

**PRIVATE SCHOOL APPLICATION TO ADMINISTER  
FCAT 2.0 AND EOC ASSESSMENTS IN 2013-14**

**Attachment H: Appendix A (Accommodations) of the EOC  
Test Administration Manual**

- See question #19 in the application.
- This is a portion of the appendix that is also part of Attachment G.
- The only portion that is reprinted here has to do with the policies. More information, including scripts, is found in Appendix A of Attachment G.

# **Appendix A: Accommodations**

# Overview

This appendix includes information about accommodations to the testing procedures that are allowable when administering the 2012–2013 EOC Assessments.

The accommodations described in this appendix are organized into sections by category (see table below).

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## Test Accommodations for Students with Disabilities (General Information)

As specified in this appendix, accommodations may be provided to students with disabilities enrolled in public schools with current IEPs or Section 504 plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the tests with appropriate allowable accommodations.

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

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

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

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3) (a), F.S., or Rule 6A-19.001(6), FAC, and
- Documentation that the requested accommodations are regularly used for instruction.

For further information, contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit the following website: [www.fldoe.org/ese/fcatasd.asp](http://www.fldoe.org/ese/fcatasd.asp).

## Computer-Based Accommodations for Students with Disabilities

Students with disabilities may participate in CBT administrations using accommodated CBT forms as indicated on their IEPs or Section 504 plans. Accommodated CBT forms may be included in the category of **flexible presentation accommodations** for CBT administrations. They may be provided to students along with other allowable test administration accommodations.

Accommodated CBT forms will be accessed using TestHear software, which is a separate software application from TestNav 6.9 that must be installed on each student workstation. TestHear only works on Windows operating systems or on Macs that run Mac OS X 10.5 or later and can also run Windows (e.g., via Boot Camp).

### A. Large Print Font

A fixed large print font size (18-point) that is an enlargement of the regular type is available for students who require it.

### B. Color Contrast

Options for variable font color and background color offer the capacity to display preselected font and background color combinations on the computer screen. Specific highlighter colors are also provided for students who require them.

The color combinations offered are:

- White Text/Black Background with Blue Tracking (Green Highlighter)
- Black Text/Beige Background with Green Tracking (Yellow Highlighter)
- Black Text/Light Green Background with Yellow Tracking (Orange Highlighter)

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Without the use of color contrast, the screen displays the following:

- Black Text/White Background with Blue Tracking (Blue Highlighter)

### C. Zoom

The zoom feature allows students to self-select print size and magnification. Zoom levels are: 1x, 1.25x, 1.5x, 1.75x, 2x, 2.25x, 2.5x, 2.75x, 3x, 3.5x, 4x, 5x, 6x, 7x, 8x, 10x.

### D. Screen Reader

The screen reader provides text-to-speech audio presentation of directions, test items, and answer choices.

### E. Assistive Devices

The assistive devices form allows the use of computer-based assistive devices with no other accommodated features enabled. The form is for use by students who require assistive devices but do not require other accommodated CBT forms. If students require assistive devices **and** any other accommodated CBT form(s), the appropriate accommodated form or form combination should be used.

### F. Combination Forms

Form Name	Accommodation(s)
Lrg Prt	Large Print
Zoom	Zoom
Col Con	Color Contrast
Scr Rdr	Screen Reader
Lrg Prt+Col Con	Large Print and Color Contrast
Lrg Prt+Scr Rdr	Large Print and Screen Reader
Lrg Prt+Col Con+Scr Rdr	Large Print, Color Contrast, and Screen Reader
Zoom+Col Con	Zoom and Color Contrast
Zoom+Scr Rdr	Zoom and Screen Reader
Zoom+Col Con+Scr Rdr	Zoom, Color Contrast, and Screen Reader
Col Con+Scr Rdr	Color Contrast and Screen Reader
Assistive Devices	Assistive Devices

## Paper-Based Accommodations for Students with Disabilities

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Students with disabilities may participate in CBT administrations using paper-based accommodations as indicated on their IEPs or Section 504 plans. The scripts for administering paper-based tests are provided on pages 223–256. Paper-based accommodations may be included in the category of **flexible presentation accommodations** for CBT administrations and may be provided to students along with other allowable test administration accommodations.

