolbar in the Renaissance platform.

B. Flexible Responding

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.

  - The student may review the recorded response and direct the test administrator or proctor on editing the response.

- A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.

- A student may use a computer switch or pointing device to provide responses.

- A student may use a communication device to provide responses.

- A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based or paper-based test. The test administrator should not monitor every student response, but may check occasionally during normal test administration monitoring.

- A student may use special paper such as raised-line, shaded-line, or color-coded as their scrap paper or to record responses. Responses must be transcribed from the special paper to the format required by the test.

- A student may use a dry-erase board to do their work as long as the board is cleaned thoroughly prior to and after each session so no marks can be seen. Also, if a student uses the dry-erase board in a way that other students can view what they are writing, the student must be tested individually.

C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.

- When using Accommodation settings in the Renaissance platform, no Stop Test or Pause button will be available on the screen. To pause a test in this case, users will need to press Ctrl + Shift + M (Windows), Command + Shift + M (Mac), or open a new tab and close the tab with the Star assessment (tablet or Chromebook). After entering the monitor password, choose whether to "Save & exit" or "Discard & exit" the test. For more details, see the Renaissance Help article: **Pausing, Stopping, and Resuming a Star Math/Star Reading Test with Accommodations Set**.

- A student may use a specific time of day for test sessions.

- Students may be provided extended time to complete a test session regardless of whether they have an IEP or a Section 504 Plan. Extended time for students with an IEP or a Section 504 Plan must be provided in accordance with the student's plan. The extended time should

align with the accommodation used regularly in the student's classroom instruction and assessments. Students are not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time. Each test session must be completed within one school day. Unlimited time should only be assigned to students with accommodations.

- A student with a flexible scheduling accommodation that requires more than one day to complete a Star Reading, Star Math, or Star Early Literacy assessment may test using paper-based test materials. 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 responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

  - The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should not be used. Clips must be removed after testing.

- A student with a flexible scheduling accommodation who requires more than one day to complete a Star Reading, Star Math, or Star Early Literacy assessment may test on the computer over multiple days. The student or test administrator will pause the test and the student may have up to 8 days to return to their test and complete it.

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.

- A student may have preferential seating.

- A student may be administered a test individually or in a small group setting. A small group should be of a comparable size to the normal instruction group size indicated on the student's IEP or Section 504 Plan.

- If a student requires use of an accommodation that may disturb or is not allowed for other students in the room (e.g., read aloud), the student should be tested in a separate setting.

- A student may use special lighting.

- A student may use adaptive or special furniture.

- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms or noise- canceling headphones may be used to decrease auditory distractions.

- The opportunity for movement may be increased or decreased.

- Stimuli may be reduced (e.g., by limiting the number of items around the student's desk or computer station).

- White noise/sound machines or music that are approved by district/school coordinators may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).

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

- Visual magnification and auditory amplification devices may be used.

- Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.

- A student may have stress-relieving aids, such as a stress ball, during the test administration.

- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.

- In Star Math, some algebra and geometry items will have an on-screen calculator available. A student may use a handheld calculator for the items that have the calculator enabled. For students testing with a handheld calculator accommodation, a regular, large key/large display, or talking four-function calculator may be provided for allowable items.

- In the Renaissance platform, a calculator accommodation is available for assignment to students in the Accommodations Toolbar. This accommodation will turn on the calculator tool for all items and should be limited to students with a disability which significantly limits or prevents them from performing basic mathematical calculations.

- Students with a disability which significantly limits or prevents them from performing basic mathematical calculations may use a handheld calculator, which includes a regular, large key/large display, or talking four-function calculator, on all items.

- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.

- A student may use blank mathematics grids/guides to organize mathematical computation.

- Multiplication charts/tables may not be used.

- Devices designed to check grammar or spelling must not be used.

- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used. Coins may not be used as counting devices.

- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing.

- Students who require the use of an electronic device for their Bluetooth hearing aids may

have access to the device and use the Bluetooth hearing aids during the test.

- If these devices are used, the district must put a plan in place to ensure test security is not compromised. A test administrator must be able to monitor the student's use of the device at all times.
- A student with Bluetooth hearing aids may pair the hearing aids to the computer or device they are using for testing. To ensure that it can pair correctly, the student should first ensure that they work during the practice items in Star Early Literacy and Star Math.

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. Paper-based accommodations are not unique accommodations and are not available for these assessments.

Written requests for unique accommodations must be submitted using the *Unique Accommodations Request Form* provided by FDOE. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity or threaten the security of the assessment. Requests should be reviewed and approved by district coordinators before submission to FDOE. Each unique accommodation must be approved every school year by the Commissioner of Education or a designee prior to its use.

Accommodations for English Language Learners (ELLs) and Recently Exited ELLs

Districts are required to offer accommodations to students identified as ELLs and any student who has exited from the ESOL program and is in the two-year follow-up period. The following are allowable accommodations for ELLs participating in FAST progress monitoring assessments (PM1, PM2, and PM3).

