



# K–2 Progress Monitoring Statewide Assessments Accommodations Guide

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2025–2026

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# Table of Contents

<b>Table of Contents .....</b>	<b>i</b>
<b>Introduction: The Florida Statewide Assessments .....</b>	<b>1</b>
Introduction.....	1
About This Guide.....	1
<b>General Information About Accommodations.....</b>	<b>2</b>
Students with Disabilities .....	3
Accommodations Available in the Renaissance Platform.....	3
Accommodations for Students with Disabilities.....	4
Unique Accommodations .....	12
Accommodations for English Language Learners (ELLs) and Recently Exited ELLs .....	12
Oral Presentation Accommodations.....	14
Student Eligibility for Paper-Based Accommodations .....	15
<b>School Assessment Coordinator Responsibilities and Instructions.....</b>	<b>17</b>
Ensure Implementation of Accommodations .....	17
Receive and Maintain Test Materials.....	18
Security Numbers.....	18
Additional Materials.....	18
Mark Computer-Based Accommodations .....	19
Practice Test Items for Star Tests.....	20
<b>Test Administrator Responsibilities and Instructions .....</b>	<b>21</b>
Ensure Implementation of Accommodations .....	21
Receive and Maintain Test Materials.....	21
Assemble Computer-Based Test Materials.....	22
Assemble Regular Print Materials.....	22
Assemble Braille Materials.....	22
Assemble Large Print Materials.....	24
Assemble One-Item-Per-Page Materials .....	25
Return Test Materials .....	26
<b>Instructions for Oral Presentation Accommodations .....</b>	<b>27</b>
Star Reading Examples.....	28
Star Math Guidance.....	30
Star Math Examples .....	30

<b>Standard, Extended, and Unlimited Time Settings.....</b>	<b>34</b>
<b>Star Math Audio Support .....</b>	<b>35</b>
Test Administrator Guidelines for Paper-Based Star Math Audio Support .....	39
<b>Appendix A. FAST K–2 Alternatives for Students.....</b>	<b>40</b>
FAST K–2 Alternatives for Students Who Are Deaf or Hard of Hearing .....	40
FAST K–2 Alternatives for Students with a Visual Impairment.....	42
<b>Appendix B. Accommodations and Accessibility in Star Reading .....</b>	<b>44</b>
<b>Appendix C. Accommodations and Accessibility in Star Math.....</b>	<b>74</b>
<b>Appendix D. Change Log.....</b>	<b>108</b>

# 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 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 [\*FAST K–2 Renaissance Star Assessments Administration Manual\*](#), but not as a replacement for the manual or training, as not all administration information is included in this document.

# General Information About Accommodations

Accommodations may be provided to students with disabilities with current Individual Educational Plans (IEPs) or Section 504 Plans. The student's plan should identify the needed assistive technology and instructional materials along with the necessary documentation related to accommodations to ensure the student receives access to grade-level content, instruction, and full participation in state and district assessments. Care must be taken to provide students with the appropriate accommodations as indicated in their respective individualized education programs. 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 <https://www.fl DOE.org/academics/exceptional-student-edu/>.

Schools must maintain records of accommodations provided and accommodations used during testing.

## 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	✓	✓	
Line reader	✓	✓	
Response masking	✓	✓	
Audio support		✓*	
Color contrast	✓	✓	
Font size/zoom	✓	✓	
JAWS screen reader & braille support		✓	
Extended time**	✓	✓	✓
Unlimited time**	✓	✓	

\*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. Star Math Audio support does not provide the accommodation of oral presentation of all directions, items and answers. For more details on audio support, see page 35.

\*\*The Extended Question Time Limit Preference may be enabled for K–2 students with an IEP or Section 504 Plan that calls for extended time. Unlimited time should only be assigned to students with an IEP or Section 504 Plan whose accommodations cannot be met through the Extended Time setting, or for ELL students. See page 34 for more information about the Unlimited Time accommodation.

## **Accommodations for Students with Disabilities**

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Applicable accommodations are to be offered for all FAST assessment progress monitoring windows: PM1, PM2, and PM3. Listed below and on the following pages are allowable accommodations for the 2025–2026 K–2 FAST progress monitoring assessments. 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. Note: Paper-based accommodations are not available for Star Early Literacy. For additional details regarding required documentation for paper-based accommodations, see the “Student Eligibility for Paper-Based Accommodations” section on pages 15–16.
  - A regular print paper version of Star Reading or Star Math may be requested for a student. Student eligibility for regular print test materials must be submitted to FDOE.
  - A large print paper version of Star Reading or Star Math 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 of Star Reading or Star Math 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.
  - A contracted or uncontracted braille version of Star Reading or Star Math may be requested for a student who uses braille materials. For STAR Math, braille materials are available in UEB Math/Science and Nemeth transcriptions. Student eligibility for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by 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 12; 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 portions of the math items (see more information beginning on page 35). **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 alternative progress monitoring assessment. See Appendix A. FAST K–2 Alternatives for additional guidance on alternative assessments for deaf or hard of hearing (DHH) students.
- For students with oral or signed presentation, Unlimited Time for Star Reading or Star Math 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 the Internet, calculator, or image-upload features (e.g., devices with an exam mode must be used with exam mode activated, or devices with a memory card must have the memory card removed during testing).
  - Speech must be disabled on Star Reading unless the student is approved for the Unique Accommodation that allows passages to be read aloud.
  - Magnification devices with image storage or internet access features without an exam mode or another option to disable the features require the submission of a unique accommodation request. The request must contain a security plan that addresses how internet access will be monitored during testing and how the school will ensure the removal of stored images after testing concludes.
- 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.
- For computer-based test administrations, students may use a third-party magnification software to further enlarge the content of the test.
- A student may use a straightedge to maintain or enhance visual attention to test items.
- Students may use a line reader tool to focus on one line at a time. There is a built-in line reader tool in the online platform for Star Reading and Star Math, or students may use a physical line reader. Whether they use the online or physical line reader should be based on the student’s needs, his or her IEP, and what he or she uses in the classroom.
- 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 or a highlighter may be provided to paper-based students.

## 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.
  - A student may use a scribe to record his or her mathematical computations when solving problems. The student will dictate each step as he or she wants it recorded. The test administrator or proctor may not perform any computations for the student and may only follow directions provided by the student. The student may review and edit the work.
  - The student may review each 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 braille note taking device or a refreshable braille display may be used. See guidance table in Section E. Assistive Devices and Tools.
- 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 may not check if the answer is correct, but may check that the student is properly interacting with the testing format (e.g., bubbling answers on PBT, selecting or entering responses on CBT). The test administrator should not monitor every student response, but may check occasionally during normal test administration monitoring.
- A student taking a paper-based assessment may be provided blank scratch paper if the space in the test book is not adequate for the student to work out the problems or take notes.
- A student may use special paper such as raised-line, shaded-line, color-coded, or blank paper to take notes or respond to items. If used to respond to items, 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.
- A student may use a timer to help him or her stay on task.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student’s IEP or a 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 test session prior to the expiration of the extended time. Each test session must be completed within one school day. If students require extended time beyond the timing available through the Extended Question Time Limit Preference (see page 34), the Unlimited Time accommodation may be assigned in the platform. Unlimited time should only be assigned to students with accommodations or ELL students.
- A student with a flexible scheduling accommodation that requires more than one day to complete a Star Reading or Star Math assessment may test using paper-based test materials (student eligibility for paper-based test materials must be submitted to FDOE). 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, Classroom Audio Distribution Systems (CADS), Bluetooth devices, and soundfield systems, may be used to connect to students' hearing devices to access sound and enhance sound. Special rooms or noise-canceling equipment (e.g., headphones, earplugs, earmuffs) 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. Magnification devices with image or file storage, calculator, in-device applications, and/or Internet access features without an exam mode or another option to disable the features require the creation of a security plan. This security plan must address how device use will be monitored during testing and how the school will ensure the removal of stored images after testing concludes. In addition, this plan must be submitted to the district assessment coordinator and documented on the student's IEP. See guidance table on the following page.

- A braille notetaking device or refreshable braille display may be used. Devices must be used without accessing the Internet, calculator, image upload features, in-device applications, or file storage features (e.g., devices with an exam mode must be used with exam mode activated, or devices with a memory card must have the memory card removed during testing). Braille notetaking devices with image or file storage, calculator, in-device applications, and/or Internet access features without an exam mode or another option to disable the features require the creation of a security plan. Refreshable braille displays paired with a tablet or computer must also have a security plan. This security plan must address how device use will be monitored during testing and how the school will ensure the removal of stored images, and files after testing concludes. In addition, this plan must be submitted to the district assessment coordinator and documented on the student's IEP. See guidance table below.

**Magnification Device & Braille Notetaker/Display Features and Policies**

<b>Feature</b>	<b>Action</b>	<b>Documentation Required</b>
Exam Mode	When available, must be turned on for all statewide assessments.	
Speech	Must be disabled on Reading assessments unless the student is approved for the Unique Accommodation that allows passages to be read aloud or if the student does not have an oral presentation accommodation.	
Internet or Other Applications	If present, turn on Exam Mode or disable within device settings.	In the event that access to the Internet or other applications cannot be disabled, create security plan to monitor access, document on student's IEP, and share plan with district assessment coordinator.
Built-in Storage	If present, turn on Exam Mode or plan to remove stored images and files after testing concludes.	Create security plan to address removal of stored images and files, document on student's IEP, and share plan with district assessment coordinator.

- 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. If an

electronic sign language dictionary, glossary, or website uses the Internet, schools must ensure that students have access only to the dictionary, glossary, or website and do not have access to any other sites.

- 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.
- Students with a visual impairment or dual sensory impairment may use manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes if noted on the student's IEP or when approved by FDOE for use with braille test materials. For braille tests, real coins must be used to represent coins depicted in test items. Schools are responsible for providing real coins for use during assessments. Prior to testing, review the Braille Notes document, included with the braille test materials, for information on which specific coins are needed. Coins may not be used as counting devices.
  - Some math assessments may require braille manipulatives for specific items. These manipulatives will be shipped by the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) to districts for use by students taking braille versions of these assessments.
- 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 Hearing Assistive Technology Systems (e.g., Bluetooth, FM Systems, CADS, soundfield systems) for their hearing aids, cochlear implants, and/or bone-anchored hearing devices may have access to the device and use the Hearing Assistive Technology system 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 a Bluetooth hearing device may pair the hearing device 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 may be provided to eligible students for Star Reading and Star Math.

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 calendar 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. The Unlimited Time accommodation may be set for ELLs to ensure that the item does not time out while they are still working.



## C. Assistance in Heritage Language

- ELLs and recently exited ELLs may be provided a copy of the test administration script that has been translated into their heritage language or the test administrator may read the script aloud in the student’s heritage language. Translations of the scripts must be provided at the local level.
  - The script may be read aloud by a native speaker, who is not the ESOL teacher or the test administrator.
  - Scripts may be translated using engines such as Google Translate or an AI tool.
  - Scripts may be recorded ahead of time and played for the student during testing.
- 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. Limited assistance means the ESOL or heritage language teacher is providing word-to-word translation. 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.
  - The use of translation devices for translating scripts or incidental communication with students is allowed, as long as the device is not a security concern.
- 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–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 who 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. See Appendix A. FAST K–2 Alternatives for additional guidance on alternative assessments for DHH students.
- **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 27–33 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; however, audio support does not provide the oral presentation accommodation. Students who have an oral presentation accommodation that requires all content to be read aloud must have screen reader software (JAWS) or a human reader will be required to administer this accommodation. See additional information on pages 27–33.

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 have a severe visual impairment and be without tactile or manual abilities. The student may also qualify if he or she is newly blind and has not yet learned braille, is newly blind and his or her braille reading fluency is significantly below grade level expectations, has had a sudden decrease in vision and has not learned enough braille to read independently, 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 allowed for Star Early Literacy.

## **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 FAST Star Reading and Star Math assessments, the following paper-based accommodations are available: regular print, large print, braille, and one-item-per-page. If Star computer- or paper-based assessments are not appropriate for certain populations, students may test using an alternative progress monitoring assessment selected from the list in Appendix A. 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

The following students are also eligible for K–2 paper-based accommodations:

- Students with the exceptionality of Deaf or Hard of Hearing (DHH) on their IEPs or Section 504 Plans
- Students with the exceptionality of Hospital/Homebound (H/H) on their IEPs or Section 504 Plans
- Students who reside in Department of Juvenile Justice facilities

Student responses for FAST K–2 paper-based accommodations must be entered into the Star Record Book in the Renaissance Growth Platform for students to receive a score. Please see the instructions in the [\*K–2 FAST Paper-Based Star Assessments User Guide\*](#) for information about entering student responses after students complete testing.

# 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. Additionally, when possible, students who receive oral presentation by a human reader should be tested one-on-one, so that other students do not overhear questions they may encounter on future administrations.
- 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 table on page 34). If a student has an extended time amount on an IEP or Section 504 Plan that cannot be addressed through the Extended Question Time Limit Preference, the Unlimited Time accommodation for Star Reading and Star Math may be set and the amount of additional time the student is supposed to receive should be timed by the TA (see page 34 for more details). Unlimited time for Star Reading and Star Math 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).
- 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. If a student requires an accommodation in the system, like Unlimited Time or Highlighter, coordinators must also mark an audio option for Star Math to ensure that the audio support is enabled for the student.

- 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 Star Reading or Star Math test administrations using paper-based accommodations:

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

Please see the instructions in the [\*K–2 FAST Paper-Based Star Assessments User Guide\*](#) for information about returning used and unused secure materials to DRC and your district assessment coordinator.

## **Security Numbers**

All regular print, large print, braille, 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 district or 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)
- Scratch paper (Star Math only)
- Approved braille manipulatives from FIMC-VI, as needed for Star Math assessments
- Real coins provided by the school to students taking the braille versions of Star Math

## **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 by the test administrator.

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 during testing must be recorded by the test administrator.

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.

**For ESE/Section 504 Plan students:**      **For ELL or recently exited ELL students:**

- |                                |   |
|--------------------------------|---|
| • 1-FP = Flexible Presentation | • 2-FSC = Flexible Scheduling             |
| • 1-FR = Flexible Responding   | • 2-FSE = Flexible Setting                |
| • 1-FSC = Flexible Scheduling  | • 2-AHL = Assistance in Heritage Language |
| • 1-FSE = Flexible Setting     | • 2-ADI = Approved Dictionary             |
| • 1-AD = Assistive Devices     |   |

## Mark Computer-Based Accommodations

Students who will test with accommodations (e.g., response masking, Unlimited 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.

**Accommodations**  
Provide extra tools and accommodations for students to use while taking Star Reading and Math (English) tests.

Schools: Lincoln Elementary School      Classes: Demo Students      Students: Pembroke, Tanya

Save Changes      Undo Changes

Student	Accommodations Toolbar	Assistive Technology ⓘ	Allotted Time ⓘ	Audio (Star Math) ⓘ
Pembroke, Tanya	<input type="checkbox"/> Response Masking <input type="checkbox"/> Calculator <input type="checkbox"/> Color Contrast <input type="checkbox"/> Font Size/Zoom <input type="checkbox"/> Highlighter <input type="checkbox"/> Line Reader	<input type="checkbox"/> Screen Reader <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Unlimited Time	<input checked="" type="radio"/> Audio & Auto-play <input type="radio"/> Audio with Auto-play turned off <input type="radio"/> Audio Off

- For students with extended time on their IEP or Section 504 Plan, selecting the Extended Question Time Limit Preference for a student in the Renaissance platform will ensure the student is assigned the extended amount of time per item (see page 34 for a list of the item time limits). For the Star Reading and Star Math Unlimited Time accommodation, 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. Note: the Unlimited Time accommodation is not available on Star Early Literacy.