In order to receive paper-based test materials for any CBT administration, the requirement for a paper-based test **OR** one or more of the following conditions should be documented on a student's IEP or Section 504 plan:

- The student cannot access a 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 hospital/homebound.

## A. Regular Print

- A regular print paper version of the test may be requested for a student who requires it.

## B. Braille

- A braille version may be requested for a student who uses braille materials. Some test items may be altered in format for braille versions of the test as authorized by the Department. Test items that have no application for the braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the braille format will be deleted according to the requirements of s. 1008.22, F.S.

## C. Large Print

- Beginning with the Spring 2013 administration, a paper-based large print version of the test may be requested as a **unique accommodation** for eligible students who are unable to access the computer-based large print form via TestHear.

# Administration Accommodations for Students with Disabilities

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Administration accommodations must be provided as indicated on student IEPs or Section 504 plans. Listed below are allowable administration accommodations for the 2012–2013 EOC Assessments. Not all allowable accommodations are listed.

## A. Flexible Presentation

- Paper-based test materials (regular print, braille, large print) and accommodated computer-based test forms (large print font, color contrast, zoom, screen reader) may be requested for students who require them.
- Oral presentation may be provided for all directions and items other than reading passages and items.
  - The test administrator may read aloud all mathematics, science, and history items and answer choices. These test items may not be reworded, summarized, or simplified. When reading answer choices, the test administrator must be very careful not to use inflection that might lead a student to the correct/incorrect responses.
- Signed presentation may be provided for all directions and items other than reading passages and items. Reading passages, items, and answer choices may not be signed, but must be read by the student through visual or tactile means. The test administrator may translate using the same method of sign language that the student regularly uses in the classroom, but must be careful not to use signs that might lead the student to the correct response. In such cases, fingerspelling may be used as an alternative.
- For oral or signed presentation, the test administrator may sign or read aloud items, other than reading passages and items, to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include, but are not limited to, reading/signing items to a group of students, reading/signing every item to a student individually, reading/signing items only when a student requests.

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- Test directions may be repeated, clarified, or summarized.
- A student may be provided with a copy of directions from the administration script that is read by the test administrator.
- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating or paraphrasing).
- A student may read aloud test items and answer choices to him/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.
- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to cue a student regarding correct/incorrect responses.
- Students may use magnification devices (e.g., CCTV/video magnifier, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of the test may be masked to direct attention to uncovered item(s).
- Colored transparencies/overlays may be used.
- Test books may be secured to a work area if no adhesives are used on scannable documents. If necessary, scannable documents may also be secured with adhesives if responses are transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, items, and passages.

## B. Flexible Responding

- The student may use varied methods to respond to the test, including written, signed, and verbal responses. (Written responses may include the use of devices such as the Graphic Aid for Mathematics or the geoboard for students using braille.) A test administrator or proctor may transcribe student responses to the format required by the test. Recorded responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor.
- A student may dictate responses to a proctor.
- A student may use speech-to-text technology to record answers.
- A student may indicate answers to test items using the mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer switch to indicate answers.
- A student may use a computer/alternative keyboard to indicate answers.
- A student may use a pointing device to indicate answers.
- A student may use other communication devices to indicate answers.
- A student may use mathematics grids/guides to organize mathematical computation.
- A student may use special paper such as raised line, shaded line, or color-coded (would require that responses are then transcribed by school/district personnel).
- Test administrators may check periodically to be sure that students are entering answer choices correctly on the computer or marking in the correct spaces in the test book.

## C. Flexible Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the test sessions. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share responses or change responses to items that were already completed.
- A student may use a specific time of day for specific sessions.

- A student may be provided extended time to complete a test. Extended time must be provided in accordance with the student's IEP or Section 504 plan. **Extended time is not unlimited time**; it should align with the accommodation used regularly in the student's classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the testing session prior to the expiration of the extended time.