A. Flexible Setting

- ELLs and recently exited ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

B. Flexible Scheduling

- ELLs and recently exited ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
- ELLs and recently exited ELLs may be provided additional time to complete a test session; however, each test session must be completed within one school day.

C. Assistance in Heritage Language

- ELLs and recently exited ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, items, and answer choices. This should not be interpreted as permission to provide oral presentation of items and answer choices in English or in the student's heritage language. Assistance may not be provided for words or phrases in Star Reading passages.

- For students who are ELLs or recently exited ELLs and who also have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student's heritage language. These students may still receive limited assistance in their heritage language.

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in an item or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Star Reading passages.

D. Approved Dictionary and Glossary

- ELLs and recently exited ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, in print, electronic, or digital format, such as those made available to ELLs and recently exited ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. If the dictionary, glossary, or website uses the Internet, schools must ensure that students have access only to the dictionary, glossary, or website that meets the requirements and does not have access to any other sites. Students in Grades K through 2 may be provided with a picture translation dictionary or glossary that meets the requirements above.

Oral Presentation Accommodations

The following read-aloud accommodations are available:

- **Star Early Literacy**—This assessment measures both early literacy and numeracy of beginning readers. All items on the Star Early Literacy assessment are read aloud for all students, but responses are not read aloud because that may clue students to the correct response. Therefore, an oral presentation accommodation that requires all items and responses to be read aloud would not be appropriate for this assessment. Students that cannot access the read aloud feature or whose accommodation is not able to be offered in this assessment should be assessed using an alternative assessment.

- **Star Reading**—Students with an oral presentation accommodation on their IEPs or Section 504 Plans may have the directions, test questions, and answer choices read aloud to them. The Reading passages may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation (see below). Refer to the *Instructions for Oral Presentation Accommodations* section on pages 21–24 for more details about what content may be read aloud in Star Reading items. Because the platform does not have any read aloud options for Star Reading, this accommodation must be provided by a human reader. Students who require oral presentation for all content automatically (not only requested items) need to be tested separately as the test is adaptive and test administrators will not be able to read aloud the same item to multiple students.

- **Star Math**—All Math directions, passages, test questions, and answer choices may be read aloud to students with this accommodation. All students have audio support enabled for Star Math, but for students who have an oral presentation accommodation that requires all content to be read aloud, screen reader software or a human reader will be required to administer this accommodation. See additional information on page 21.

Any portions of tests that may be read aloud may also be signed for students with this accommodation. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses.

For a student to qualify for the unique accommodation that allows auditory presentation of Star Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. These unique accommodations must be submitted every calendar year by the district assessment coordinator to FDOE for approval. The unique accommodation that allows auditory presentation of reading passages for students with a documented deficit in decoding is not available for Star Early Literacy or Star Reading.

For Star Math, if the type of oral presentation is not specified on the IEP or Section 504 Plan, the accommodation may be provided by a human reader or via the computer-based accommodation. If specified, the accommodation should be provided as documented. As with all accommodations, the manner in which the accommodation is provided should be consistent with its use in the classroom (ensuring that students have sufficient practice and are familiar with the format).

Student Eligibility for Paper-Based Accommodations

A student with a disability who has an IEP or Section 504 Plan may require paper-based accommodations (regular print, large print, braille, one-item-per-page) on computer-based statewide assessments. Decisions regarding accommodations, including requirements for paper-based accommodations, should be based on a student's needs and should not be made for preferential reasons. The use of computers and mobile devices for instructional engagement and assessment is a fundamental aspect of general education, and the ability to access online environments must be considered. Students with disabilities should be given access to online environments during the educational day, including on assessments, in order to be prepared for college and careers. In addition, students should be given opportunities to practice on computer-based instructional programs and on computer-based test platforms using the available features and accommodations to determine their effectiveness and appropriateness.

For PM3, the following accommodations are available: regular print, large print, and one-item-per-page. Students may also continue to test using an alternate progress monitoring assessment selected from the list in the memo sent from Chancellor Jacob Oliva on August 26, 2022. Students who are eligible to receive paper-based accommodations must have an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate for the student. Documentation should include:

- Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments
- Accommodations/assistive technology the student needs when using a computer or mobile device
- Training and services the student needs to successfully use a computer or mobile device in instruction/assessments
- The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future

Students who are hospital/homebound or residing in Department of Juvenile Justice facilities are also eligible for paper-based accommodations.

School Assessment Coordinator Responsibilities and Instructions

Ensure Implementation of Accommodations

Allowable accommodations for students with disabilities and for ELLs and recently exited ELLs must be provided as indicated on student IEPs, Section 504 Plans, or ELL plans. If an accommodation is not provided as indicated on a student's plan, that student's test may be deactivated. Documentation of accommodations provided to and used by students must be maintained at each school. Additional proctors and/or test locations may be required, depending on the accommodations implemented.