Student	Setting
Demo, Student	<input checked="" type="checkbox"/> Extend question time limit for Star Early Literacy <input type="checkbox"/> Extend question time limit for Star Early Literacy Spanish <input checked="" type="checkbox"/> Extend question time limit for Star Math <input type="checkbox"/> Extend question time limit for Star Math Spanish <input checked="" type="checkbox"/> Extend question time limit for Star Reading <input type="checkbox"/> Extend question time limit for Star Reading Spanish

- Note that the procedure for pausing or stopping a test while accommodations are set is different than tests without accommodations, i.e., there is no Stop Test button on the screen for tests with accommodations. For more details on how to pause a test with accommodations, see the Star Help page here: [Pausing, Stopping, and Resuming a Star Math/Star Reading Test with Accommodations Set](#).

## **Practice Test Items for Star Tests**

Before each K–2 FAST assessment, 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 FAST assessments, 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 alternative progress monitoring assessment (See Appendix A). Test administrators may assist students with technology issues on their devices, such as screen navigation with a mouse, but TAs may not provide students with assistance when responding to the practice items.

# Test Administrator Responsibilities and Instructions

Remember, prior to testing you must read, sign, and return a [2025–2026 Test Administration and Security Agreement](#) verifying that you have read the appropriate sections of the test administration manuals, are familiar with the test security statute and security policies, and have received adequate training.

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, student testing must be delayed 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 27–33 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 and Maintain Test 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)
- Scratch paper (Star Math only)

Follow the instructions in the appropriate scripts located in the test administration manual on the portal available here: <https://flfast.org/resource-item/en/fast-k-2-renaissance-star-assessments-administration-manual>.

## Assemble Regular Print Materials

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

- Star Reading Test and Response Books
- Star Math 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 script **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 Braille Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using braille 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 braille materials record their responses on braille paper. A regular print document is also included in each braille test materials kit. School/district personnel must ensure that each student's first and last names, district name, school name, and grade level are included on the front cover of each braille test book and on each braille answer sheet and ensure that the student's name is written on the front of each student's regular print document.

Assemble the following braille test materials:

### Test Administrator

- Braille Scripts
- Braille Notes
- Regular Print Test and Response Books
- Special Document Return Envelopes
- Approved braille manipulatives from FIMC-VI, as needed for Star Math assessments
- Real coins provided by school to students taking the braille versions of Star Math

**Student**

- Braille Test Books
- Braille Paper (for student responses)

**Braille Scripts and Braille Notes**

You will use the braille scripts provided with the braille test materials to administer the assessments to students using braille materials. It is important that you review the braille scripts before testing begins. Braille scripts are also available on the portal.

Braille Notes are also included with the braille test materials and provide a page-by-page detailed list of the differences between the braille version and the regular print version of the test documents.

**It is very important that you read the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration.**

**Braille Materials**

If you have ordered a test that requires a braille manipulative, it will be shipped separately via FedEx by the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) to the location designated by your district assessment coordinator. A return shipping label will be included so that the manipulative can be shipped back to FIMC-VI once the student is finished with the assessment. For more information regarding braille manipulatives, please see the online document [\*Directions for Administering Braille Versions of Statewide Assessments with Manipulatives\*](#) on the portal.

**Prepare Student Braille Documents**

To ensure that each student's test documents are processed correctly, verify that the student name is included on the front cover of his or her braille test book(s). Make sure that the student name, date of birth, district name, school name, grade level, and the tested subject are included on each braille answer sheet.

The student's name must be written on the front of each student's regular print document.

**Braille Student Responses**

Students who use braille materials will record their responses on braille paper. School/district personnel may enter student responses into the Renaissance Growth Platform (RGP) or may return test materials to DRC for transcription and entry into the RGP. If the contractor will transcribe the student's responses from the braille paper into the regular print document, school/district personnel must ensure that the student's first and last name, district name, school name, and grade level are included on the front cover of the braille test book and on each braille answer sheet. Ensure that the student's name is written on the regular print document before placing it, along with the braille book and answer sheets, in the student's Special Document Return Envelope.

If a student using braille materials provides verbal or signed responses, you will record the student's responses in the regular print test and response book provided for the student. Include the student's braille test materials and the regular print document containing his or her responses in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records some of his or her responses in a large print test and answer book), ensure that **all** of the student's responses are in **one** document type, if possible. Responses recorded into regular print, large print, or one-item-per-page documents should be entered locally into the RGP. If braille transcription is required, place all TO BE SCORED documents containing the student's responses in the student's Special Document Return Envelope(s).

## 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

- Paper-Based Accommodated Scripts

### 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.

## 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 braille materials and records his or her responses in a large 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.

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

- Paper-Based Accommodated Scripts

### 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.
- 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.

### 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.

### **Return Test Materials**

After testing is complete, return test materials to the school assessment coordinator. Notify the school assessment coordinator immediately if any items are missing.

# 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. As needed, schools may administer an alternative assessment if the Star Early Literacy assessment is not appropriate (See Appendix A).
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	Limited audio support available in the platform for all students, but not all items are read aloud. (The platform will read portions of some items if they have difficult words [see page 35].)	<ul style="list-style-type: none"> <li>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.</li> <li>A human reader may be provided to read the items and responses to students, and to describe graphics, as appropriate.</li> </ul>

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 have a severe visual impairment **and** without tactile or manual abilities. The student may also qualify if he or she is newly blind and has not yet learned braille, is newly blind and his or her braille reading fluency is significantly below grade level expectations, has had a sudden decrease in vision and has not learned enough braille to read independently, 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.

**Note:** Students identified as English Language Learners (ELLs) or recently exited ELLs may receive assistance in their heritage language only for any portions of the tests that may be read aloud or signed for students with disabilities. This is not to be used as oral presentation.

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 green.

*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








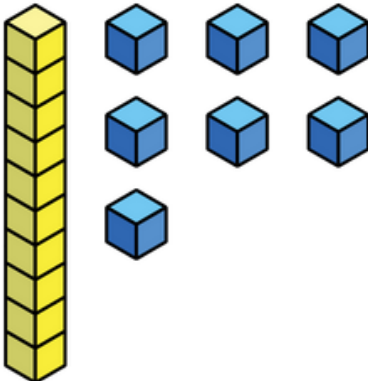
## **Star Math Guidance**





For students with an oral presentation accommodation taking Star Math, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be described 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. 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. Care should be taken to ensure that oral presentation of the item or graphics do not clue student to the correct response. This accommodation must be provided by a human reader or a screen reader software. Star Math audio support does not provide oral presentation of all directions, items and responses.

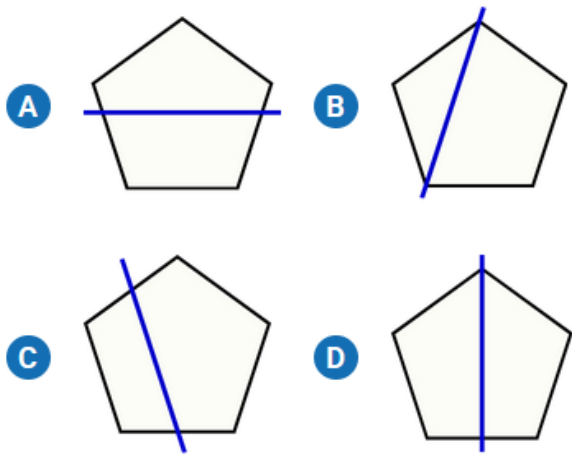
## **Star Math Examples**

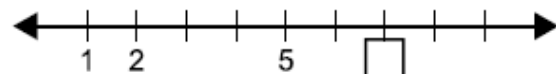
If the oral presentation accommodation does not provide enough information to students with visual impairments to be able to solve the problem, then students with visual impairments should be provided with applicable manipulatives.

Select the set of hearts that is equal to the number of stars.	Everything in this portion of the item may be read aloud.
    	<p>The graphic should be described as follows, “Star, star, star, star, star, star, star, star.”</p> <p>Option A – Heart, heart, heart, heart, heart, heart.</p> <p>Option B – Heart, heart, heart, heart, heart, heart, heart, heart, heart.</p> <p>Option C – Heart, heart, heart, heart, heart, heart, heart.</p> <p>Option D – Heart, heart, heart, heart, heart, heart, heart, heart, heart, heart.”</p>



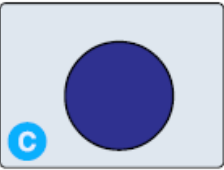

Select the number that matches the model.	Everything in this portion of the item may be read aloud.
	The graphic should be described as follows, “A rod with ten units and seven unit blocks are shown.”
<p> <input type="radio"/> A 8              <input type="radio"/> B 17              <input type="radio"/> C 71              <input type="radio"/> D 80         </p>	Everything in this portion of the item may be read aloud.


Select the picture that shows the correct way to measure the length of the pencil using paper clips.	Everything in this portion of the item may be read aloud.
<p> <input type="radio"/> A  </p> <p> <input type="radio"/> B  </p> <p> <input type="radio"/> C  </p> <p> <input type="radio"/> D  </p>	<p>The graphic should be described as follows, “Option A - A pencil is shown. A row of overlapping paperclips are laid out underneath the pencil from the end of the eraser to the tip of the pencil.</p> <p>Option B – A pencil is shown. A row of paperclips of alternating sizes are laid out underneath the pencil from the end of the eraser to the tip of the pencil.</p> <p>Option C – A pencil is shown. A row of paperclips with gaps in between them are laid out underneath the pencil from the end of the eraser to the tip of the pencil.</p> <p>Option D – A pencil is shown. A row of paperclips are laid out underneath the pencil from the end of the eraser to the tip of the pencil.”</p>

<p>Select the picture that shows a line of symmetry of the shape.</p>	<p>Everything in this portion of the item may be read aloud.</p>
	<p>The graphic should be described as follows, “Option A – A pentagon is shown. A line is drawn horizontally through the the bottom left side and the bottom right side so that three corners are above the line and two are below.</p> <p>Option B – A pentagon is shown. A line is drawn through the top corner and the bottom left corner so that one corner is to the left of the line and two are to the right.</p> <p>Option C – A pentagon is shown. A line is drawn through the top left side and the bottom side so that two corners are to the left of the line and three are to the right.</p> <p>Option D - A pentagon is shown. A line is drawn through the top corner and the bottom side so that two corners are to the left of the line and two are to the right.</p>

<p>What number goes in the box?</p>	<p>Everything in this portion of the item may be read aloud.</p>
 <p> <input type="radio"/> A 6  <input type="radio"/> B 8  <input type="radio"/> C 9  <input checked="" type="radio"/> D 7         </p>	<p>The graphic should be described as follows, “A number line with nine tick marks is shown. Under the first tick mark is one. Under the second tick mark is two. Under the fifth tick mark is five. There is an empty box two tick marks after five.”</p> <p>Everything in this portion of the item may be read aloud.</p>

4 hundreds + 2 tens + 8 ones = _____	Everything in this portion of the item may be read aloud.
<p><b>A</b> 248</p> <p><b>B</b> 428</p> <p><b>C</b> 842</p> <p><b>D</b> 482</p>	<p>The options should be read as,</p> <p>“Option A – two, four, eight.</p> <p>Option B – four, two, eight.</p> <p>Option C – eight, four, two.</p> <p>Option D – four, eight, two.”</p>

Find the shape with <b>no</b> corners.	Everything in this portion of the item may be read aloud.
<p><b>A</b> </p> <p><b>B</b> </p> <p><b>C</b> </p> <p><b>D</b> </p>	<p>The graphic should be described as follows,</p> <p>“Option A – A triangle is shown.</p> <p>Option B – A square is shown.</p> <p>Option C – A circle is shown.</p> <p>Option D – A star is shown.”</p>


How many squares are there?	Everything in this portion of the item may be read aloud.
	<p>The graphic should be described as follows,</p> <p>“A row of six shapes is shown. The first shape has six corners. The second shape has four corners. The third shape has no corners. The fourth shape has three corners. The fifth shape has no corners. The sixth shape has three corners.</p>
<p><b>A</b> 1</p> <p><b>B</b> 3</p> <p><b>C</b> 2</p>	Everything in this portion of the item may be read aloud.

# Standard, Extended, and Unlimited Time Settings

For students who need more than the Extended Time limits or who need extended time that falls between the Standard and Extended Time Limits, or have other accommodations, including ELL accommodations, that may require assistance from the test administrator, the Unlimited Time accommodation can be set, 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 have an IEP or Section 504 Plan that calls for extended time.

**RENAISSANCE  
Star Early Literacy®**

**150 seconds  
per item**  
\*Extended: 450 sec



**RENAISSANCE  
Star Reading®**

**120 sec per item  
(first 10 items)**  
\*Extended: 360 sec  
**180 sec per item  
(remaining skill items)**  
\*Extended: 405 sec

**RENAISSANCE  
Star Math®**

**4 minutes  
per item**  
\*Extended: 8 min

Item Time Limits			
	Standard Time Limit Per Item	Extended Time Limit Per Item	Unlimited Time Limit Per Item
Star Early Literacy	150 seconds (2.5 mins.)	450 seconds (7.5 mins.)	N/A
Star Reading	Items 1–10: 120 seconds (2 mins.)	Items 1–10: 360 seconds (6 mins.)	900 seconds (15 mins.)
	Items 11–34: 180 seconds (3 mins.)	Items 11–34: 405 seconds (6.75 mins.)	
Star Math	240 seconds (4 mins.)	480 seconds (8 mins.)	900 seconds (15 mins.)

# 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. The Star Math Audio Support preference is set for all students through CDI. More information about how to set Star Math Audio Support for students who are manually rostered is available here: <https://help2.renaissance.com/prefs/21020>.

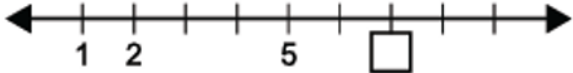
For students who have oral presentation on their IEPs or 504 Plans, test administrators may read items in a manner similar to how they receive oral presentation in the classroom. Oral presentation accommodations must be provided by a human reader unless the student has a screen reader software like JAWS. The Star Math Audio Support is not oral presentation; this setting and the Audio & Auto-Play setting (set when students have other accommodations assigned in the platform) will only read certain content.

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.”

Additional examples of the audio support available in the platform are on the following pages.

What number goes in the box?




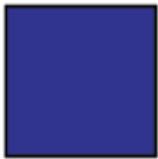
A 6  
B 8  
C 9  
D 7

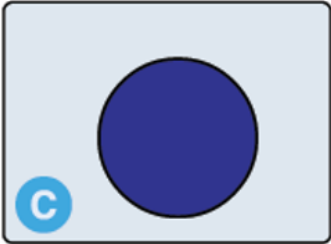
Next


Audio will only read,  
“What number goes in  
the box.”

Find the shape with **no** corners.

A 

B 

C 

D 

Next

Audio will  
only 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 only 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 only 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 only read,  
“What time does the  
clock show?”

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

Number of Books	
Peter	<del>    </del>
Henry	

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

**A** 5 fewer books

**B** 4 fewer books

**C** 9 fewer books

Next

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

## **Test Administrator Guidelines for Paper-Based Star Math Audio Support**

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 assessment.

- 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 pages 30–33 for additional details.

## Appendix A. FAST K–2 Alternatives for Students

### **FAST K–2 Alternatives for Students Who Are Deaf or Hard of Hearing**

**Beginning in the 2024–2025 school year, students who are deaf or hard of hearing (DHH) are eligible for FAST K–2 paper-based accommodations.** Student responses for FAST K–2 paper-based accommodations must be entered in the Star Record Book in the Renaissance Growth Platform after the student completes testing. Please see the instructions in the [K–2 FAST Paper-Based Star Assessments User Guide](#) for entering student responses.