Other considerations for **Scheduling** accommodations when administering the 2012–2013 EOC Assessments to students with disabilities include:

- Each EOC Assessment must be completed within one school day. Students who have a flexible scheduling accommodation that allows them to test over more than one day will be required to participate in testing using paper-based test materials.
- For students using paper-based test materials to test over more than one day, the following conditions must be maintained to ensure the validity of the test administration across days:
  - The student may not be permitted to change his or her responses to items that were completed on a previous day.
  - The test administrator must closely supervise the administration of the test on an individual basis to ensure that answers from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
  - The test administrator must use a paper clip or binder clip to secure the answer documents and prevent the student from reviewing his or her answers from the previous day. **ALL CLIPS MUST BE REMOVED AFTER TESTING.** Staples or tape should **NOT** be used on books containing student answers.

## D. Flexible Setting

- Administer the test in a familiar place with a test proctor present and/or by a familiar person who has been appropriately trained to administer the test. Procedures for test security must also be followed and precautions taken in order to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a size comparable to the normal instruction group size indicated on the student's IEP or Section 504 plan.
- If a student requires use of an accommodation that may disturb other students, the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound or special rooms may be used to decrease auditory distractions.
- Increase or decrease the opportunity for movement.
- Reduce stimuli (e.g., limit the number of items around the student's desk or computer station).
- White noise/sound machines or approved music may be used to reduce auditory distractions.

## E. Assistive Devices and Tools

- Other computer software or applications cannot be accessed while a student is testing on TestNav, the non-accommodated computer-based testing system. Any student who requires software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators) must use the TestHear software, even if the student does not require another accommodated CBT form.
- 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.



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- Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- For students with visual impairments, an abacus and products such as the Graphic Aid for Mathematics, Math Window<sup>®</sup>, and the geoboard may be used. These devices are approved substitutes for paper and pencil computation.
- Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in the instructional setting and may **not** contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.
- Manipulative materials, including, but not limited to, counters, base-10 blocks, clock faces, or geometric shapes, **are not allowed** to be used by any student during the test administration.
  - FOR BRAILLE MATERIALS ONLY: While the use of manipulatives is not an allowable accommodation, occasionally an item in a **braille** test will require the use of manipulatives to give the student a tactile reference. If/when such items occur, test administrators will be provided with the instructions allowing students to use the manipulatives for those specific test items only. This modification is approved by the Department and applies only to students using braille test materials.

## IEP/Section 504 Accommodations Quick Reference Guide

Accommodation Category	Accommodation	Administration(s)
Flexible Presentation	TestHear Accommodated CBT Forms <ul style="list-style-type: none"> <li>■ Large Print Font</li> <li>■ Color Contrast</li> <li>■ Zoom</li> <li>■ Screen Reader</li> </ul>	Winter 2012: Algebra 1, Biology 1, Geometry Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History
	Regular Print Paper-Based Accommodation	Winter 2012: Algebra 1, Biology 1, Geometry Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History
	Braille Paper-Based Accommodation	Winter 2012: Algebra 1, Biology 1, Geometry Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History
	Large Print Paper-Based Accommodation (unique accommodation only)	Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History
	Oral Presentation (by human reader)	Winter 2012: Algebra 1, Biology 1, Geometry Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History, Civics FT Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History
Flexible Scheduling	Extended Time <ul style="list-style-type: none"> <li>■ Up to one school day</li> </ul>	Winter 2012: Algebra 1, Biology 1, Geometry Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History, Civics FT Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History
Assistive Devices	TestHear Accommodated CBT Form(s)	Winter 2012: Algebra 1, Biology 1, Geometry Spring 2013: Algebra 1, Biology 1, Geometry, U.S. History Summer 2013: Algebra 1, Biology 1, Geometry, U.S. History

## Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations usually involve alterations of existing test materials. In addition, they must be regularly used by the student for classroom instruction and must not alter the underlying content of the test. Each unique accommodation must be approved by the Commissioner of Education prior to its use. Written requests for unique accommodations must be submitted by using the *Unique Accommodations Request Form*. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district exceptional student education (ESE) coordinator and the district assessment coordinator are required.

## Administration Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to students identified as ELLs. Allowable accommodations for ELLs are listed below. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without accommodations, must be completed during the prescribed testing dates.

Instruct test administrators to follow the testing procedures outlined in the rest of this manual and to give special assistance only to students who are eligible for assistance as stated in this appendix.