Please ensure the following in preparing for test administrations with accommodations:

- All test administrators must be properly trained in providing the appropriate accommodations to students. If no trained personnel are available to provide accommodations to students, delay student testing until trained administrators are available.

- Proctors must be made aware of the accommodations being provided in the testing room.

- Test administrators must take care to ensure that students in a testing room are not provided accommodations not listed on their plans. For instance, students who do not have a read-aloud accommodation should not be tested in a room where content is being read aloud to students with this accommodation.

- For students with flexible scheduling, test administrators must be aware of the exact amount of extended time each student will receive. Extended time must be set in the Renaissance platform prior to the student testing. The amount of extended time that can be set in the platform is per item rather than timing for the test overall (see page 25 for more details). If a student has an extended time amount that cannot be addressed through the Extended Time feature, Unlimited Time may be set and the amount of additional time the student is supposed to receive should be timed by the TA. Unlimited time may also be set for ELL students or students who have oral presentation accommodations that may require waiting for assistance from the student's test administrator. Test administrators must be aware of security procedures during extended breaks (e.g., tests paused, no student access to electronic devices). Additionally, extended time may be enabled for students who do not have an IEP or Section 504 Plan and who may benefit from more time to respond to each question. Unlimited time should only be assigned to students with accommodations.

- When testing students who are allowed certain accommodations, test administrators may need to modify the administration scripts (e.g., change timing references if students have an extended time accommodation). It is especially important that they review the scripts before testing begins to determine the necessary modifications.

- School or district assessment coordinators must mark applicable accommodations in the Renaissance platform.

- Testing rooms must be monitored during testing to ensure appropriate administration of accommodations.

Receive and Maintain Test Materials

The following test materials may be provided for students participating in test administrations using paper-based accommodations:

- Regular Print test documents
- Large Print test materials
- One-Item-Per-Page test materials

Please see the instructions in the Spring 2023 FAST PM3 test administration manual for information about returning used and unused secure materials to DRC and your district assessment coordinator.

Security Numbers

All regular print, large print, and one-item-per-page test materials are secure documents and must be protected from loss, theft, or reproduction in any medium. A unique identification number and barcode are printed on the cover of all secure test materials. Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration, and until the time they are returned to the contractor.

The test administrator should also maintain a record of the security numbers for all test materials assigned to him or her. If a test administrator receives test materials that are not already listed, the security numbers of those materials must be added to this record with the names of the students to whom the test materials are assigned. The security number(s) of the document(s) assigned to and returned by each student should be recorded and verified at the completion of each day of testing.

Additional Materials

The following materials must be provided to students, as applicable:

- Headphones/earbuds (all students taking Star Math and Star Early Literacy)
- Scratch paper (Star Math only)
- Handheld four-function calculators for students with an accommodation. See page 8 for more information about the calculator accommodations.

ESE/Section 504 Plan and ELL Accommodation Types

If an ELL, recently exited ELL, or a student with an IEP or Section 504 Plan is offered and/or uses any accommodations during the test administration, this information should be recorded with the test administrator's administration information.

All students must be provided with the allowable statewide assessment accommodations on their plans.

The accommodations provided to each student and the accommodations used by each student should be documented in the administration information.

Documentation must be maintained at schools and may be needed for investigations of test irregularities.

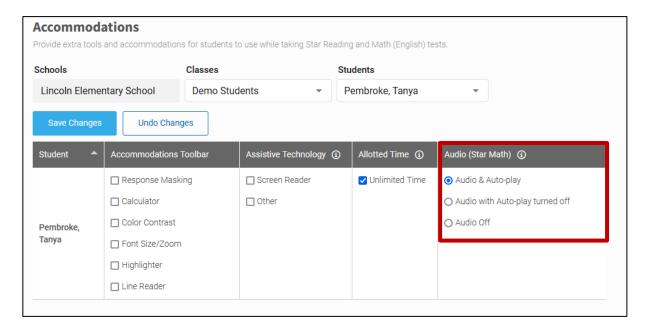Test administrators may use the following codes to record accommodations with their administration information.

For ESE/Section 504 Plan students:

- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

For ELL or recently exited ELL students:

- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
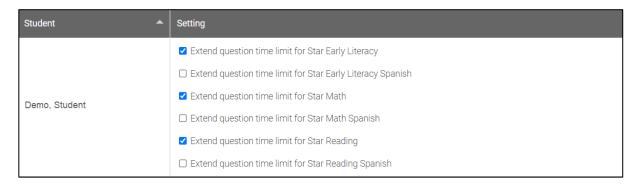- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

Mark Computer-Based Accommodations

Students who will test with accommodations (e.g., response masking, extended time) **must** have the correct accommodations selected in the Renaissance platform prior to testing. Step-by-step instructions and additional details about setting accommodations in the platform are available here: **https://help2.renaissance.com/prefs/21048#all**.

- If students are assigned any accommodations under the Accommodations Preference in the Renaissance platform for Star Math (including Unlimited Time), the school or district must manually enable the Audio – Accommodations option to provide audio support for the student. Selecting an accommodation takes the student to a specialized form that no longer accesses the Star Math Audio Preference.

