



Print Student's Name:	ID#:	Date:
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XI. ACCOMMODATIONS/MODIFICATIONS IN THE EDUCATIONAL SETTING (INSERT D)

(Excluding non-student days per school year)

List below any accommodations/modifications necessary to accurately measure the academic achievement, developmental and functional performance of the student including: the general education curriculum, extra curricular and/or non-academic activities. Note that the accommodations for assessment participation are to be checked (✓) below under the "Assessment Participation" section.

ACCOMMODATIONS/MODIFICATIONS	SERVICE LOCATION	DURATION		FREQUENCY e.g., daily, weekly, monthly, etc.
		Start (MM/DD/YY)	- End (MM/DD/YY)	
<input type="checkbox"/> ESOL strategies <input type="checkbox"/> home language strategies				

➔ PLEASE REVIEW THE EXEMPTION CRITERIA AND GUIDING QUESTIONS ON SECTION I OF INSERT D (PAGE 2 OF 2) PRIOR TO DETERMINING WHETHER THE STUDENT PARTICIPATES IN FCAT OR AN ALTERNATE ASSESSMENT. ➔

ASSESSMENT PARTICIPATION AND ACCOMMODATIONS

Will the student participate in the state assessment(s)? Yes No*

Will the student participate in the district assessment(s)? Yes No*

IF YES	Accommodations needed for participation in the district and statewide assessment(s) (if permitted by the test publisher) should be consistent with those needed for classroom instruction and assessment. These accommodations, which must also be implemented in the classroom setting, may include:				
	<u>FLEXIBLE SETTING:</u>	<u>FLEXIBLE SCHEDULING:</u>	<u>FLEXIBLE RESPONDING:</u>	<u>FLEXIBLE PRESENTATION:</u>	<input type="checkbox"/> <u>OTHER</u>
	<input type="checkbox"/> Individual	<input type="checkbox"/> Shortened sessions	<input type="checkbox"/> Mark answers directly in test booklets	<input type="checkbox"/> Directions/content read aloud	_____
	<input type="checkbox"/> Small group setting	<input type="checkbox"/> Additional time	<input type="checkbox"/> Dictate responses	<input type="checkbox"/> Device used to maintain visual attention	_____
		<input type="checkbox"/> Breaks		<input type="checkbox"/> Large print <input type="checkbox"/> Braille	_____

IF NO*	• Indicate why the state/district assessment is inappropriate: <input type="checkbox"/> Meets all exemption criteria* or <input type="checkbox"/> _____
	• Meets the state exemption criteria* as determined by the IEP team; alternate assessment to be given:
	<input type="checkbox"/> Brigance Inventory <input type="checkbox"/> Assessment and Learning Profile (ALP) <input type="checkbox"/> Other district approved assessment: _____

**SECTION I
EXEMPTION CRITERIA:**

IEP teams are responsible for determining whether students with disabilities will participate in the Florida Comprehensive Assessment Test (FCAT) or alternate assessment based on the following criteria referred to in Rule 6A-1.0943, Florida Administrative Code (FAC):

- The student's demonstrated cognitive ability prevents the student from completing the required coursework and achieving the Sunshine State Standards, even with appropriate and allowable course accommodations; **and**,
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities.

Low cognitive ability, the cognitive ability that would prevent a student from completing required coursework and Sunshine State Standards, is defined as significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

IEP teams should answer each of the following questions when determining whether FCAT or an alternate assessment is the appropriate assessment. If the IEP team answers "no" to one or more of the questions, the student should participate in the FCAT with accommodations, as appropriate:

- Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations?
- Is the student's demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
- Is the student participating in a modified or functional curriculum based upon competencies in the Sunshine State Standards for Special Diploma for all academic areas?
- Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities?
- Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

**SECTION II
Sections 1008.22(3)(c)(6) and 1008.22(3)(c)(8), F. S.,**

The IEP team assures that parents are informed of the implications of a student's nonparticipation in the FCAT and the implications for a student who is provided with classroom accommodations or modifications that are not permitted on FCAT.

Some factors to consider when discussing the implications include, but are not limited to, the following:

- Students who do not participate in the FCAT on a year to year basis may not be adequately prepared to meet the challenges of future assessments and may not be prepared to graduate with a standard diploma.
- Students who require an extensively modified curriculum and meet exemption criteria will not be prepared to graduate with a standard diploma.
- The provision of classroom accommodations or modifications that are not permitted on the FCAT may be necessary for the student to access an appropriate education. Nonetheless, these provisions may impact what the student is learning in the classroom and may impact the student when he or she is participating in the FCAT. Such accommodations and modifications to curricula may impact the student's ability to meet expected proficiency levels in reading, writing and math.

Informed Informed, but N/A

the implications of the student's nonparticipation in FCAT.
It is appropriate to indicate N/A for PreK-2 students and students who have already passed the FCAT.

If the following box is checked "Informed," the parent's signature must be included:

Informed Informed, but N/A

the implications of the student being provided with classroom accommodations or modifications that are not permitted on the FCAT. *It is appropriate to indicate N/A for PreK-2 students; students who have already passed the FCAT; and/or students whose classroom accommodations are all permitted on the FCAT.*

I give consent for my child to receive classroom accommodations and/or modifications that are not permitted on the FCAT. My signature acknowledges in writing:

- 1) I understand that classroom accommodations or modifications may be necessary for my child to access an appropriate education; and,
- 2) I understand the implications that the use of classroom accommodations and/or modifications that are not permitted on the FCAT *may* impact him or her when participating in the FCAT.

Parent/guardian signature

Date