**Flexible Setting.** ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents 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.

**Flexible Scheduling.** ELLs may take a test session during several brief periods within one school day; however, each EOC Assessment must be completed within one school day.

- **Additional Time.** ELLs may be provided additional time; however, each EOC assessment must be completed within one school day.

**Assistance in Heritage Language.** ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The ESOL or heritage language teacher may answer student questions about the general test directions in their 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.

- **Mathematics, Science, and History.** The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve problems and answer test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item.

**Approved Dictionary.** ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

# TestHear (Accommodated CBT Forms)

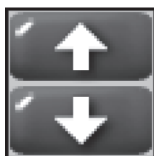
## TestHear Functionality

TestHear is a computer-based platform that is similar to TestNav 6.9 but provides accommodated forms and allows the use of specific assistive devices. TestHear software must be installed on each computer that will be used by students who require accommodated forms or assistive devices. See [www.FLAssessments.com/MinimumSpecs](http://www.FLAssessments.com/MinimumSpecs) for the specifications for TestHear. This section describes how to use the different features of TestHear. The descriptions, including keyboard shortcuts, provided below are also available to students from the Help tool in TestHear.

TestHear has buttons on the top and bottom of the screen. The buttons tell the computer to do a certain operation when clicked using your mouse. You can also use keyboard shortcuts instead of buttons to do certain operations. The following table gives a description of the buttons and the corresponding keyboard shortcuts.



**Note:** Some of the buttons may not be available because of the particular accommodations permitted on your test.

The top buttons flip between Test Tools and Accessibility Tools when you click on the flip button in the top right corner. The flip button looks like:








## Accessibility Tools

Use the Accessibility Tools to change how the test looks or sounds to you.



Operation	Using Buttons	Keyboard Shortcuts	Applicable Accommodated Form
Adjust colors and computer voice. Adjust size of cursor.		Ctrl+M	Color Contrast Screen Reader Zoom
Read slower.		Ctrl+PageUp Ctrl+Alt+PageUp	Screen Reader








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Operation	Using Buttons	Keyboard Shortcuts	Applicable Accommodated Form
Read faster.		Ctrl+PageDown Ctrl+Alt+PageDown	Screen Reader
Make the print appear smaller.		Ctrl+Minus	Zoom
Make the print appear bigger.		Ctrl+Plus	Zoom
Change the colors on the screen.		F3	Color Contrast
Allow you to move the text by holding down the left button of the mouse. Turn off pan before answering any questions.		F4	Color Contrast Large Print Screen Reader Zoom Assistive Devices

## Test Tools

Use the Test Tools to help answer the questions and to mark your answers. Some test tools, such as the Notepad and Straight Edge, are available only for particular questions.

Operation	Using Buttons	Keyboard Shortcuts
<p><b>Selection</b></p> <p>Select your answer choice. You may also type your answer with the keyboard. Additionally, you may use the Selection tool to read or move to different parts of the test.</p>		F5
<p><b>Eliminate Choice</b></p> <p>Mark answer choices that you do not wish to consider.</p>		F6









Operation	Using Buttons	Keyboard Shortcuts
<p><b>Highlighter</b> Highlight text or graphics.</p>		F7
<p><b>Eraser</b> Undo lines or highlights from the Eliminate Choice or Highlighter tools.</p>		F8
<p><b>Notepad</b> Show a notepad where you may make notes for the particular question you are answering. Click the button again to hide the notepad.</p>		F9
<p><b>Straight Edge</b> Show a straight edge. Click the button again to hide the straight edge. You may move and rotate the straight edge into any position you want.</p>		F11
<p><b>Click Navigate</b> Click on text or graphics to hear them read aloud.</p>		F12
<p><b>Exhibit</b> Show additional information for this question. Some questions do not have any additional information.</p>		F2
<p><b>Help</b> Show help about this test tool.</p>		F1










TestHear helps you to track your reading position by changing the color and background of the text. Depending on your accommodations, TestHear may read aloud the text, too. TestHear automatically pans or scrolls the window so that you can always see your reading position in the test.