The Florida Department of Education (FDOE) has also approved the use of the following alternative instruments that are available for local use in progress monitoring students who are DHH and not able to access the Star Early Literacy or Star Reading assessments. Progress monitoring of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards can be administered with several accommodations that do not affect the validity of the student’s scores. Many of these accommodations are built into the programs and the computer’s operating system and are, therefore, available to all students who take the assessments.

A single assessment may not adequately or comparably assess a student who is deaf/hard of hearing. When choosing alternative progress monitoring assessments, a district may need to consider using multiple assessments to monitor equivalent skills. Students may require accommodations to access replacement assessment(s). The following chart is not an exhaustive list. The unique needs of the individual student must be considered when selecting assessments from this list or any other list. Accessible assessment options, including universal assessment features, must be considered by the Individual Educational Plan (IEP) team and clearly outlined on the IEP.

Assessment Tools	Age/ Grade Range	Phonics and/or Fingerspelling	Source	Star Early Literacy/ Star Reading	Evidence-Based Program for DHH
Acadience Reading (previously DIBELS Next)	K–8	Phonics	Acadience Learning	X	
Avenue PM	K–6		OSEP: IDEAs that Work	X	X
Bader Reading & Language Inventory (Reading, Language Arithmetic, and Transition)	PK–12	Phonics	Pearson	X	
Basic Reading Inventory 12 <sup>th</sup> Edition	K–12	Phonics	Kendall Hunt Publishing	X	
Developmental Reading Assessment	K–8		Pearson	X	

Assessment Tools	Age/ Grade Range	Phonics and/or Fingerspelling	Source	Star Early Literacy/ Star Reading	Evidence-Based Program for DHH
Diagnostic Assessments of Reading	K–12	Phonics	PRO-ED Inc	X	
DIBELS	K–8	Phonics	University of Oregon	X	
Easy CBM	K–8	Phonics	University of Oregon	X	
Fairview Learning Reading Level Assessment	K–12	Phonics and Fingerspelling	Fairview Learning	X	X
Fingerspelling Our Way to Reading – assesses phonics components through fingerspelling	K–2	Fingerspelling	Center for Literacy and Deafness	X	X
Great Leaps (reading, language, and math)	PK–12		Great Leaps	X	
IXL (language arts, math, & science)	PK–12	Phonics	IXL Learning	X	
Measure of Academic Progress	K–12	Phonics	NWEA	X	
Signed Reading Fluency	K–12		Huston and Easterbrooks	X	

**Note:** Accommodations provided for progress monitoring should not affect the test validity. Students who are deaf/hard of hearing may require ASL/oral interpretation, visual access to spoken language, and visual cues for phonics (e.g., Visual Phonics) or captions, or a combination of multiple accommodations.

## **FAST K–2 Alternatives for Students with a Visual Impairment**

The Florida Department of Education has approved the use of the following alternative instruments that are available for local use in evaluating students who are not able to access the Star Early Literacy assessment.

<b>Assessment Tools</b>	<b>Age/ Grade Range</b>	<b>Large Print</b>	<b>Tactile/Braille</b>	<b>Math Code(s)</b>	<b>Source</b>	<b>Star Early Literacy</b>
Acadience Reading* (previously DIBELS)	K-8	X	X		Voyager Sopris Learning	X
Acadience Math*	K-6	X			Voyager Sopris Learning	X
Boehm** – relational concepts and learning readiness	PreK	X	X		APH	X
Boehm** – relational concepts and learning readiness	K–2	X	X		APH	X
Brigance** – early childhood screeners	K–9		X		APH	X
Hawaii Early Learning Profile (HELP) – curriculum-based assessment includes cognitive, language, gross motor, fine motor, and self-help	3–6 years	N/A	N/A	N/A	VORT Corporation	X
Independent Reading Level Assessment* (IRLA)	K–12				American Reading Company	X
Jerry Johns Basic Reading Inventory**	K–12				FIMC-VI	X
KeyMath 3**	PreK–9	X	X	UEB with Nemeth	APH	X
Measure of Academic Progress (MAP) Growth*	PreK–5				NWEA	X
The Oregon Project for Preschool Children who are Blind or Visually Impaired** – developmental checklist includes cognitive, language, compensatory, vision, self-help, fine motor, and gross motor	Birth–6 years	N/A	N/A	N/A	FIMC-VI	X

Assessment Tools	Age/ Grade Range	Large Print	Tactile/Braille	Math Code(s)	Source	Star Early Literacy
WRAT5** – measures fundamental reading, math, spelling, and comprehension skills	K–12	X	X	UEB Math/Science UEB with Nemeth	APH	X

\* License or account may already be in use within the district.

\*\* No cost; contact FIMC-VI for more information.

**Note:** Progress Monitoring of the B.E.S.T. Standards can be administered with several accommodations that do not affect the validity of the student’s scores. Many of these accommodations are built into the programs and the computer’s operating system and are, therefore, available to all students who take the assessments.

## Appendix B. Accommodations and Accessibility in Star Reading

An alternative version of the Star Reading test is available for students who are blind/visually impaired or have other special accommodation needs. Teachers can set a new preference, Accommodations, to make this alternative version of the test available to specific students. The test-taking experience is very similar to the standard Star Reading test; however, there are some changes to the tools available and the procedures students follow to select and enter answers. Use the following instructions to explain the alternative version of the test.

### **Setting the Accommodations Preference**

For instructions on setting the Accommodations Preference for students, please refer to the online help at <https://short.renaissance.com/KAIXWE>. Note that the setting for this preference applies to Star Reading and Star Math assessments.

### **K–2 FAST Test Administration Manual**

There is some information relevant to testing with accommodations in the [K–2 FAST Test Administration Manual](#) that are not repeated in this guide:

- Introduction Section
  - About Star Assessments
  - Computer-Adaptive Test and Scaled Score
  - Software Requirements
  - Test Security Overview
- Help Links Section
- Appendix C: Time Limits

### **Sample Test**

When a student who logs in to take a Star Reading test has at least one of the following Accommodations Preferences active, they get an opportunity to take a short sample test:

- Accommodations Toolbar: Response Masking, Color Contrast, Font Size/Zoom, Highlighter, Line Reader
- Assistive Technology: Screen Reader, Other

This allows them to interact with the various accessibility tools before they are presented with actual test questions. Whatever accommodations have been set for the student will be in effect during the sample test; however, all questions in the sample test will have “unlimited time” (see “Appendix C: Time Limits” in the [K–2 FAST Test Administration Manual](#)) even if the student does not have extended or unlimited time set for the actual test).

The sample test is not graded, and a student is not required to “pass” the sample in order to take the actual test. After the sample test is over, the student can choose to either proceed to the actual test or log out.

## **Prior to Testing**

Preparation for testing is a key component of test fidelity. We recommend that test administrators and/or teachers complete the following tasks prior to testing.

- Read the [K–2 FAST Test Administration Manual](#) thoroughly and carefully.
- Create a schedule for testing. Try to avoid distracting locations or times when other students, school bells, or public address announcements can interfere with student concentration. Provide a copy of the schedule to each person involved with testing.
- Cover or remove any materials on the walls, whiteboard, and other areas that might help students answer test items.
- Make sure there is enough light and ventilation in the test area.
- Ensure all testing devices are working properly; for students using audio during the assessment, make sure they are equipped with headphones. If you are administering the test with a laptop, make sure the battery is adequately charged before testing.
- Create a seating chart for the testing area. Consider students who may have difficulty concentrating with distractions such as windows, doorways, or classmates.
- Post a “Do Not Disturb” sign outside the testing environment.
- Access students’ usernames and passwords (see the instructions for creating and printing a Student Password Report at <https://short.renaissance.com/B5WlaA>). It is important to note that teachers can only search for students in their own classes. If you choose to print this information, be sure it is stored in a secure location before and during testing and destroyed after testing.

## **Day of Testing**

- Although students can use a mouse, touchpad, or keyboard to take the test, we strongly recommend having students use a mouse.
- Use the “Test Format Overview” on page 53 to familiarize students with what the test looks like. The Student Images section can be used to make handouts or projections for students to help them more clearly understand the test format. The text included in the “Teacher Notes for Student Images” section beginning on page 54 is a guide to use with students as you discuss the pictures.
- We recommend enabling “full screen” mode on students’ browsers to ensure no scrolling is required. Browsers with customizations (bookmark tabs, extensions, etc.) and low-resolution screen settings result in a smaller available space, which could result in needing to scroll to see the Next button during testing.
- Provide a break prior to testing. Students should use the restroom and get a drink of water during this time.
- On the computers used for testing, start the browser and go to the Renaissance address (URL). On the Welcome page, select I’m a Student.



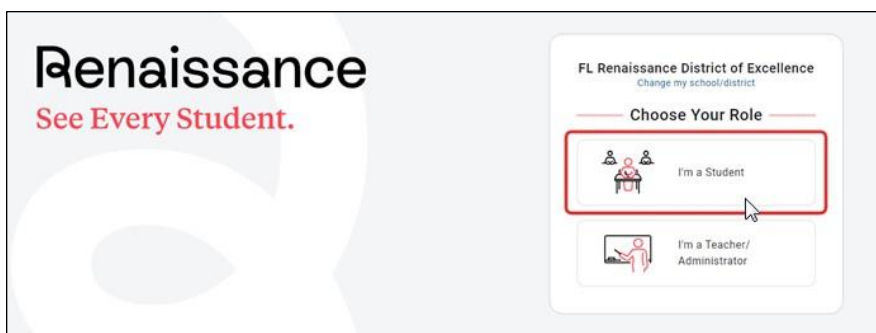
## Logging In Students

### Identify Students' Usernames and Passwords

For the latest instructions on creating and printing a Student Password Report, visit <https://short.renaissance.com/B5WlaA>.

### How Students Log In

1. Start the web browser and go to the Renaissance address (URL).
2. On the login page, select **I'm a Student**.



3. The student enters his or her username and password and then selects **Log In**.

**Note:** Students may log in using Google, Clever, or another system instead of directly through the Renaissance site.

## **Script for Administering the Accommodated Computer-Based K–2 FAST Star Reading Assessment**

If you are using a seating chart, make sure all the students are seated in the correct location. Read aloud, word for word, the material printed in following the “Read Out Loud” sections. You may repeat the directions as needed. Text in (italic font) is information meant for you and should not be read to students.

### **Read Out Loud**

Today you will take a test called Star Reading. It is a reading test with 34 questions. Some of the questions will be easy, while others will be more challenging. Don’t worry about how many questions you think you get right, or how many you think you get wrong. Everyone will likely miss some of the questions. The main goal is for you to do the best you can.

Be sure to read each question and all of the answer choices carefully before selecting your answer. If you do not know the answer to a question, go ahead and choose what you think is the best answer.

Remember that once you have selected your answer, you will need to select **Next** to move on to the next question. You can change your answer choice before you select **Next**, but not after. Once you move on to the next question, you cannot go back.

*Pause for questions.*

*Skip the following paragraph for students who are taking the test with the “unlimited time” accommodation—see “Appendix C: Time Limits” in the [K–2 FAST Test Administration Manual](#).*

If you see a picture of a clock at the top of the screen, time is almost up for that question. Choose your best answer and select **Next** to move on to the next question. If you do not choose an answer in time, you will see a message that says time is up for that question. The next question will appear in a few seconds.

*Pause for questions.*

After you answer the last question, you will see a message that tells you when you have finished the test. Select **Finish** and then let me know that you are done. You may not continue to use the computer for other activities.

You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. If you have any devices with you right now, such as a phone, please turn them off and raise your hand.

*If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s). Be sure all students know their usernames and passwords before moving to the steps for logging in to the test.*

## Read Out Loud

*Instruct students to pause and wait for instructions after each step in the login process to ensure no one rushes ahead.*

Enter your username and password and select **Log In**.

**Note:** *Students may log in using Google, Clever, or another system instead of directly through the Renaissance site.*

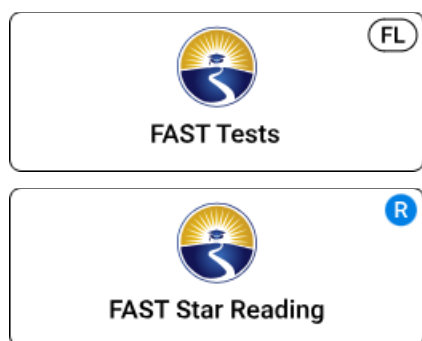
*When all students are logged in, continue.*

Check that your initials are at the top of the screen. If you see different initials, raise your hand.

*If the student is not logged in as the correct student, select the initials in the upper-right corner of the screen and then select **Log Out**; the student will return to the login page. Verify that student is entering the correct username and password and selecting the correct assessment.*

*Read the instructions that correspond to the type of assessment the student is taking.*

Select the **FAST Tests** tile and then select the **FAST Star Reading** tile.



*Go on to the next step.*

## Read Out Loud

*If a student is enrolled in more than one class that has Star Reading assigned to it and that is administering the Star Reading test, they will be asked to choose a class.*

On this screen, select the name of your class, and then select Next.

*Students will be given the opportunity to take a brief sample test, allowing them to familiarize themselves with the accommodation tools.*

- *If the student **does not** want to take a sample test:*

Select **Take Star Reading Test**, or select **Cancel** to return to the home page.

*Go on to the next “Read Out Loud” section.*

- *If the student **does** want to take a sample test:*

Select **Try Out Accommodation Tools**. Try out the tools that you will use to answer the test questions. These questions are for practice only; it does not matter if you get the answers correct.

*Once the student has finished the sample test, let them choose what to do next.*

- *If the student **does not** want to take the real test:*

Select **Log Out**. (This returns the student to the login page, ending the testing session.)

- *If the student **does** want to take the real test:*

Select **Take Star Reading Test**.

*Go on to the next “Read Out Loud” section.*

## Read Out Loud

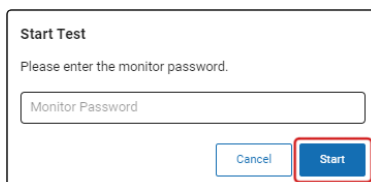
If you have any questions about this test, please ask them now. You can ask for help before you start the test. Once the test starts, I will not be able to help you with any questions or tell you if you have picked the right answer. Remember to stay in your seat when you have completed your test. If there is something you need, raise your hand and I will come to help you. Do not talk to anyone while others are still taking the test.

Are there any questions?

*Before entering the monitor password, ensure “FAST” and the correct assessment are listed at the top of the screen.*

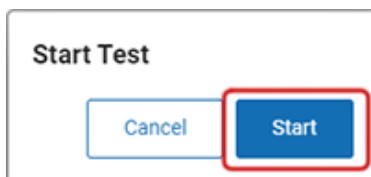
*If the Password Requirement preference is enabled, enter the monitor password and select **Start**.*

You may begin. Do your best!



*If the Password Requirement preference is not enabled:*

You may select Start and begin. Do your best!



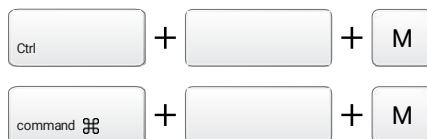
*The test administrator should remain in the room during the entire test session and monitor students while testing. The testing session is ended when all students have completed the assessment. Check all testing devices to ensure all students have completed the test and screens have returned to the login page.*

## Pausing, Stopping, and Resuming a Star Reading Test with Accommodations

### Pausing or Stopping a Test

Situations may arise in the classroom which interrupt a test (for example, a surprise fire drill). If this happens, the teacher or test monitor can stop the test, either pausing it so the student can return to it later, or canceling it entirely. The test can be paused and resumed as many times as needed, but it can only be resumed within 8 calendar days (192 hours) of its initial starting date and time.