- For Extended Time, selecting this accommodation for a student in the Renaissance platform will ensure the student is assigned the extended amount of time per item. For Unlimited Time, the student may take as long as they need for each individual item, but a TA must keep track of the total amount of time that the student is allowed for the test as a whole. If Unlimited Time is checked in the Accommodations Toolbar, students will have 900 seconds (15 minutes) to answer a question. If there is no activity from the student within this amount of time, the student will be shown a dialog box. The student will have 60 seconds to respond in the dialog box and return to the same test item, resetting the "900 second" clock. If the student does not respond within 60 seconds, the student's current progress on the test will be saved and the test will be ended.

Student	Setting
Demo, Student	☑ Extend question time limit for Star Early Literacy
	☐ Extend question time limit for Star Early Literacy Spanish
	☑ Extend question time limit for Star Math
	☐ Extend question time limit for Star Math Spanish
	☑ Extend question time limit for Star Reading
	☐ Extend question time limit for Star Reading Spanish

Practice Test Items for Star Tests

If a student has not taken a Star Reading or Star Math test in the past 180 days, the student must answer a few simple practice questions prior to starting the test to make sure the student understands how to answer and navigate the test. For Star Early Literacy, students will have practice items prior to testing each time they take the test. The practice session is primarily meant to gauge the student's ability to work with the program's interface and to see if the student understands how to select and enter an answer. These items can aid in determining if Star assessments are appropriate for the student or if the student will need an alternate progress monitoring assessment.

Test Administrator Responsibilities and Instructions

Remember, prior to testing you must:

- Read, sign, and return a *Test Administration and Security Agreement* verifying that you have read the appropriate sections of the test administration manual, are familiar with the test security statute and security policies, and have received adequate training; and

Failure to comply with the policies and procedures as indicated in the agreement may result in the deactivation of student tests and/or loss of teaching certification.

Ensure Implementation of Accommodations

Allowable accommodations for students with disabilities and for ELLs and recently exited ELLs must be provided as indicated on student IEPs, Section 504 Plans, or ELL plans. If an accommodation is not provided as indicated on a student's plan, that student's test may be deactivated.

Please ensure the following in preparing for test administrations with accommodations:

- You must be properly trained in providing the appropriate accommodations to students. If no trained personnel are available to provide accommodations to students, delay student testing until trained administrators are available.

- Proctors must be made aware of the accommodations being provided in the testing room.

- Care must be taken to ensure that students in a testing room are not provided accommodations not listed on their plans. For instance, students who do not have a read-aloud accommodation should not be tested in a room where content is being read aloud to students with this accommodation.

- If you will provide a read-aloud accommodation for a student(s), please reference the *Instructions for Oral Presentation Accommodations* on pages 21–24 for guidance.

- For students with flexible scheduling, you must be aware of the exact amount of extended time each student will receive. In addition, you must be aware of security procedures during extended breaks (e.g., tests paused, no student access to electronic devices, etc.).

- When testing students who are allowed certain accommodations, you may need to modify the administration scripts (e.g., change timing references if students have an extended time accommodation). It is especially important that you review the scripts before testing begins to determine the necessary modifications.

Receive Materials

Your school assessment coordinator will provide you with the materials needed to administer each test session. Secure materials should be delivered or picked up immediately before the beginning of each test session. Verify that you have all necessary materials before testing begins.

Assemble Computer-Based Test Materials

The following test materials will be provided for students participating in Star assessment administrations on the computer, as applicable:

- Headphones/Earbuds (all students taking Star Math and Star Early Literacy)
- Scratch paper (Star Math only)

Handheld four-function calculators for students with an accommodation. See page 8 for more information about the calculator accommodations. Follow the instructions in the appropriate scripts located in the test administration manual on the portal. Renaissance Test Administration Manuals are available here: **https://flfast.org/en/resources/renaissance-star/star-test-administration-manuals**.

Assemble Regular Print Materials

The following test materials will be provided for students using regular print materials, as applicable:

- FAST Star Reading Test and Response Books
- FAST Mathematics Test and Response Books

For regular print paper-based administrations, follow the instructions in the PBT accommodated script, located on the portal, and read the scripts **verbatim** to students. Students using regular print materials record their responses directly in the regular print test documents. **School/district personnel must enter student responses into the Renaissance Growth Platform (RGP).** Regular print test documents that are not entered into the RGP will not receive a score.

Assemble Large Print Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using large print materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator.

Students using large print materials record their responses directly in the large print test documents. **School/district personnel must enter student responses into the Renaissance Growth Platform (RGP).** Large print test documents that are not entered into the RGP will not receive a score.

Assemble the following large print test materials:

Test Administrator

- Required Administration Information

Student

- Large Print Test and Response Books

Large Print Scripts

You will use the applicable paper-based test administration scripts provided on the portal to administer assessments to students using large print materials.