Use the bottom buttons to change your reading position in the test. You may also use the Click Navigate tool to jump to any part of the test.

## Navigation Tools

Use the Navigation Tools to read the test or move to different parts of the test. The Click Navigate tool is located at the top of the TestHear software screen. The remaining Navigation tools are located along the bottom of the TestHear software screen. Unless otherwise indicated, these tools are available for all accommodated forms and subject areas.

Operation	Using Buttons	Keyboard Shortcuts
Start or stop reading. (Screen Reader only)	 	Spacebar
Moves to the previous sentence.		Left arrow
Moves to the next sentence.		Right arrow
Moves to the previous paragraph.		Up arrow
Moves to the next paragraph.		Down arrow
Moves to the passage.		Ctrl+P
Moves to the question.		Ctrl+Q

Operation	Using Buttons	Keyboard Shortcuts
Moves to the first answer choice.		Ctrl+A
Changes how much of the passage you can see.		Ctrl+S
Clears your answer choices.		Ctrl+Delete
Mark this question for review.		Ctrl+R
Goes back to the previous question.		Ctrl+Left arrow
Goes to the next question.		Ctrl+Right arrow
Goes to the question list.		Ctrl+G
Saves your answers and exits the test.		Ctrl+X
Submits your answers for final scoring and exits the test.		Ctrl+B



## Help

The TestHear software includes a Help menu containing more detailed descriptions of the Test Tools. The text of the help sections is included below.

### Selection

You may use this tool to select your answer choice. Point at your choice and click the left mouse button to select it. You may also type your answer with the keyboard.

Clicking the GoTo button on the bottom tool bar shows a page listing all the questions on the test. This question list page has links to each question. To jump to a question, use the Selection tool to click on the question name.

To select the Selection tool, press F5 or click the Selection button on the tool bar at the top of the screen:



Selecting the Selection tool will change your cursor to this:



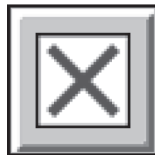
This completes the Selection tool Help.

### Eliminate Choice

Use the Eliminate Choice tool to mark choices that you do not wish to consider.

- You can eliminate as many choices as you want.
- You will receive a reminder if you try to eliminate a choice that has been marked as the correct answer.
- You will receive a reminder if you try to select a choice that has an eliminate choice mark on it.

To select the Eliminate Choice tool, press F6 or click the Eliminate Choice button on the tool bar at the top of the screen:



Selecting the Eliminate Choice tool will change your cursor to this:



To eliminate a choice, click on the choice you believe is not correct.

To remove an eliminate choice mark, click again on the choice using the Eliminate Choice tool.

Click once on the Eliminate Choice button on the tool bar to put the Eliminate Choice tool away. You may also use the F6 keyboard shortcut to put the tool away. You must put the tool away before answering a question.

This completes the Eliminate Choice Help.

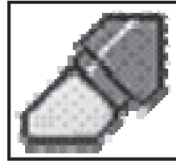
**Highlighter**

Use the Highlighter tool to highlight text or graphics.

To select the Highlighter, press F7 or click the Highlighter button on the tool bar at the top of the screen:



Selecting the Highlighter tool will change your cursor to this:



To draw a highlight:

1. Position the cursor in the upper left corner of the information you wish to highlight.
2. Click and drag a rectangle around the information you wish to highlight.
3. When you release the mouse button, the information will be highlighted.

Click again on the Highlighter button on the tool bar to put the Highlighter tool away. You may also press F7 to put the Highlighter away. You must put the tool away before answering a question.

This completes the Highlighter Help.

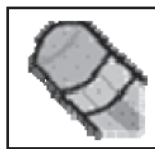
**Eraser**

Use the Eraser to remove lines or highlights.

To select the Eraser, press F8 or click on the Eraser button at the top of the screen:



Selecting the Eraser tool will change your cursor to this:



To erase a line or highlight that you have created, click the Eraser button and then click once on the thing you want to erase.

You can erase only lines or highlights you have added to the item. You cannot erase any of the original item content.

Click the Eraser button on the tool bar to put the Eraser away. You may also use the F8 keyboard shortcut to put the Eraser away. You must put the Eraser away before answering a question.

This completes the Eraser Help.