To pause or stop a test, use the keyboard shortcut **Ctrl + Shift + M** (Windows) or **command + shift + M** (Mac).



This will open the following window:

The image shows a window titled 'Administration controls' with a close button (X) in the top right corner. Inside the window, there is a section labeled 'Password' with an empty text input field below it. At the bottom right of the window, there are two buttons: 'Go back' and 'Continue'.

Enter the monitor password and select **Continue** (or select **Go back** if you *don't* want to pause or stop the test). Refer to the Monitor Password – Star Tests Preference to make sure you have the right password: <https://short.renaissance.com/XT08kH>; you cannot use your Renaissance password.

The image shows the 'Administration controls' window after an incorrect password attempt. The password input field is now filled with red dots. Below the field, a message reads: 'Incorrect password. Please try again.' The 'Go back' and 'Continue' buttons remain at the bottom right.

If you enter the wrong password, you can try again; however, if you enter the wrong password three times in a row, you will be locked out of making additional attempts for one minute. After that minute passes, you can try again.

The image shows the 'Administration controls' window after a password lockout. The password input field is empty. Below the field, a message reads: 'You have exceeded the limit on password attempts. Lockout time is 1 minute(s)'. The 'Go back' and 'Continue' buttons remain at the bottom right.

Once you've entered the correct monitor password, you will see this window:

The image shows a window titled "Administration controls" with a close button (X) in the top right corner. Below the title bar, there is a section labeled "Status" with the instruction "Change the status of the activity." Underneath this instruction are two buttons: "Save & exit" and "Discard & exit". At the bottom right of the window is a "Close" button.

Select one of the following options:

Option	Choose When...	Notes
<b>Save &amp; exit</b>	You want to stop the test, but plan to come back to it later.	<ul style="list-style-type: none"> <li>The student's answers to previous questions are saved.</li> <li>When the student resumes the test, they will be presented with the same question they were on when they exited the test.</li> <li>After selecting <b>Save &amp; exit</b>, in the window that opens, select <b>Yes</b> to confirm that you want to pause the test, or <b>No</b> if you do not:</li> </ul>
<b>Discard &amp; exit</b>	You want to stop the test; you are finished with it and have no plans to come back to it.	<ul style="list-style-type: none"> <li>The student's answers to previous questions are discarded.</li> <li>The next time the student logs in to take a test, the student will begin a new test.</li> <li>After selecting <b>Discard &amp; exit</b>, in the window that opens, select <b>Yes</b> to confirm that you want to discard the test, or <b>No</b> if you do not.</li> </ul>
<b>Close</b>	You want to continue taking the test now instead of saving or discarding it.	<ul style="list-style-type: none"> <li>The test continues as usual.</li> </ul>

## Resuming a Test

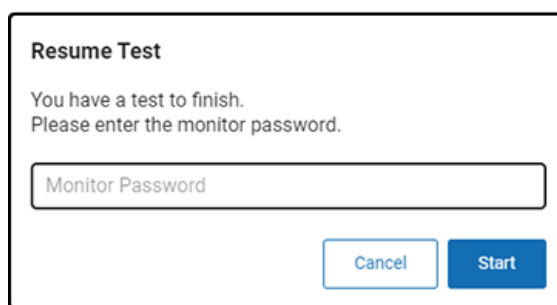
A paused test can only be resumed within 8 calendar days (192 hours) of its initial starting date and time. When a student who has a paused test logs in and selects the **Star Reading** icon on the home page, they will see a message telling them they have a test to finish.

Enter the monitor password and select **Start** to resume the test where the student left off.

Resuming a test is similar to stopping a test with regard to the monitor password:

- You must use the monitor password, not your Renaissance password.
- If you enter the wrong password, you can try again; however, if you enter the wrong password three times in a row, you will be returned to the login page.

**Note:** If a student using accommodations is resuming a paused test, they will not be presented with the option to take a sample test (see [page 44](#))—they will be taken back to the question they were on when the test was paused.

A screenshot of a 'Resume Test' dialog box. The title 'Resume Test' is at the top. Below it, the text reads: 'You have a test to finish. Please enter the monitor password.' There is a text input field labeled 'Monitor Password'. At the bottom right, there are two buttons: 'Cancel' and 'Start'.

## Test Format Overview

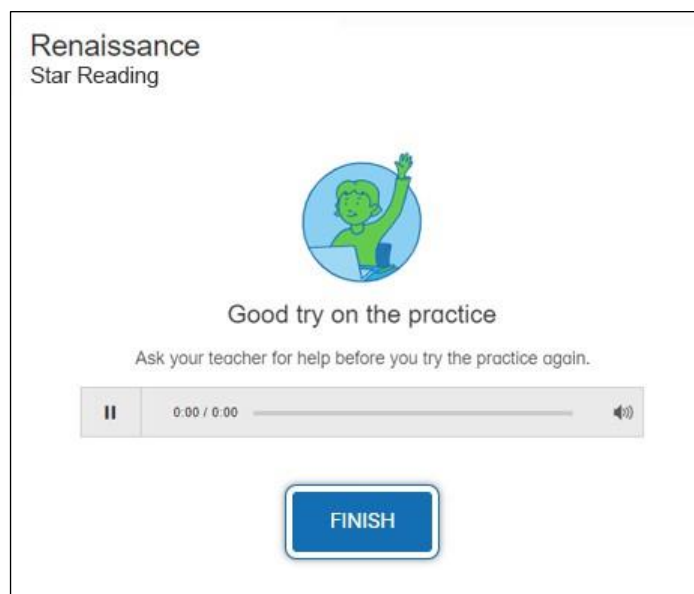
It is important to prepare your students for what the Star Reading experience will be like. Prior to the testing session, use the following Teacher Notes and Student Images (either projected or in handouts) to help your students know what to expect at each stage of the test.

## Practice Questions and Failed Practices

The practice session consists of three practice questions; a student must answer two of them correctly in order to move on to the actual test.

If a student answers fewer than two practice questions correctly, a message will tell them to raise their hand and ask you for help.





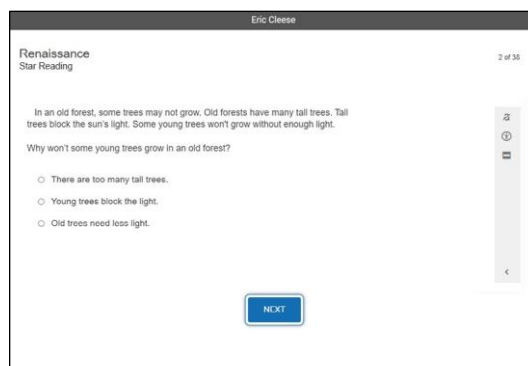
Select **Finish** to end the test. Begin the test again, and watch the student as they try to answer the practice questions.

- If the student does not understand how to answer questions, review the testing procedures with the student.
- If the student understands how to answer questions, but keeps giving incorrect answers, this may indicate that the student is not ready to have their abilities assessed by Star Reading.

## Teacher Notes for Student Images

### Read Out Loud

This is what the questions look like. You will get three practice questions to answer.

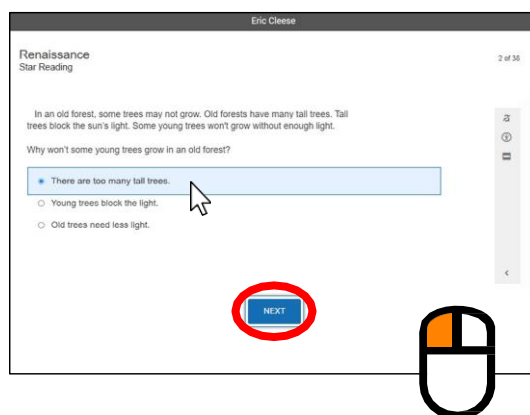


## Pictures 2a–c

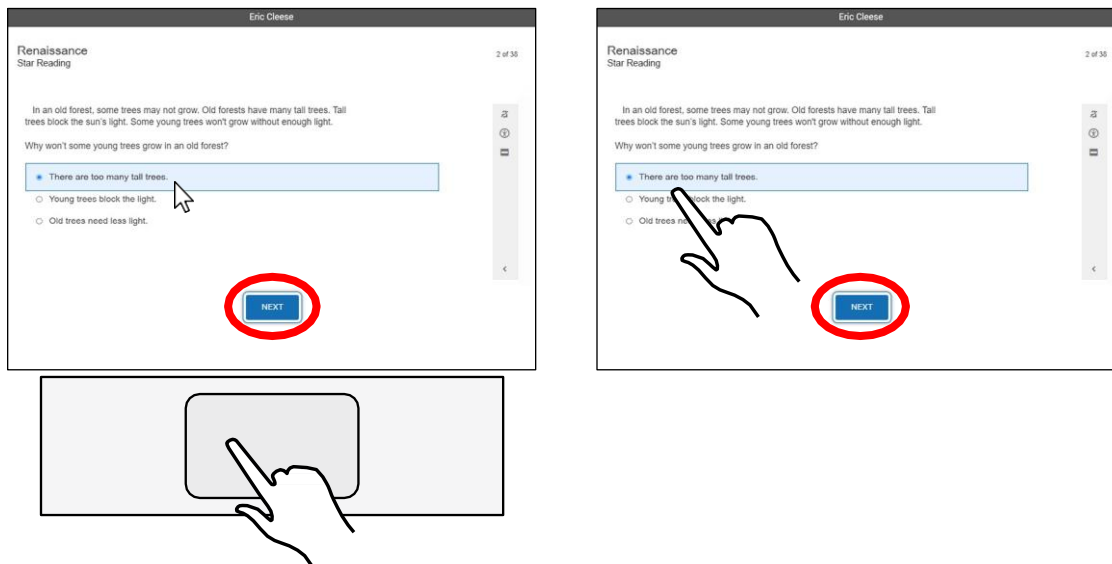
### Read Out Loud

Choosing your answer is easy. Use any of these methods to choose and enter your answer. You can change your answer choice before you enter it.

*For students using the mouse, show picture 2a:* Click on your answer choice using the left mouse button. Then, enter your answer choice by clicking **Next** on the screen.



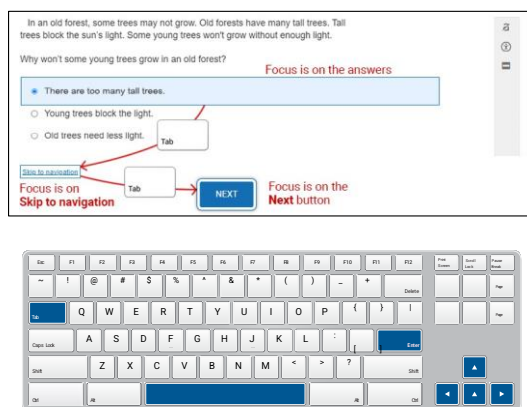
*For students using a touchpad or tablet, show figure 2b:* Tap your answer choice. Then, enter your answer choice by tapping **Next**.



*For students using a keyboard, show figure 2c:* Use **Tab** to move the focus around the screen. The item in focus will have a blue border around it.

- When the focus is on the answers, use the arrow keys  $\uparrow$   $\downarrow$   $\leftarrow$   $\rightarrow$  to choose an answer. Use **Tab** to move the focus to Skip to navigation, then use Enter/return or space to move the focus to the Next button.
- When the focus is on the Next button, use Enter/return or space to enter your answer.

**Note:** Use **Shift + Tab** to move the focus in *reverse* order from what is described above.

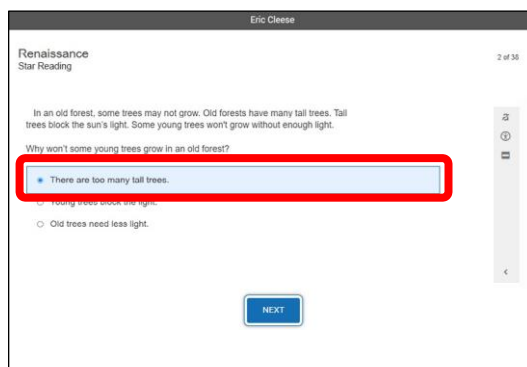


### Picture 3

#### Read Out Loud

When you choose an answer, a blue highlight will appear around it and the circle next to it will be filled in. For some questions, your answer will be copied into the blank. This only shows you which answer you selected. It does *not* mean that you selected the correct answer.

To change your answer, click on it with the mouse, tap it, or use the arrows on the keyboard. The program will highlight your new choice. *You cannot change your answer after you enter it.*



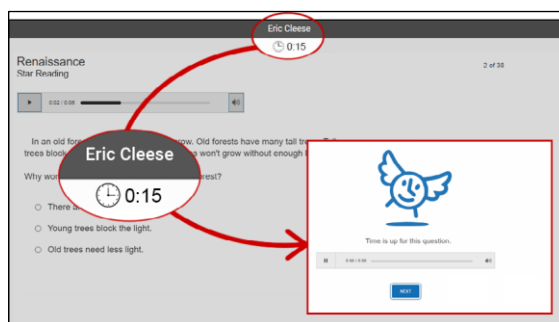
## Picture 4

**Note:** Skip this picture for students taking the test with the “unlimited time” accommodation.

### Read Out Loud

If you see a timer at the top of the screen, time is almost up for the question you are on. Choose your answer quickly.

If you don’t choose an answer in time, you will see a message that says time is up for this question. Select **Next** to go on to the next question.

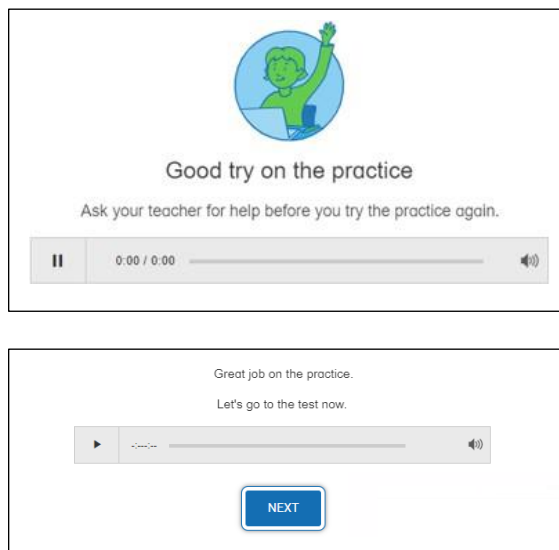


## Picture 5

### Read Out Loud

Before you take the test, you will see some practice questions. The practice questions look just like the real test. If you see this message when you are done answering the practice questions, you should raise your hand and call the teacher or test monitor. They will know what to do.

When you finish answering the practice questions, the program will show you this message. Select **Next** to start the test.



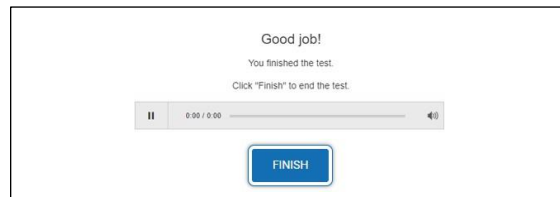
## Picture 6

### Read Out Loud

When you are finished with the test, the program will show you this message. Select **Finish** to finish the test.

If you have any questions about this test, please ask them now. Once the test starts, the teacher or test monitor will not be able to explain any of the questions or help you choose an answer. Also, the teacher cannot tell you if you selected the right answer.