Prepare Student Large Print FAST Assessments Documents

Ensure the student name is written on the front cover of the large print test and response book. PreID labels are not required for FAST large print test and response books.

Transcribe Large Print FAST Student Responses

Students using large print materials will record their responses directly in the large print test and response book. School/district personnel **must** enter the student's responses from the large print test and response book into the Renaissance Growth Platform (RGP). It is recommended that one school/district staff member enters the student's responses into the RGP and another staff member reviews the entries to ensure accuracy.

Flexible responding accommodations should be provided as necessary to eligible students using large print materials to ensure that student responses are recorded correctly. If a student using large print materials provides verbal or signed responses, you may record the student's responses directly into the RGP or you may record the student's responses in the large print test and response book and then the responses must be transcribed into the RGP for scoring.

If a student is using multiple learning media (e.g., a student uses large print materials and records his or her responses in a regular print test and response book), make sure that **all** of the student's responses are in **one** document type, and then enter the student's responses.

Assemble One-Item-Per-Page Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using one-item-per-page materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator.

For Administering FAST Assessments

Students using one-item-per-page materials record their responses directly in the one-item-per-page print test documents. **School/district personnel must enter student responses into the Renaissance Growth Platform (RGP).** One-item-per-page test documents that are not entered into the RGP may not receive a score.

Assemble the following one-item-per-page test materials:

Test Administrator

  •   Required Administration Information

Student

  •   One-Item-Per-Page Test and Response Books

One-Item-Per-Page Script

You will use the applicable paper-based test administration scripts provided on the portal to administer assessments to students using one-item-per-page materials. **Modifications to the test administration scripts should be made as specified below.** It is important that you review the scripts and modifications before testing begins.

Modification for All Subjects

- Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test and response book. The box in the upper right corner of the title page must be completed by each student, and school/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print document has been filled in accurately and completely.

- Omit instructions to remove the seal. The one-item-per-page test and response books do not contain seals.

- Refer to or distribute the appropriate page(s) to students as the remaining directions in the scripts are read aloud.

Prepare Student One-Item-Per-Page FAST Assessments Documents

Ensure the student name, school name, and district name is written on the front cover of the one-item-per-page test and response book. PreID labels are not required for FAST one-item-per-page test and response books.

Transcribe One-Item-Per-Page FAST Student Responses

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and response book. School/district personnel **must** enter the student's responses from the one-item-per-page test and response book into the Renaissance Growth Platform (RGP). It is recommended that one school/district staff member enters the student's responses into the RGP and another staff member reviews the entries to ensure accuracy.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses are recorded correctly. If a student using one-item-per-page materials provides verbal or signed responses, you may record the student's responses directly into the RGP or you may record the student's responses in the large print test and response book and then the responses must be transcribed into the RGP for scoring.

If a student is using multiple learning media (e.g., a student uses large print materials and records his or her responses in a one-item-per-page test and response book), make sure that **all** of the student's responses are in **one** document type, and then enter the student's responses.

Instructions for Oral Presentation Accommodations

Assessment	What is available in the platform?	How do we administer accommodations to students who require all items and responses to be read aloud?
Star Early Literacy	The test is designed to read all test items aloud to students. Answer choices are not read aloud.	Oral presentation of all items and responses is not appropriate for Star Early Literacy as many items are gauging students' pre-reading skills and hearing the responses read aloud may clue students to the correct response. Schools should evaluate the appropriateness of the assessment if students have oral presentation accommodations for all items and responses on assessments.
Star Reading	No allowable audio support/read-aloud option is available for this assessment in the platform.	Oral presentation accommodations for Star Reading must be administered by a human reader. See section below for allowable content that may be read aloud on Star Reading.
Star Math	Audio support available in the platform. (The platform will read some items if they have difficult words, see page 26 for more information.)	• A screen reader accommodation is available in the platform if the student's device has JAWS or other screen reading software installed. The screen reader will read everything on the screen, including all items and responses. • A human reader may be provided to read the items and responses to students, and to describe graphics, as appropriate.

Use the instructions and examples below and on the following pages when providing oral presentation of an assessment to eligible students who have the accommodation documented in an IEP or Section 504 Plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language.

For students with an oral presentation accommodation taking Star Math, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/incorrect response.