## Appendix A: Accommodations

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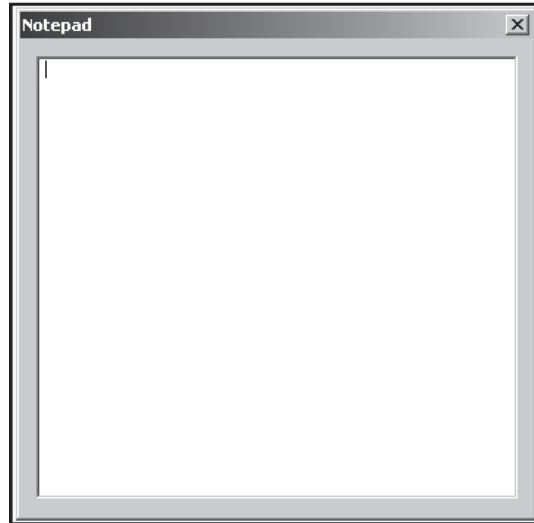
### Notepad

Use the Notepad tool to show a notepad area where you may type notes.

To show the Notepad, press F9 or click the Notepad button on the tool bar at the top of the screen:



The Notepad will pop-up and look like:



Type any notes you wish in the central area. Adjust the zoom level before you click the Notepad button to change the text size used in the Notepad.

To put the Notepad away, click on the Notepad button again. You may also press F9 to put the Notepad away.

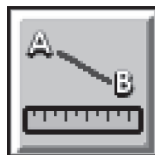
Each question has its own Notepad. If you return to a question at a later time and show the Notepad again, you will see your notes.

This completes the Notepad Help.

### Straight Edge

Use the Straight Edge tool to show a straight edge that you can move around.

To show the Straight Edge, press F11 or click the Straight Edge button on the tool bar at the top of the screen:



The straight edge will pop-up and look like:



To move the straight edge:

1. Move the cursor over the colored area.
2. Press the left mouse button and hold it down.
3. Move the mouse to drag the straight edge to wherever you want it on the screen.
4. Release the left mouse button.

To rotate the straight edge:

1. Move the cursor over the white area.
2. Press the left mouse button and hold it down.
3. Move the mouse to rotate the straight edge to whatever angle you want it on the screen.
4. Release the left mouse button.

To put the Straight Edge away, click on the Straight Edge button again. You may also press F11 to put the Straight Edge away.

This completes the Straight Edge Help.

### Click Navigate

Use the Click Navigate tool to move to any text or graphics in the test.

To select the Click Navigate tool, press F12 or click the Click Navigate button on the tool bar at the top of the screen:



Selecting the Click Navigate tool will change your cursor to this:



Click on any text or graphics in the test and TestHear will jump there. You may use the Navigation Tool buttons such as Read or Next and Previous Sentence to continue reading from that position in the test. You may also click anywhere else in the test and jump to that position.

Click again on the Click Navigate button on the tool bar to put the Click Navigate tool away. You may also use the F12 keyboard shortcut to put the tool away. You must put the tool away before answering a question.

This completes the Click Navigate Help.

### Exhibit

Exhibits provide more information about specific questions.

To select an exhibit, press F2 or click on the Exhibit button at the top of the screen:



## Appendix A: Accommodations

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The exhibit will open in a separate window on the screen.

Move the window by clicking and dragging the title bar.

To close the Exhibit window:

- Click the Exhibit icon on the tool bar  
or
- Click the close button  
or
- Press F2

This completes the Exhibit Help.

**Note:** While TestHear says the Exhibit provides information about specific questions, Florida uses the Exhibit tool to display the reference sheet, directions for completing response grids/fill-in response items, and/or calculator instructions as appropriate for the subject area test.

**PRIVATE SCHOOL APPLICATION TO ADMINISTER  
FCAT 2.0 AND EOC ASSESSMENTS IN 2013-14**

**Attachment H: Appendix A (Accommodations) of the EOC  
Test Administration Manual**

**SIGNATURE PAGE**

I hereby confirm that I have read and will abide by Attachment H: Appendix A (Accommodations) of the EOC Test Administration Manual.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name – Please Print

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date