**Have fun, and do your best!**

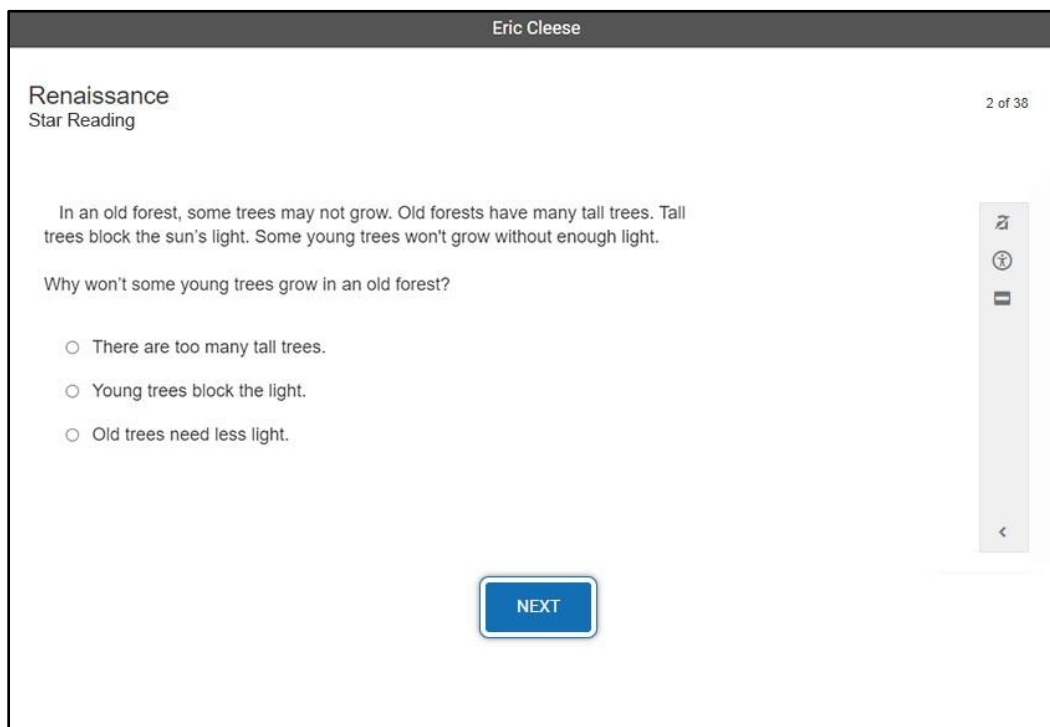


## Star Reading

## Picture 1

This is what the questions look like.

You will get three practice questions to answer.



The screenshot displays the Renaissance Star Reading interface. At the top, a dark header bar contains the name "Eric Cleese". Below this, the text "Renaissance" and "Star Reading" is visible on the left, and "2 of 38" is on the right. The main content area contains a reading passage: "In an old forest, some trees may not grow. Old forests have many tall trees. Tall trees block the sun's light. Some young trees won't grow without enough light." Below the passage is a question: "Why won't some young trees grow in an old forest?". There are three radio button options: "There are too many tall trees.", "Young trees block the light.", and "Old trees need less light.". At the bottom center, there is a blue button labeled "NEXT". On the right side, there is a vertical toolbar with icons for a pencil, a magnifying glass, a document, and a left arrow.

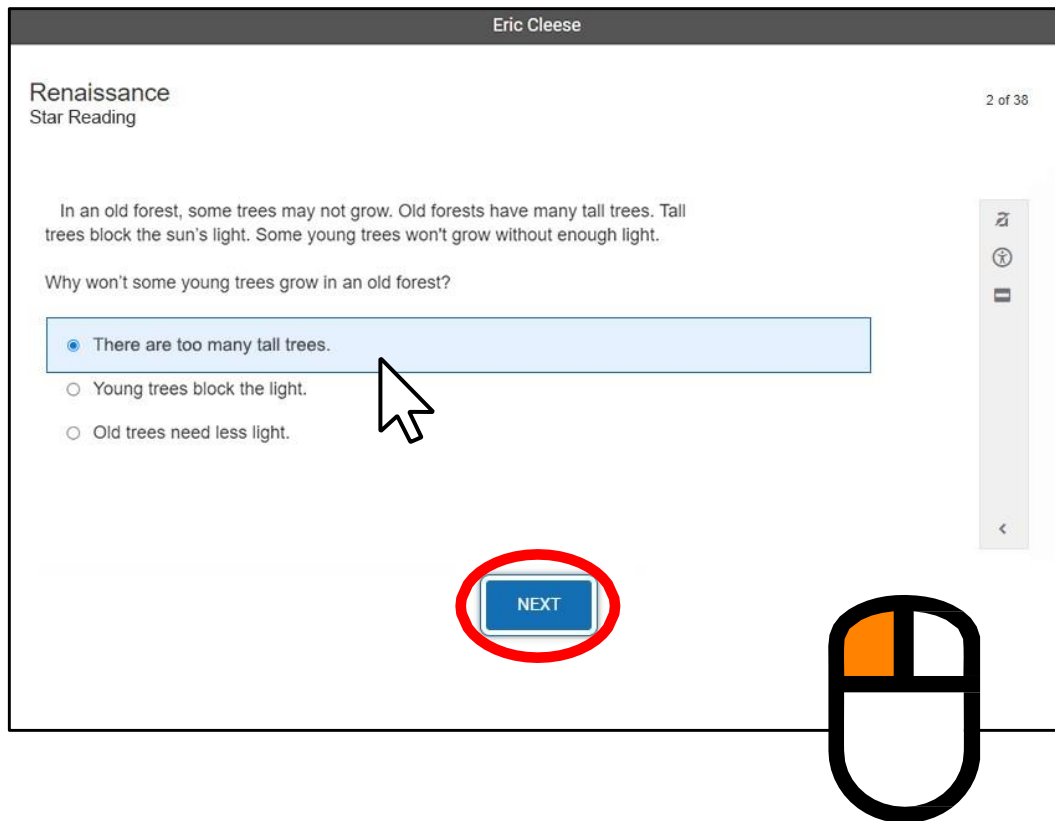
## Star Reading

## Picture 2a

Choosing your answer is easy.

You can change your answer choice before you enter it.

Click on your answer choice using the left mouse button. Then, enter your answer choice by clicking **Next** on the screen.



The screenshot shows the Renaissance Star Reading interface. At the top, the name "Eric Cleese" is displayed. Below it, the text "Renaissance Star Reading" is shown. On the right side, it says "2 of 38". The main content area contains a reading passage: "In an old forest, some trees may not grow. Old forests have many tall trees. Tall trees block the sun's light. Some young trees won't grow without enough light." Below the passage is a question: "Why won't some young trees grow in an old forest?". There are three radio button options: "There are too many tall trees." (which is selected), "Young trees block the light.", and "Old trees need less light.". A mouse cursor is pointing at the first option. At the bottom center, there is a blue button labeled "NEXT" which is circled in red. To the right of the question area, there is a vertical toolbar with icons for a pencil, a magnifying glass, a list, and a back arrow. A large mouse icon is shown at the bottom right of the screen.

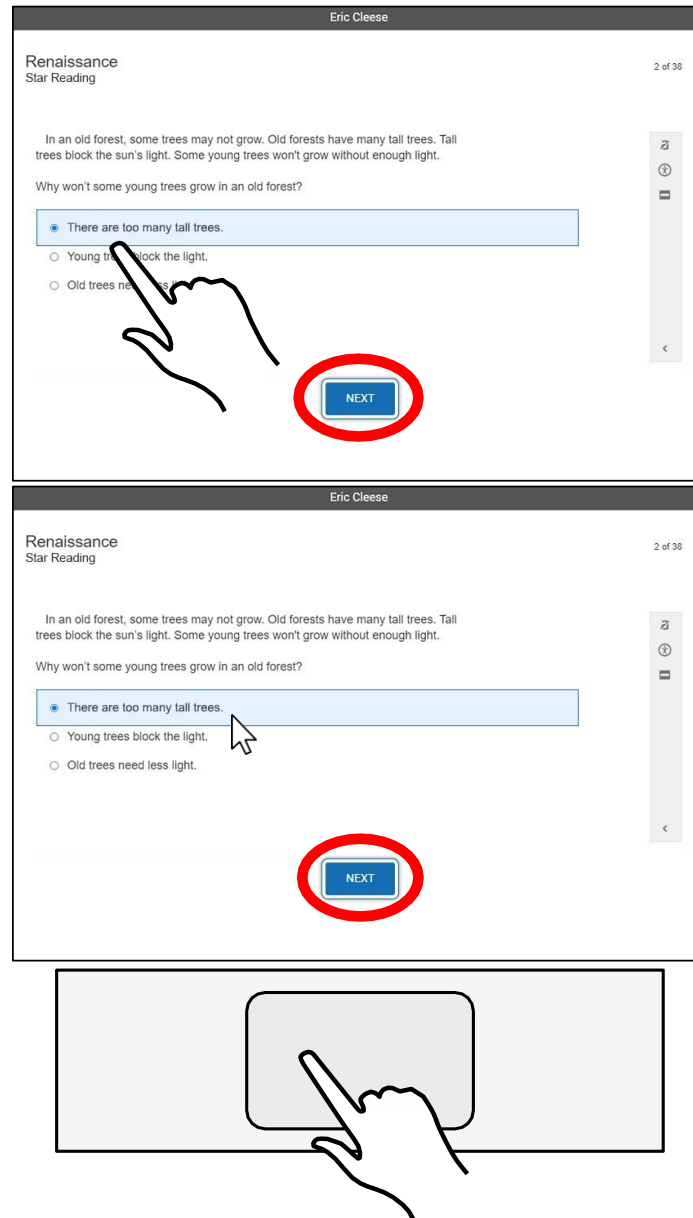
## Star Reading

## Picture 2b

Choosing your answer is easy.

You can change your answer choice before you enter it.

Tap your answer choice. Then, enter your answer choice by tapping **Next**.





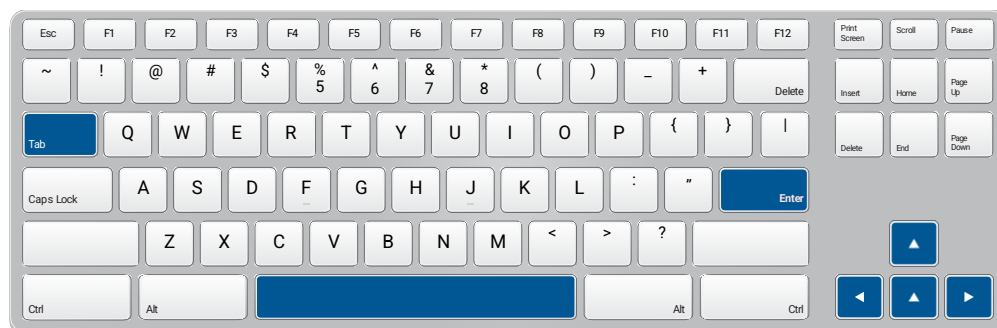
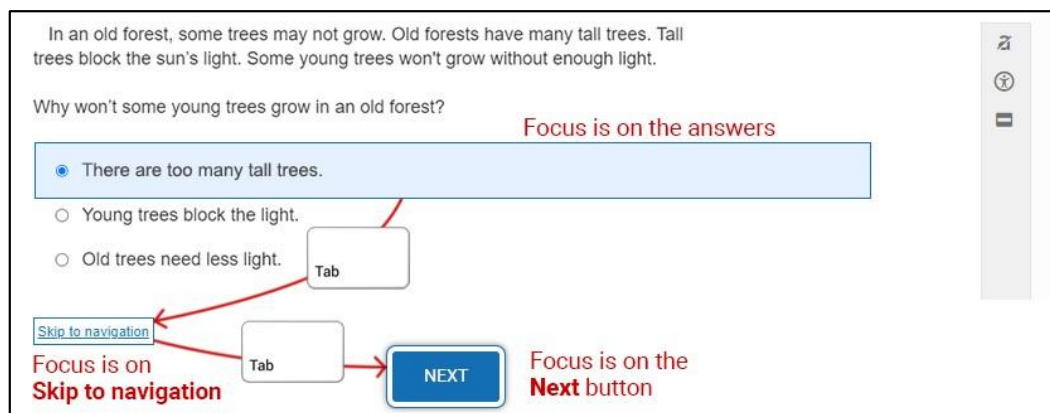
## Star Reading

## Picture 2c

Choosing your answer is easy.

You can change your answer choice before you enter it.

Use **Tab** to move the focus around the screen. The item in focus will have a blue border around it.



When the focus is on the answers, use the arrow keys  $\uparrow$   $\downarrow$   $\leftarrow$   $\rightarrow$  to choose an answer. Use **Tab** to move the focus to **Skip to navigation**, then use **Enter/ return** or **space** to move the focus to the **Next** button.

When the focus is on the **Next** button, use **Enter/return** or **space** to enter your answer.

**Note:** Use **Shift + Tab** to move the focus in reverse order from what is described above.

## Star Reading

## Picture 3

When you choose an answer, a blue highlight will appear around it and the circle next to it will be filled in. For some questions, your answer will be copied into the blank. This only shows you which answer you selected. It does not mean that you selected the correct answer.

Eric Cleese

Renaissance  
Star Reading

2 of 38

In an old forest, some trees may not grow. Old forests have many tall trees. Tall trees block the sun's light. Some young trees won't grow without enough light.

Why won't some young trees grow in an old forest?

☒ There are too many tall trees.

☐ Young trees block the light.

☐ Old trees need less light.

NEXT

To change your answer, click on it with the mouse, tap it, or use the arrows on the keyboard. The program will highlight your new choice. *You cannot change your answer after you enter it.*

**Star Reading****Picture 4**

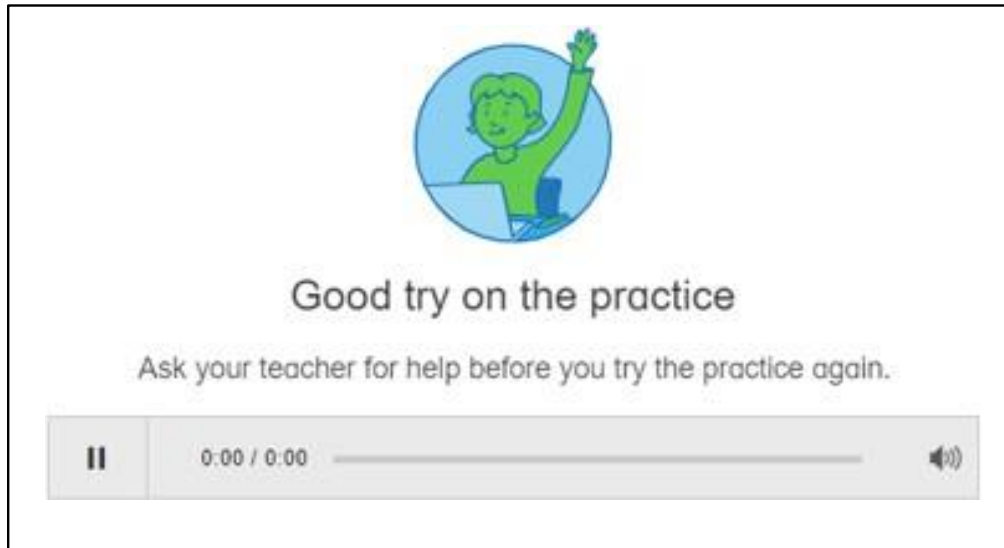
If you see a timer at the top of the screen, time is almost up for the question you are on. Choose your answer quickly.