Passages in Star Reading tests may **not** be read aloud to students, with the exception of students who have been approved for a unique accommodation. For a student to qualify for the unique accommodation that allows auditory presentation of Star Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. These unique accommodations must be submitted every calendar year by the district assessment coordinator to FDOE for approval. The unique accommodation that allows auditory presentation of reading passages for students with a documented deficit in decoding is not available for Star Early Literacy or Star Reading.
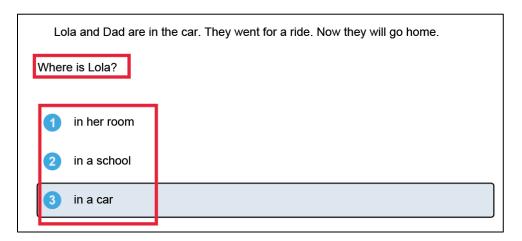
Note: For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs) or recently exited ELLs.
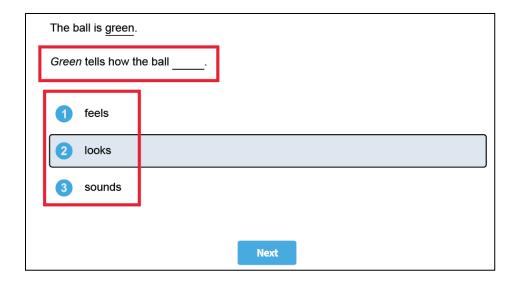
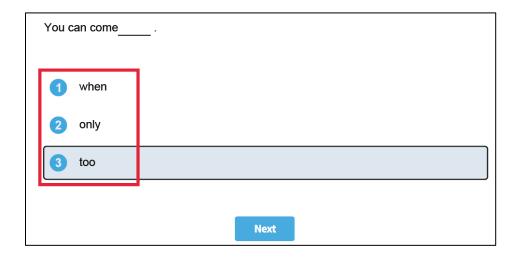Please note the following for Star Reading assessments.

1. Directions, test questions, and answer choices may be read aloud.

2. Passages may **not** be read aloud, with the exception of students who have been approved for a unique accommodation (see above).

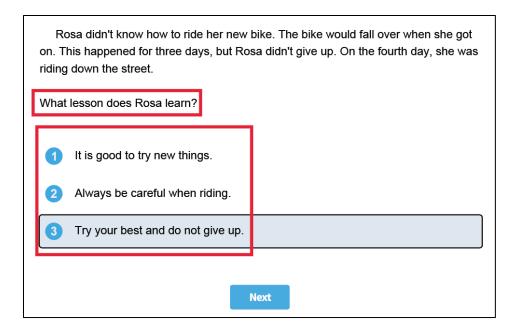## Star Reading Examples

In the following examples, the text in the red boxes may be read aloud for students with an oral presentation accommodation on their IEPs/504 Plans:
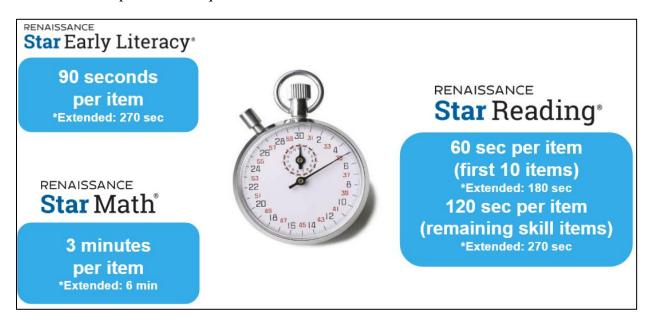
Lola and Dad are in the car. They went for a ride. Now they will go home.

Where is Lola?

1. in her room

2. in a school

3. in a car

The ball is <u>green</u>.

Green tells how the ball _____ .

1. feels
2. looks
3. sounds

Next

You can come _____ .

1. when
2. only
3. too

Next

Rosa didn't know how to ride her new bike. The bike would fall over when she got on. This happened for three days, but Rosa didn't give up. On the fourth day, she was riding down the street.

What lesson does Rosa learn?

1 It is good to try new things.

2 Always be careful when riding.

3 Try your best and do not give up.

Next

Star Math Guidance

For students with an oral presentation accommodation taking Star Math, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, and graphs described to them in the classroom, it would not be appropriate to describe them on the statewide assessments.

Standard and Extended Time Limits

For students who need more than the Extended Time limits or who need extended time that falls between the Standard and Extended Time Limits, Unlimited Time can be used instead, and the TA will need to keep track of how much time the student is allowed per test. Extended time may be enabled for students who do not have an IEP or Section 504 Plan and who may benefit from more time to respond to each question.

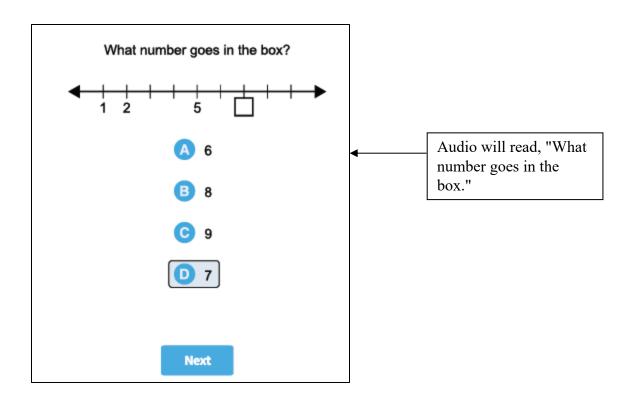| Item Time Limits				
	Standard Time Limit Per Item		**Extended Time Limit**	
Star Early Literacy	90 Seconds		270 Seconds	
Star Reading	Items 1–10	60 seconds	Items 1–10	180 seconds
	Items 11–34	90 seconds	Items 11–34	270 seconds
Star Math	3 minutes		6 minutes	

