

## **Approved Accommodations for Florida Oral Reading Fluency**

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their skills in the core literacy skill areas. Assessment and accommodations to assessment should be consistent with the primary goal of accurately estimating the child's skills in accuracy and fluency with connected text, reading comprehension, and vocabulary development.

These approved accommodations are unlikely to change substantially the meaning or interpretation of scores on the measures or the target skill being assessed by the measure. When approved accommodations are used, the regular interpretation guidelines apply, and the scores can be entered into the Progress Monitoring and Reporting Network (PMRN) for reporting and interpretation.

When the reading fluency assessments are administered in ways different from both a standard administration and the approved accommodations, the administration is considered a non-standardized administration and the resulting scores cannot be interpreted with the interpretive and reporting procedures. Scores from a nonstandard administration using unapproved accommodations should not be entered into the PMRN for reporting and analysis. For example, extended time or un-timed administration would not be an approved accommodation. Fluency is an integral aspect of the construct being assessed. Scores from an un-timed administration would not be comparable or interpretable with the procedures for reporting and interpreting scores. An interventionist may elect to administer a passage in an un-timed way, but the scores should not be entered into the PMRN, the reliability and validity data would not be applicable, and the benchmark goals would not be relevant or appropriate.

### **Changes in Test Administration and Scoring that are Not Approved Accommodations**

**Timing.** Changes in the timing of assessments or un-timed administrations are not approved accommodations. If the passages are administered under un-timed conditions or with extended time, the scores should not be entered into the PMRN. In addition, the research establishing the reliability and validity of the measures would not apply to un-timed or extended time administrations. In addition, the scoring guidelines for interpreting level of risk would not apply.

### **Approved Accommodations for Retesting and Test-Teach-Test**

A powerful accommodation for students who experience a variety of difficulties is to repeat the assessment under different conditions or with different testers. Retesting should take place on different days with different probes under different conditions that are considered to potentially impact student performance. The average of the two most recent assessments should be used as the best indicator of the child's skills.

### **Approved Accommodations for Setting and Tester**

The child may be tested in an alternate setting. For example, a special room with minimal distractions, complete quiet, or enhanced or specialized lighting may be used.

The child may be tested with a familiar person, interpreter, specialist, or other facilitator present. The familiar person or interpreter may assist in supporting the student and tester to obtain an accurate estimate of the student's skills.

The child may be tested by a tester with whom the child is comfortable and who is familiar with the child's language and communicative strategies. For example, the child's teacher or an aide especially familiar to the child. In all cases the tester must receive appropriate training, observation, and supervision.

The child may be tested by a professional with relevant specialized training. For example, a child with severe articulation difficulty might be tested by a Speech-Language Pathologist. Appropriate training is essential.

### **Approved Accommodations for Directions**

The child's understanding of directions can be checked. For example, the child can be asked to repeat or summarize the directions.

The directions can be provided in a manner more accessible to the child. For example, directions can be provided in sign language for a child who would be more comfortable with sign than verbal directions. A child with limited English proficiency may be provided with the directions in their primary language. For example, to assess a child's early literacy skills in English, directions for the task may be provided in Spanish and stimulus items presented in English.

### **Approved Accommodations for Stimulus Materials**

Large print or enlarged edition of stimulus materials may be used.

Closed-circuit TV for enlargement of print and picture stimuli is appropriate if necessary to enhance performance for students with low vision.

Colored overlays, filters, or lighting is appropriate if vision and performance are enhanced.

If a student has sufficient skills with Braille, a Braille edition of stimulus materials may be used. Scores for the Braille edition may not be directly comparable.

An alternate font for stimulus materials may be used. The target for any font is a font that would be used in reading materials in the student's grade.

Amplification or a direct sound system from tester to student are appropriate if it will facilitate hear of directions or test stimuli.

### **Approved Accommodations for Student Responses**

If necessary to facilitate student responding, the student or tester may have a marker or ruler under a line of text or items in order to focus attention. This accommodation should only be used if necessary for the student to respond. In a standard administration, if the student skips a row, the row is not counted or penalized, and instructionally relevant information on the student's tracking skills is obtained.

The student may respond using a preferred or strongest mode of communication. For example, the student may sign, use a word board, or computer to use a word or read a passage. The tester should make a professional judgment regarding the fluency of response. **If the student's fluency is affected by the accommodation, then the standard scoring rules should not be applied.**