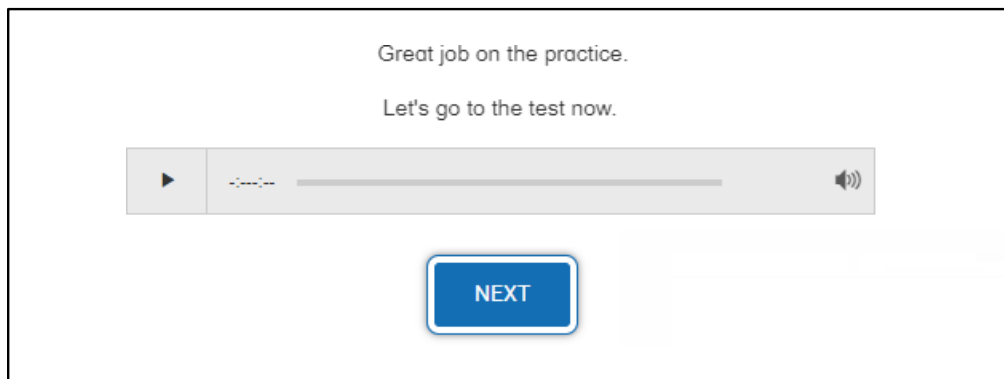
If you don't choose an answer in time, you will see a message that says time is up for this question. Select **Next** to go on to the next question.

**Star Reading****Picture 5**

Before you take the test, you will see some practice questions. The practice questions look just like the real test. If you see this message when you are done answering the practice questions, you should raise your hand and call the teacher or test monitor. They will know what to do.



When you finish answering the practice questions, the program will show you this message. Select Next to start the test.

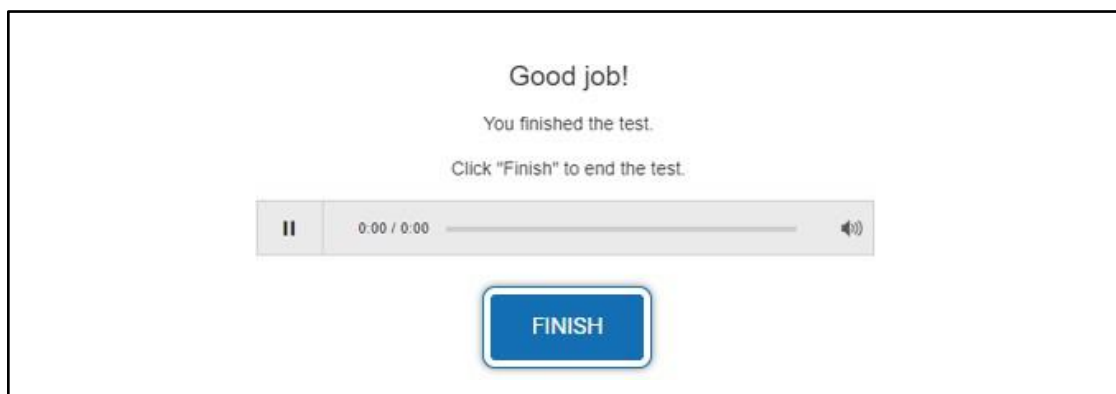


## Star Reading

## Picture 6

When you are finished with the test, the program will show you this message.

Select **Finish** to finish the test.



## The Accommodations Toolbar

When a student takes the alternative Star Reading test with accommodations, they need to be aware of which tools are available and how to access them. Special consideration is needed for students using a keyboard to take the test—the student uses keystrokes to move a *focus* from one tool to another. A selected tool (with the focus on it) is highlighted as shown below; using the tool requires specific keystrokes.

Not every item in the following screenshots will appear on the screen, depending on the settings of the Accommodations preference (see <https://short.renaissance.com/KAIXWE>) that have been selected for the student; skip over any that do not apply.

The screenshot displays the Renaissance Star Reading interface. At the top, it says "Renaissance Star Reading" and "1 of 5". Below this is a reading passage: "If many bees fly into a tree, there's probably a \_\_\_\_\_ in it." Below the passage are four radio button options: "honey", "hive", "pack", and "sting". The "honey" option is selected. To the right of the options is an accommodations toolbar with three items: "Response Masking" (with a keyboard icon), "Accessibility" (with an information icon), and "Line Reader" (with a document icon). Below the toolbar is an "Expand menu" button with a left arrow. At the bottom left, there is a "Skip to navigation" link. A dotted red line connects this link to a "NEXT" button at the bottom right. Red brackets with numbers [1] through [7] are placed next to various elements: [1] next to the answer options, [2] next to the "Skip to navigation" link, [3] next to the "Response Masking" button, [4] next to the "Accessibility" button, [5] next to the "Line Reader" button, [6] next to the "Expand menu" button, and [7] next to the "NEXT" button.

[ 1 ] Answers

[ 2 ] Skip to navigation

[ 3 ] Response Masking

[ 4 ] Accessibility

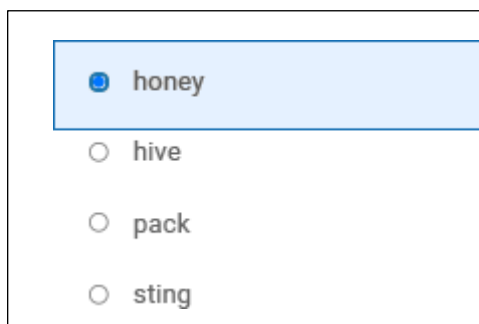
[5 ] Line Reader

[ 6 ] Expand menu

[ 7 ] Next button

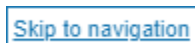
## [ 1 ] Answers

- **Mouse:** Click on an answer to select it.
- **Tablet or touchpad:** Tap on an answer to select it.
- **Keyboard:** Use the arrow keys to move the selector up (← or ↑) and down (→ or ↓).



Use **Tab** to move the focus to [ 2 ] Skip to navigation.

## [ 2 ] Skip to navigation



**Note:** This control is intended for students using the keyboard. It appears on the screen after an answer has been highlighted and the student uses the **Tab** key.

- **Keyboard:** Use Enter/return to move the focus to the [ 7 ] Next button.

Use **Shift + Tab** to move the focus to [ 1 ] Answers; use **Tab** to move the focus to [ 3 ] Response Masking.

## [ 3 ] Response Masking



Select this tool by:

- **Mouse:** Clicking on the button.
- **Tablet or touchpad:** Tapping on the button.
- **Keyboard:** Using Tab to put the focus on the button, then using Enter/return or space to select the tool. **Important:** *Immediately* use **Shift + Tab** twice to move the focus back to [ 1 ] Answers.



- **Mouse:** With the tool selected, click on an answer to mask it (clicking on a masked answer will remove the mask). Click the button again to stop masking.

- **Tablet or touchpad:** With the tool selected, tap on an answer to mask it (tapping on a masked answer will remove the mask). Tap the button again to stop masking.
- **Keyboard:** With the tool selected, use **Tab** and **Shift + Tab** to move the selector to an answer; follow by using **Enter/return** or **space** to mask or unmask an answer.

Stop Response Masking by using **Tab** until the focus is on the Response Masking button in the toolbar, then use **Enter/return** or **space**.

With Response Masking stopped, use **Shift + Tab** to move the focus to **[ 2 ] Skip to navigation**; use **Tab** to move the focus to **[ 4 ] Accessibility**.

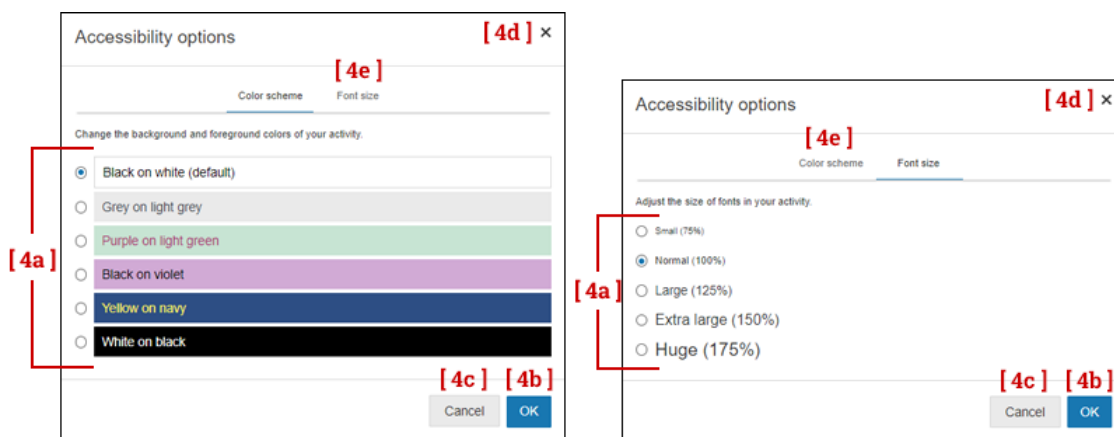
## **[ 4 ] Accessibility**



Select this tool by:

- **Mouse:** Clicking on it.
- **Tablet or touchpad:** Tapping on it.
- **Keyboard:** Using **Tab** to put the focus on the button, then using **Enter/return** or **space** to select the tool.

This opens a window with two tabs, “Color scheme” and “Font size”:



- **Mouse:** Click a color scheme to change the background and foreground colors.
- Click **OK** to save your changes, or click **Cancel** or the × in the corner to close the window without saving your changes.
- Click **Font size** to switch to the “Font size” tab.
- Tablet or touchpad: Tap a color scheme to change the background and foreground colors.
- Tap **OK** to save your changes, or tap **Cancel** or the × in the corner to close the window without saving your changes.
- Tap **Font size** to switch to the “Font size” tab.
- **Keyboard:** Use **Tab** to move the focus to the **[ 4a ]** color schemes, then use the **arrow keys** (→ ↑ ← ↓) to change the background and foreground colors.



Use **Tab** to move the focus to the [ 4b ] **OK** button and then use **Enter/return** or **space** to save your changes.

To close the window without saving your changes, use **Tab** to move the focus to either [ 4c ] **Cancel** or the [ 4d ] × in the corner, then use **Enter/return** or **space** to close the window.

Use **Tab** to move the focus to the [ 4e ] “Font size” tab, then use **Enter/return** or **space** to open that tab.

- **Mouse:** Click a font size to make the text larger or smaller.

Click **OK** to save your selection, or click **Cancel** or the × in the corner to close the window without saving your changes.

Click **Color scheme** to switch to the “Color scheme” tab.

- **Tablet or touchpad:** Tap a font size to make the text larger or smaller.
- Tap **OK** to save your selection, or tap **Cancel** or the × in the corner to close the window without saving your changes.

Tap **Color scheme** to switch to the “Color scheme” tab.

- **Keyboard:** Use **Tab** to move the focus to the [ 4a ] example text sizes, then use the **arrow keys** (→ ↑ ← ↓) to make the text larger or smaller.

Use **Tab** to move the focus to the [ 4b ] **OK** button and then use **Enter/return** or **space** to save your selection.

To close the window without saving your changes, use **Tab** to move the focus to either [ 4c ] **Cancel** or the [ 4d ] × in the corner, then use **Enter/return** or **space** to close the window.

Use **Tab** to move the focus to the [ 4e ] “Color scheme” tab, then use **Enter/return** or **space** to open that tab.

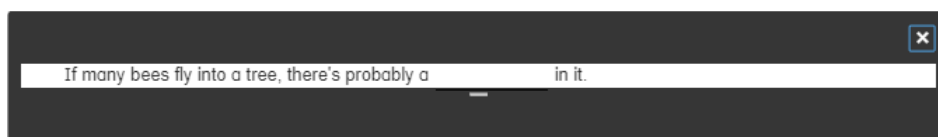
**Keyboard:** When the Accessibility window is closed, use **Shift + Tab** to move the focus to [ 3 ] **Response Masking**; use **Tab** to move the focus to [ 5 ] **Line Reader**.

## [5 ] Line Reader






Select this tool by:

- **Mouse:** Clicking on it.
- **Tablet or touchpad:** Tapping on it.
- **Keyboard:** Using **Tab** to put the focus on the button, then use **Enter/return** or **space** to select the tool.






- **Mouse:** Click and drag the line reader around the screen until the text you want to focus on is visible in the gap in the middle.




Click and drag the bar below the center of the gap  up and down to increase/decrease the number of lines of text that are visible.

Click and drag the lower-right corner  to increase/decrease the height and width of the line reader. Click the  in the upper-right corner to close the line reader.

- **Tablet or touchpad:** Tap and drag the line reader around the screen until the text you want to focus on is visible in the gap in the middle.

Tap and drag the bar below the center of the gap  up and down to increase/decrease the number of lines of text that are visible.

Tap and drag the lower-right corner  to increase/decrease the height and width of the line reader. Tap the  in the upper-right corner to close the line reader.

- **Keyboard:** Use the arrow keys (→ ↑ ← ↓) to move the reader around the screen until the text you want to focus on is visible in the gap in the middle.
- Use **Tab** to move the focus to the bar below the center of the gap , then use the arrow keys (↑ ↓) to increase/decrease the number of lines of text that are visible.
- Use **Tab** to move the focus the lower-right corner , then use the **arrow keys** to change the height (↑ ↓) and width (← →) of the line reader.
- Use **Tab** to move the focus to the  in the upper-right corner, then use **Enter/return** or **space** to close the line reader.
- When the Line Reader is closed, use **Shift + Tab** to move the focus to **[ 4 ] Accessibility**; use **Tab** to move the focus to **[ 6 ] Expand menu**.

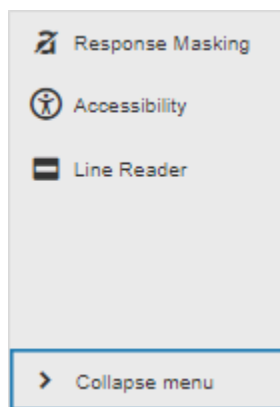
## [ 6 ] Expand menu



Select this tool by:

- **Mouse:** Clicking on it.
- **Tablet or touchpad:** Tapping on it.
- **Keyboard:** Using **Tab** to put the focus on the button, then using **Enter/return** or **space** to select the tool.

When this tool is active, the toolbar expands, showing the full names of all the available tools to the right of the buttons.



To close the expanded menu:

- **Mouse:** Click **Collapse menu** at the bottom.
- **Tablet or touchpad:** Tap **Collapse menu** at the bottom.
- **Keyboard:** Use **Tab** to put the focus on **Collapse menu** at the bottom, then use
- **Enter/return** or **space**.

When the menu is collapsed, use **Shift + Tab** to move the focus to **[ 5 ] Line Reader**; use **Tab** to move the focus to the **[ 7 ] Next button**.

### [ 7 ] Next button



- **Mouse:** Click the button to enter your answer and move on to the next question.
- **Tablet or touchpad:** Tap the button to enter your answer and move on to the next question.
- **Keyboard:** Use **Enter/return** or **space** to enter your answer and move on to the next question.

Use **Shift + Tab** to move the focus to [ 6 ] **Expand menu**; use **Tab** to move the focus to

[ 1 ] **Answers**.

## Appendix C. Accommodations and Accessibility in Star Math

An alternative version of the Star Math test is available for students who are blind/visually impaired or have other special accommodation needs. Teachers can set a new preference, Accommodations, to make this alternative version of the test available to specific students. The test-taking experience is very similar to the standard Star Math test; however, there are some changes to the tools available and the procedures students follow to select and enter answers. Use the following instructions to explain the alternative version of the test.

### Setting the Accommodations Preference

For instructions on setting the Accommodations Preference for students, please refer to the online help at <https://short.renaissance.com/KAIXWE>. Note that the setting for this preference applies to Star Reading and Star Math assessments.

### K–2 FAST Test Administration Manual

There is some information relevant to testing students with computer-based accommodations in the [K–2 FAST Test Administration Manual](#) that are not repeated in this guide:

- Introduction Section
  - About Star Assessments
  - Computer-Adaptive Test and Scaled Score
  - Software Requirements
  - Test Security Overview
- Help Links Section
- Appendix C: Time Limits

### Sample Test

When a student who logs in to take a Star Math test has at least one of the following Accommodations Preferences active, they get an opportunity to take a short sample test:

- Accommodations Toolbar: Response Masking, Color Contrast, Font Size/Zoom, Highlighter, Line Reader
- Assistive Technology: Screen Reader, Other

This allows them to interact with the various accessibility tools before they are presented with actual test questions. Whatever accommodations have been set for the student will be in effect during the sample test; however, all questions in the sample test will have “unlimited time” (see “Appendix C: Time Limits” in the [K–2 FAST Test Administration Manual](#)) even if the student does not have extended or unlimited time set for the actual test).