Star Math Audio Support

The purpose of this section is to give examples of the Audio On for Star Math that is allowed for all students. More information about how to set Star Math Audio Support is available here: **https://help2.renaissance.com/prefs/21020**.
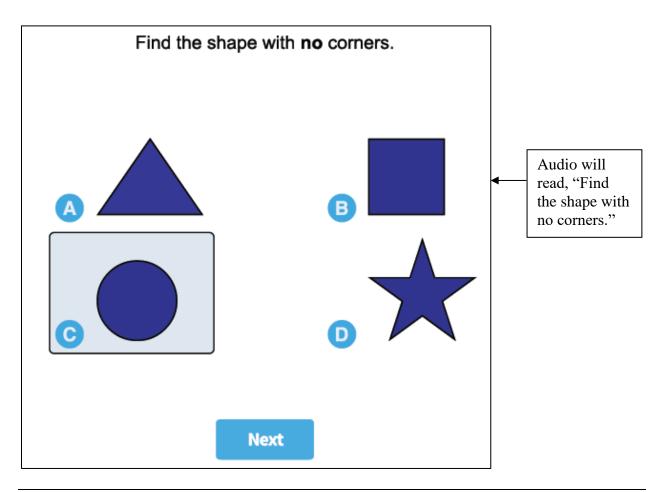
For students who have oral presentation on their IEPs or 504 Plans, they may be read items in a manner similar to how they receive oral presentation in the classroom. However, this would require the student have a screen reader software like JAWS or a human reader to administer this accommodation as the Audio & Auto-Play will only read certain content.
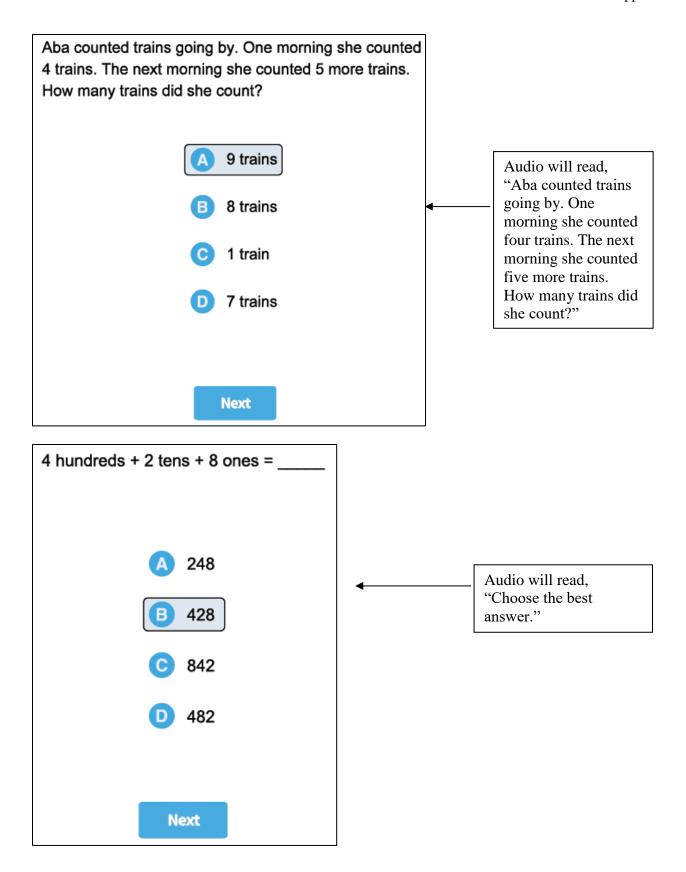
All items in the Star Math item bank have audio support available. The following are examples of the types of audio support provided when the Star Math Audio preference or the Accommodations – Audio is set:
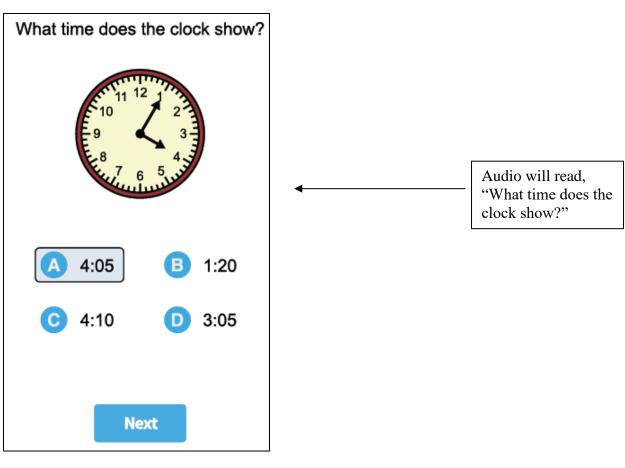
- Audio support is available for items in which the question (or stem) involves reading or for items with difficult words. If a stem is a simple question, for example, $2 + 7 =$, the audio will not read the item, but will instead state, "Choose the best answer."