The sample test is not graded, and a student is not required to “pass” the sample in order to take the actual test. After the sample test is over, the student can choose to either proceed to the actual test or log out. **Note:** No algebra or geometry questions will be shown during the sample test.

## **Prior to Testing**

Preparation for testing is a key component of test fidelity. We recommend that test administrators and/or teachers complete the following tasks prior to testing.

- Read the [K–2 FAST Test Administration Manual](#) thoroughly and carefully.
- Create a schedule for testing. Try to avoid distracting locations or times when other students, school bells, or public address announcements can interfere with student concentration. Provide a copy of the schedule to each person involved with testing.
- Cover or remove any materials on the walls, whiteboard, and other areas that might help students answer test items. Do NOT permit students to use calculators or other devices during the test.
- Make sure there is enough light and ventilation in the test area.
- Make sure you have provided enough scratch paper and sharpened pencils for the students to use during the test.
- Ensure all testing devices are working properly; for students using audio during the assessment, make sure they are equipped with headphones. If you are administering the test with a laptop, make sure the battery is adequately charged before testing.
- Create a seating chart for the testing area. Consider students who may have difficulty concentrating with distractions such as windows, doorways, or classmates.
- Post a “Do Not Disturb” sign outside the testing environment.
- Access students’ usernames and passwords (see the instructions for creating and printing a Student Password Report at <https://short.renaissance.com/B5WlaA>). It is important to note that teachers can only search for students in their own classes. If you choose to print this information, be sure it is stored in a secure location before and during testing and destroyed after testing.

## **Day of Testing**

- Although students can use a mouse, touchpad, or keyboard to take the test, we **strongly** recommend having students use a mouse.
- Use the “Test Format Overview” on page 53 to familiarize students with what the test looks like. The Student Images section can be used to make handouts or projections for students to help them more clearly understand the test format. The text included in the “Teacher Notes for Student Images” section beginning on page 54 is a guide to use with students as you discuss the pictures.
- We recommend enabling “full screen” mode on students’ browsers to ensure no scrolling is required. Browsers with customizations (bookmark tabs, extensions, etc.) and low-resolution screen settings result in a smaller available space, which could result in needing to scroll to see the **Next** button during testing.
- Provide a break prior to testing. Students should use the restroom and get a drink of water during this time.

- On the computers used for testing, start the browser and go to the Renaissance address (URL). On the Welcome page, select **I'm a Student**.

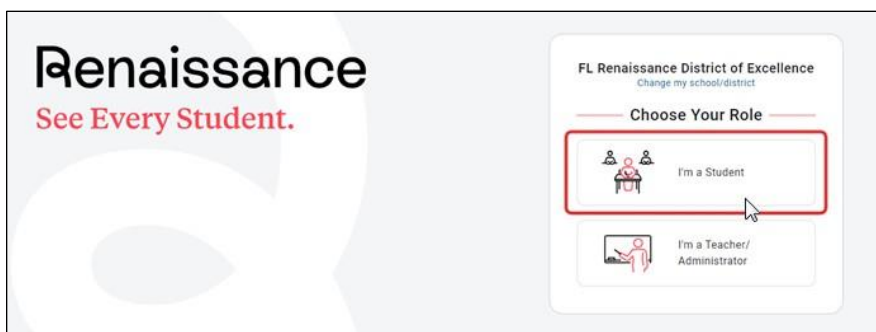
## Loggin In Students

### Identify Students' Usernames and Passwords

For the latest instructions on creating and printing a Student Password Report, visit <https://short.renaissance.com/B5WlaA>.

### How Students Log In

1. Start the web browser and go to the Renaissance address (URL).
2. On the login page, select **I'm a Student**.



3. The student enters his or her username and password and then selects **Log In**.

Note: Students may log in using Google, Clever, or another system instead of directly through the Renaissance site.

## **Script for Administering the Accommodated Computer-Based K–2 FAST Star Math Assessment**

If you are using a seating chart, make sure all the students are seated in the correct location. Read aloud, word for word, the material printed in the “Read Out Loud” sections. You may repeat the directions as needed. Text in (*italic font*) is information meant for you and should not be read to students.

### **Read Out Loud**

Today you will take a test called Star Math. It is a math test with 34 questions. Some of the questions will be easy, while others will be more challenging. Don’t worry about how many questions you think you get right, or how many you think you get wrong. Everyone will likely miss some of the questions. The main goal is for you to do the best you can.

Be sure to read each question and all of the answer choices carefully before selecting your answer. If you do not know the answer to a question, go ahead and choose what you think is the best answer.

Remember that once you have selected your answer, you will need to select **Next** to move on to the next question. You can change your answer choice before you select **Next**, but not after. Once you move on to the next question, you cannot go back.

*Pause for questions.*

*Skip the following paragraph for students who are taking the test with the “unlimited time” accommodation.*

If you see a picture of a clock at the top of the screen, time is almost up for that question. Choose your best answer and select **Next** to move on to the next question. If you do not choose an answer in time, you will see a message that says time is up for that question. The next question will appear in a few seconds.

*Pause for questions.*

After you answer the last question, you will see a message that tells you when you have finished the test. Select **Finish** and then let me know that you are done. You may not continue to use the computer for other activities.

You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. If you have any devices with you right now, such as a phone, please turn them off and raise your hand.

*If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s). Be sure all students know their usernames and passwords before moving to the steps for logging in to the test.*



## Read Out Loud

*Instruct students to pause and wait for instructions after each step in the login process to ensure no one rushes ahead.*

Enter your username and password and select **Log In**.

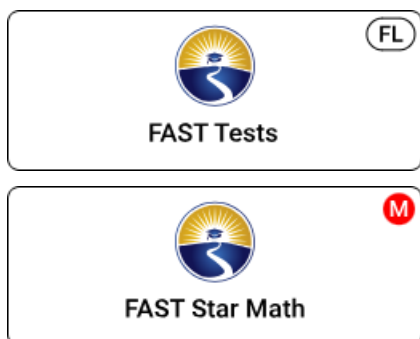
**Note:** *Students may log in using Google, Clever, or another system instead of directly through the Renaissance site.*

*When all students are logged in, continue.*

Check that your initials are at the top of the screen. If you see different initials, raise your hand.

*If the student is not logged in as the correct student, select the initials in the upper-right corner of the screen and then select Log Out; the student will return to the login page. Verify that student is entering the correct username and password and selecting the correct assessment.*

*Select the **FAST Tests** tile and then select the **FAST Star Math** tile.*



*Go on to the next step.*

## Read Out Loud

*If a student is enrolled in more than one class that has Star Math assigned to it and that is administering the Star Math test, they will be asked to choose a class.*

On this screen, select the name of your class, and then select **Next**.

Choose Your Class

☒ Course 113, Mr. Robert's Class, 2021-2022

☐ Course 217, Ms. Smith's Class, 2021-2022

Cancel Next

*Students will be given the opportunity to take a brief sample test, allowing them to familiarize themselves with the accommodation tools.*

- If the student does not want to take a sample test:

Select **Take Star Math Test**, or select **Cancel** to return to the home page.

Go on to the next “Read Out Loud” section.

- If the student **does** want to take a sample test:
- Select **Try Out Accommodation Tools**. Try out the tools that you will use to answer the test questions. These questions are for practice only; it does not matter if you get the answers correct.

Take a Sample Test?

**i** Complete a few sample test questions to get used to using assistive testing tools (accommodations), such as highlighter, screen reader, question masking, etc.

Cancel Try Out Accommodation Tools Take Star Math Test

*Once the student has finished the sample test, let them choose what to do next.*

- If the student **does not** want to take the real test:

Select **Log Out**. (This returns the student to the login page, ending the testing session.)

- If the student **does** want to take the real test:

Select **Take Star Math Test**.

*Go on to the next “Read Out Loud” section.*

You Finished the Sample Test!

What would you like to do next?

Log Out Take Star Math Test

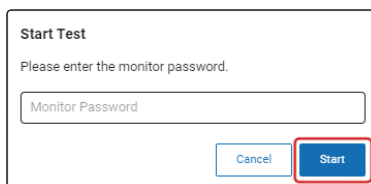
## Read Out Loud

If you have any questions about this test, please ask them now. You can ask for help before you start the test. Once the test starts, I will not be able to help you with any questions or tell you if you have picked the right answer. Remember to stay in your seat when you have completed your test. If there is something you need, raise your hand and I will come to help you. Do not talk to anyone while others are still taking the test.

Are there any questions?

*Before entering the monitor password, ensure “FAST” and the correct assessment are listed at the top of the screen.*

*If the Password Requirement preference is enabled, enter the monitor password and select **Start**.*



**Start Test**

Please enter the monitor password.

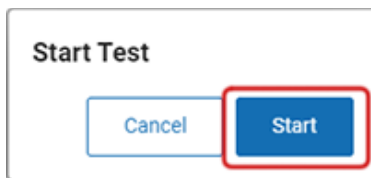
Monitor Password

Cancel Start

You may begin. Do your best!

*If the Password Requirement preference is not enabled:*

You may select Start and begin. Do your best!



**Start Test**

Cancel Start

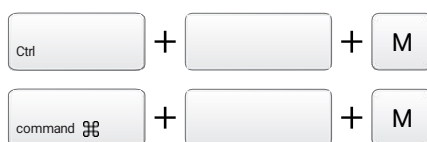
*The test administrator should remain in the room during the entire test session and monitor students while testing. The testing session is ended when all students have completed the assessment. Check all testing devices to ensure all students have completed the test and screens have returned to the login page.*

## Pausing, Stopping, and Resuming a Star Math Test with Accommodations

### Pausing or Stopping a Test

Situations may arise in the classroom which interrupt a test (for example, a surprise fire drill). If this happens, the teacher or test monitor can stop the test, either pausing it so the student can return to it later, or canceling it entirely. The test can be paused and resumed as many times as needed, but it can only be resumed within 8 calendar days (192 hours) of its initial starting date and time.

To pause or stop a test, use the keyboard shortcut **Ctrl + Shift + M** (Windows) or **command + shift + M** (Mac).



This will open the following window:

Enter the monitor password and select **Continue** (or select **Go back** if you don't want to pause or stop the test). Refer to the Monitor Password - Star Tests Preference to make sure you have the right password: <https://short.renaissance.com/XT08kH>; you cannot use your Renaissance password.

If you enter the wrong password, you can try again; however, if you enter the wrong password three times in a row, you will be locked out of making additional attempts for one minute. After that minute passes, you can try again.

Once you've entered the correct monitor password, you will see this window:

Administration controls

Status

Change the status of the activity.

Save & exit Discard & exit

Close

Select one of the following options:

Option	Choose When...	Notes
<b>Save &amp; exit</b>	You want to stop the test, but plan to come back to it later.	<p>The student's answers to previous questions are saved. When the student resumes the test, they will be presented with the same question they were on when they exited the test.</p> <p>After selecting <b>Save &amp; exit</b>, in the window that opens, select <b>Yes</b> to confirm that you want to pause the test, or <b>No</b> if you do not:</p>
<b>Discard &amp; exit</b>	You want to stop the test; you are finished with it and have no plans to come back to it.	<p>The student's answers to previous questions are discarded. The next time the student logs in to take a test, the student will begin a new test.</p> <p>After selecting <b>Discard &amp; exit</b>, in the window that opens, select <b>Yes</b> to confirm that you want to discard the test, or <b>No</b> if you do not.</p>
<b>Close</b>	You want to continue taking the test now instead of saving or discarding it.	The test continues as usual.

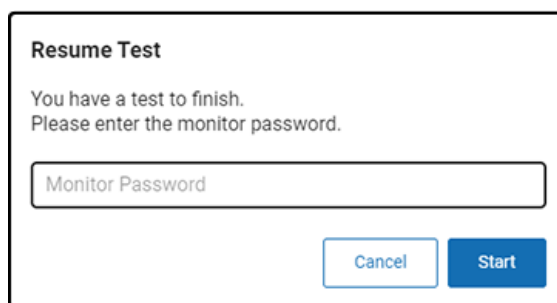
## Resuming a Test

A paused test can only be resumed within 8 calendar days (192 hours) of its initial starting date and time. When a student who has a paused test logs in and selects the **Star Math** icon on the home page, they will see a message telling them they have a test to finish.

Enter the monitor password and select **Start** to resume the test where the student left off.

Resuming a test is similar to stopping a test with regard to the monitor password:

- You must use the monitor password, not your Renaissance password.
- If you enter the wrong password, you can try again; however, if you enter the wrong password three times in a row, you will be returned to the login page.

A screenshot of a 'Resume Test' dialog box. The title is 'Resume Test'. Below the title, it says 'You have a test to finish. Please enter the monitor password.' There is a text input field labeled 'Monitor Password'. At the bottom right, there are two buttons: 'Cancel' and 'Start'.

**Note:** If a student using accommodations is resuming a paused test, they will not be presented with the option to take a sample test (see page 44)—they will be taken back to the question they were on when the test was paused.

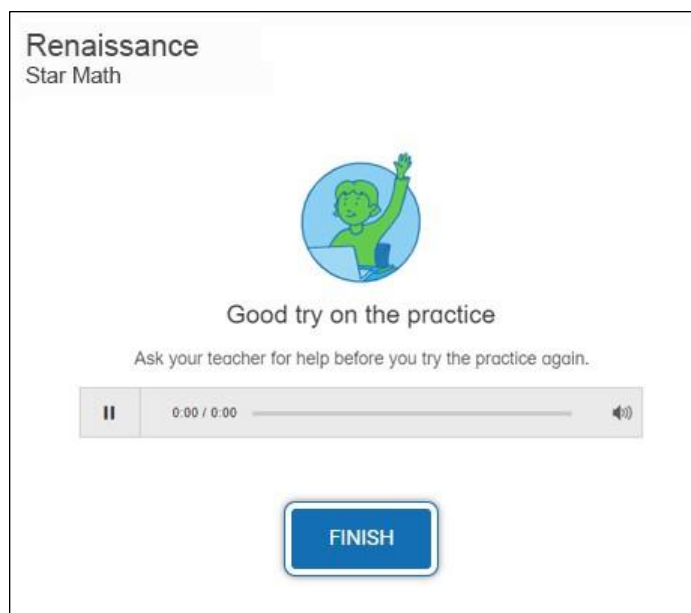
## Test Format Overview

It is important to prepare your students for what the Star Math experience will be like. Prior to the testing session, use the following Teacher Notes and Student Images (either projected or in handouts) to help your students know what to expect at each stage of the test.

## Practice Questions and Failed Practices

The practice session consists of three practice questions; a student must answer two of them correctly in order to move on to the actual test.

If a student answers fewer than two practice questions correctly, a message will tell them to raise their hand and ask you for help.



Select **Finish** to end the test. Begin the test again, and watch the student as they try to answer the practice questions.

- If the student does not understand how to answer questions, review the testing procedures with the student.
- If the student understands how to answer questions, but keeps giving incorrect answers, this may indicate that the student is not ready to have their abilities assessed by Star Math.

## Teacher Notes for Student Images

### Picture 1

#### Read Out Loud

This is what the questions look like. You will get three practice questions to answer.