- Labels and information in tables and graphics will not be read aloud. Text above or below a graphic or math expression that is part of the stem will have audio.

- Answer choices will be read if they contain text that would pose significant difficulty for struggling readers.

- For items that require labeling an object, the stem may not be read aloud. That is because in some cases, use of the correct name gives students hearing the audio an advantage. For example, if a stem asks, "A (image of a dime) is the same as ___?," the audio support would simply be, "Choose the best answer."
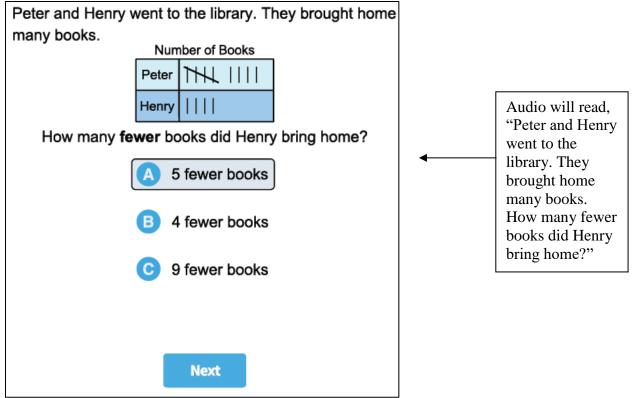
Here are some additional examples of the audio support available in the platform.

What number goes in the box?

1 2   5

A 6

B 8

C 9

D 7

Next

Audio will read, "What number goes in the box."

Find the shape with **no** corners.

A

B

C

D

Next

Audio will read, "Find the shape with no corners."

Aba counted trains going by. One morning she counted 4 trains. The next morning she counted 5 more trains. How many trains did she count?

A 9 trains

B 8 trains

C 1 train

D 7 trains

Next

Audio will read, "Aba counted trains going by. One morning she counted four trains. The next morning she counted five more trains. How many trains did she count?"

4 hundreds + 2 tens + 8 ones = _____

A 248

B 428

C 842

D 482

Next

Audio will read, "Choose the best answer."

What time does the clock show?

A 4:05   B 1:20

C 4:10   D 3:05

Next

Audio will read, "What time does the clock show?"

Peter and Henry went to the library. They brought home many books.

Number of Books

| Peter | ~~||||~~ |||| |
| Henry | |||| |

How many **fewer** books did Henry bring home?

A 5 fewer books

B 4 fewer books

C 9 fewer books

Next

Audio will read, "Peter and Henry went to the library. They brought home many books. How many fewer books did Henry bring home?"

<u>Test Administrator Guidelines for Paper-Based Star Math Audio Support</u>

The purpose of this section is to provide guidance to test administrators regarding what text will be read aloud to all students using a paper-based version of the Star Math.

- If an audio icon is to the right of an item, the test administrator may read the item stem.
  - Numbers and math expressions are only read when they are embedded within sentences. A colon marks the end of a complete sentence, so an expression following a colon is not read.
  - If an item has text both above and below a graphic or math expression, the text above the graphic or math expression should be read, followed by a pause, then the text below the graphic or math expression should be read. The graphic cannot be described by the test administrator unless the student has an accommodation for oral presentation.
- When there is an audio indicator to the right of the item answer options, the test administrator may read the answer options. Unless indicated, the test administrator may not read the answer options.
- When there is no audio indicator on the item, the test administrator may only say, "Choose the best answer."
- The test administrator may repeat the reading of the indicated elements as many times as the student requests.
- If the student has an oral presentation accommodation, the test administrator may read items and responses according to their accommodation. See page 21 for additional details.

Appendix A. Change Log

Location	Change	Date
Accommodations Available in the Renaissance Platform	Added an exception below the table to note that Extended Time can be enabled for students who do not have an IEP or Section 504 Plan and who may benefit from more time to respond to each question.	December 14, 2022
Flexible Scheduling; SAC Responsibilities and Instructions	Added language to address that Extended Time can be enabled for students who do not have an IEP or Section 504 Plan and who may benefit from more time to respond to each question and that Unlimited Time is still limited to students who have it as an accommodation.	December 14, 2022
Standard and Extended Time Limits	Added language to address that Extended Time can be enabled for students who do not have an IEP or Section 504 Plan and who may benefit from more time to respond to each question.	December 14, 2022
Throughout the Guide	Added language and guidance to address that for PM3, paper-based accommodations are available in regular print, large print, and one-item-per-page formats.	March 31, 2023
Accommodations for Students with Disabilities	Noted additional accommodations that require the use of paper-based accommodations.	March 31, 2023
Accommodations for ELLs	Updated language for allowable electronic translation dictionaries and picture translation dictionaries.	March 31, 2023
Star Math Audio Support	Test Administrator Guidelines for Paper-Based Star Math Audio Support section added to provide guidance for test administrators who will administer the Star Math paper-based test.	March 31, 2023
Star Math Audio Support	Extended description boxes so that all of the text is legible.	April 5, 2023