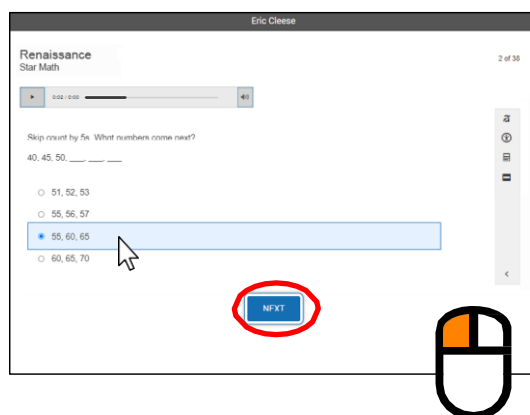


## Pictures 2a–c

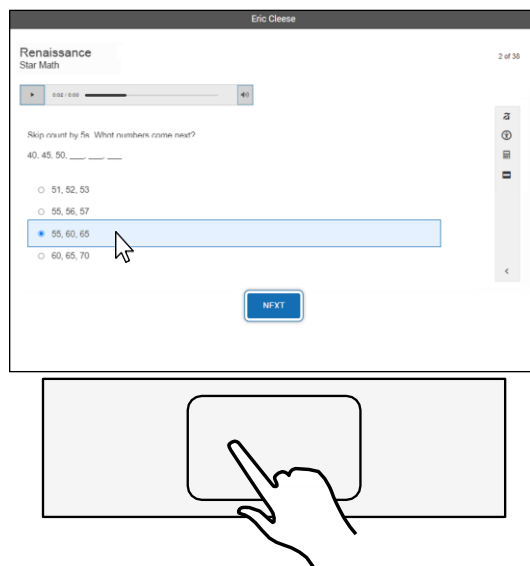
### Read Out Loud

Choosing your answer is easy. Use any of these methods to choose and enter your answer. You can change your answer choice before you enter it.

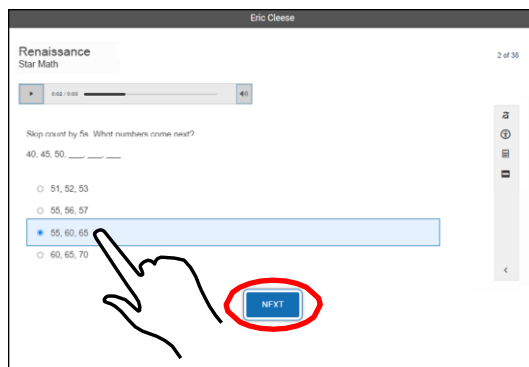
*For students using the mouse, show picture 2a:* Click on your answer choice using the left mouse button. Then, enter your answer choice by clicking **Next** on the screen.



*For students using a touchpad or tablet, show picture 2b:* Tap your answer choice. Then, enter your answer choice by tapping **Next**.

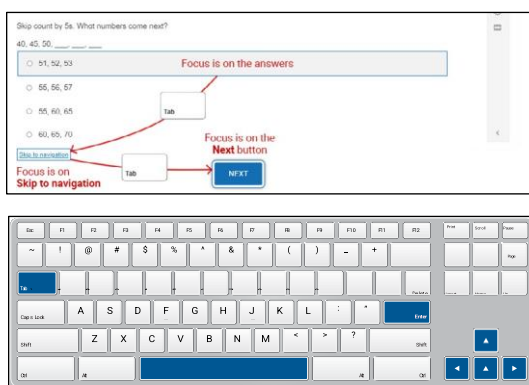






For students using a keyboard, show picture 2c: Use **Tab** to move the focus around the screen. The item in focus will have a blue border around it.

- When the focus is on the answers, use the arrow keys  $\uparrow$   $\downarrow$   $\leftarrow$   $\rightarrow$  to choose an answer. Use **Tab** to move the focus to **Skip to navigation**, then use **Enter/return** or **space** to move the focus to the **Next** button.
- When the focus is on the **Next** button, use **Enter/return** or **space** to enter your answer.



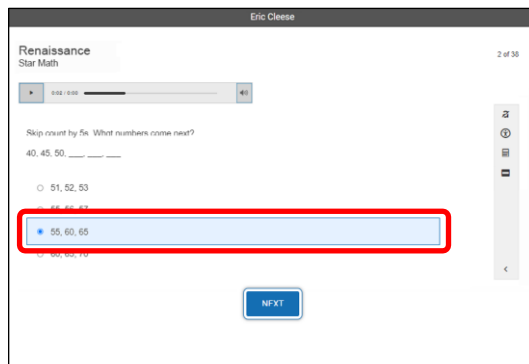
**Note:** Use **Shift + Tab** to move the focus in *reverse* order from what is described above.

## Picture 3

### Read Out Loud

When you choose an answer, a blue highlight will appear around it and the circle next to it will be filled in. For some questions, your answer will be copied into the blank. This only shows you which answer you selected. It does not mean that you selected the correct answer.

To change your answer, click on it with the mouse, tap it, or use the arrows on the keyboard. The program will highlight your new choice. *You cannot change your answer after you enter it.*

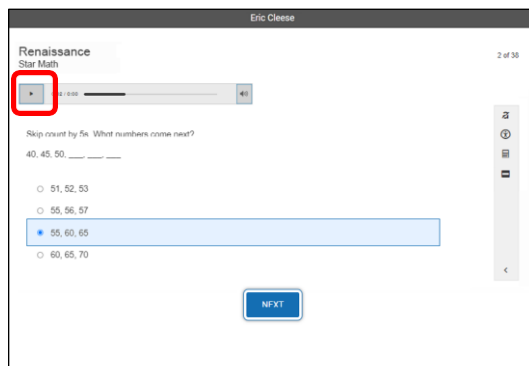


## Picture 4

### Read Out Loud

The audio for a question may play automatically, or you may need to use the **Play** button.

Click on it with the mouse, tap it, or use Tab to move the focus to the **Play** button and then use **Enter/return** or **space** to play (or replay) the audio.



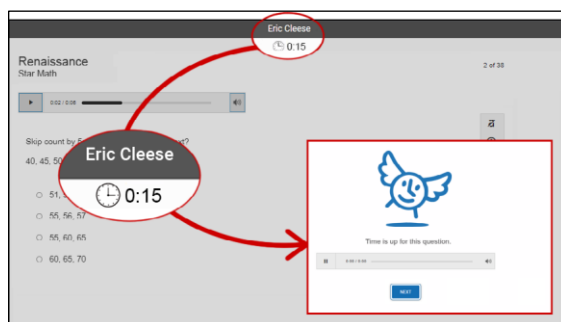
## Picture 5

### Read Out Loud

**Note:** Skip this picture for students who are taking the test with the “unlimited time” accommodation.

If you see a timer at the top of the screen, time is almost up for the question you are on. Choose your answer quickly.

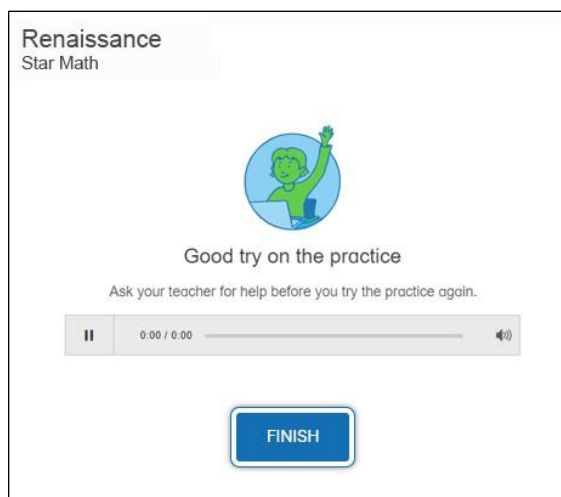
If you don’t choose an answer in time, you will see a message that says time is up for this question. Select **Next** to go on to the next question.



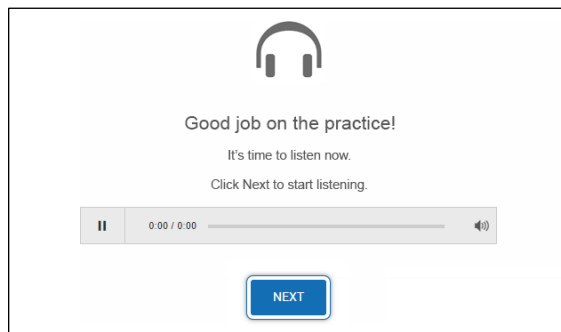
## Picture 6

### Read Out Loud

Before you take the test, you will see some practice questions. The practice questions look just like the real test. If you see this message when you are done answering the practice questions, you should raise your hand and call the teacher or test monitor. They will know what to do.



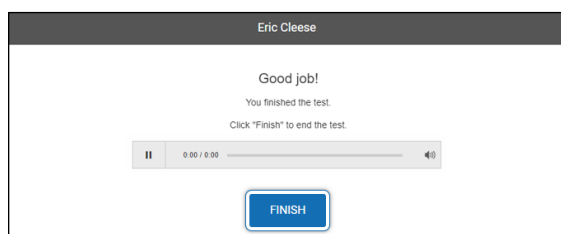
When you finish answering the practice questions, the program will show you this message. Select **Next** to start the test.



## Picture 7

### Read Out Loud

When you are finished with the test, the program will show you this message. Select **Finish** to finish the test.



If you have any questions about this test, please ask them now. Once the test starts, the teacher or test monitor will not be able to explain any of the questions or help you choose an answer. Also, the teacher cannot tell you if you selected the right answer.

**Have fun, and do your best!**

**Star Math****Picture 1**

This is what the questions look like.

You will get three practice questions to answer.

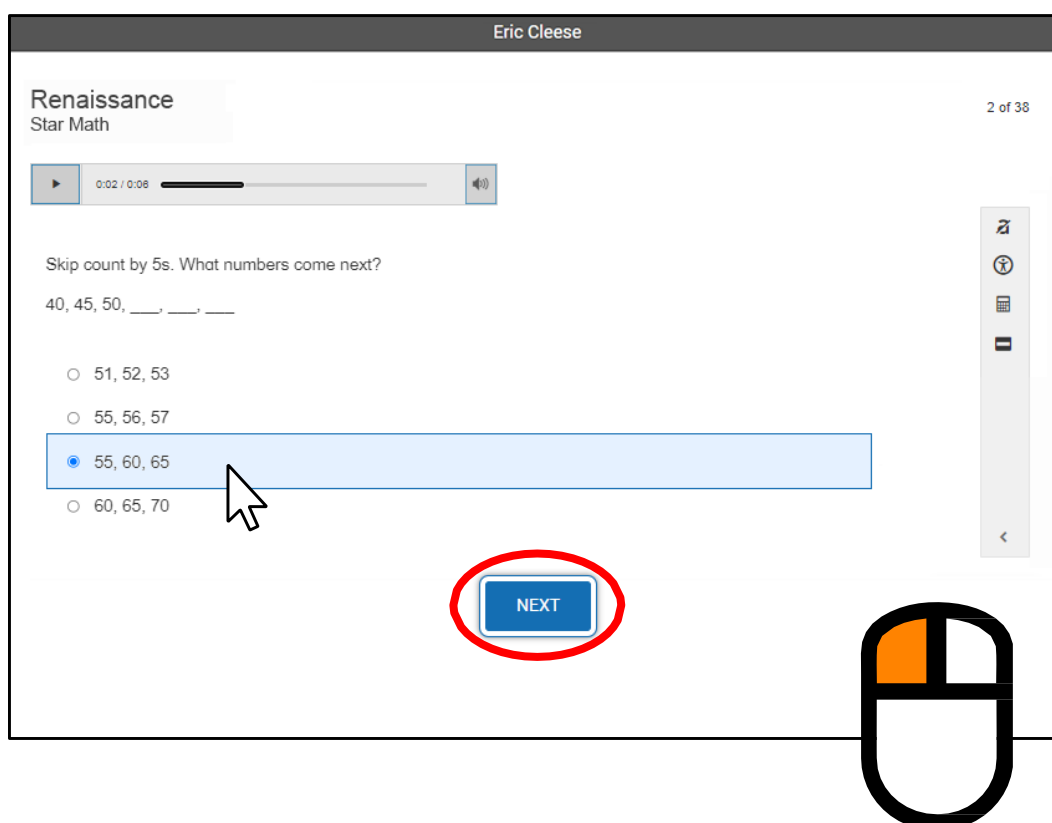
The screenshot shows a digital assessment interface. At the top, a dark header bar contains the name "Eric Cleeve". Below this, the assessment title "Renaissance" is displayed in a large font, with "Star Math" underneath it. In the top right corner, it says "2 of 38". A video player interface is visible, showing a play button, a progress bar at 0:02 / 0:08, and a speaker icon. The question text reads: "Skip count by 5s. What numbers come next?" followed by "40, 45, 50, \_\_, \_\_, \_\_". There are four radio button options: "51, 52, 53", "55, 56, 57", "55, 60, 65", and "60, 65, 70". A blue "NEXT" button is located at the bottom center. On the right side, there is a vertical toolbar with icons for a ruler, a magnifying glass, a calculator, and a document, along with a back arrow at the bottom.

**Star Math****Picture 2a**

Choosing your answer is easy.

You can change your answer choice *before* you enter it.

Click on your answer choice using the left mouse button. Then, enter your answer choice by clicking **Next** on the screen.

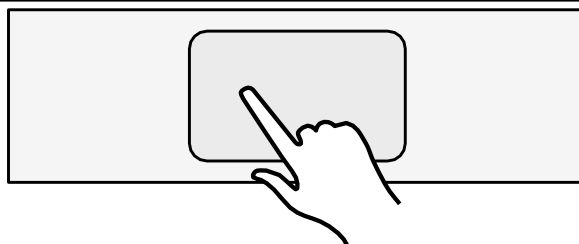
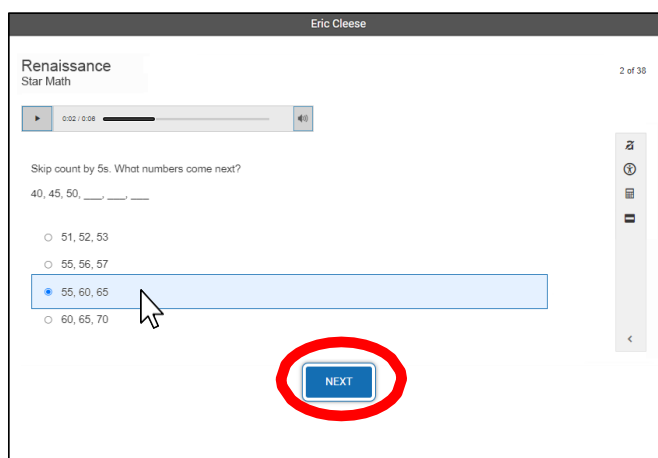
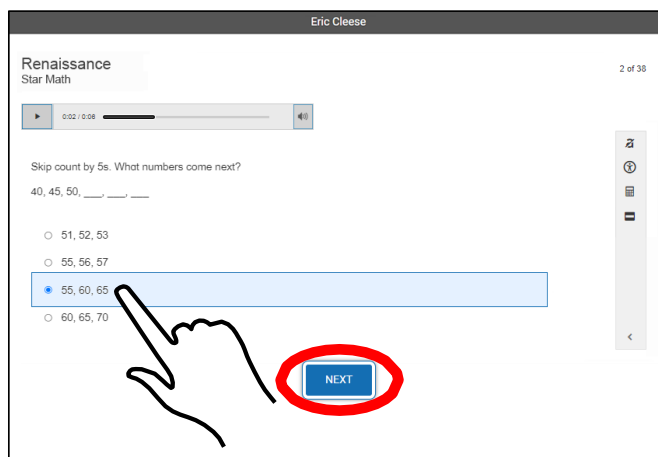


**Star Math****Picture 2b**

Choosing your answer is easy.

You can change your answer choice *before* you enter it.

Tap your answer choice. Then, enter your answer choice by tapping **Next**.

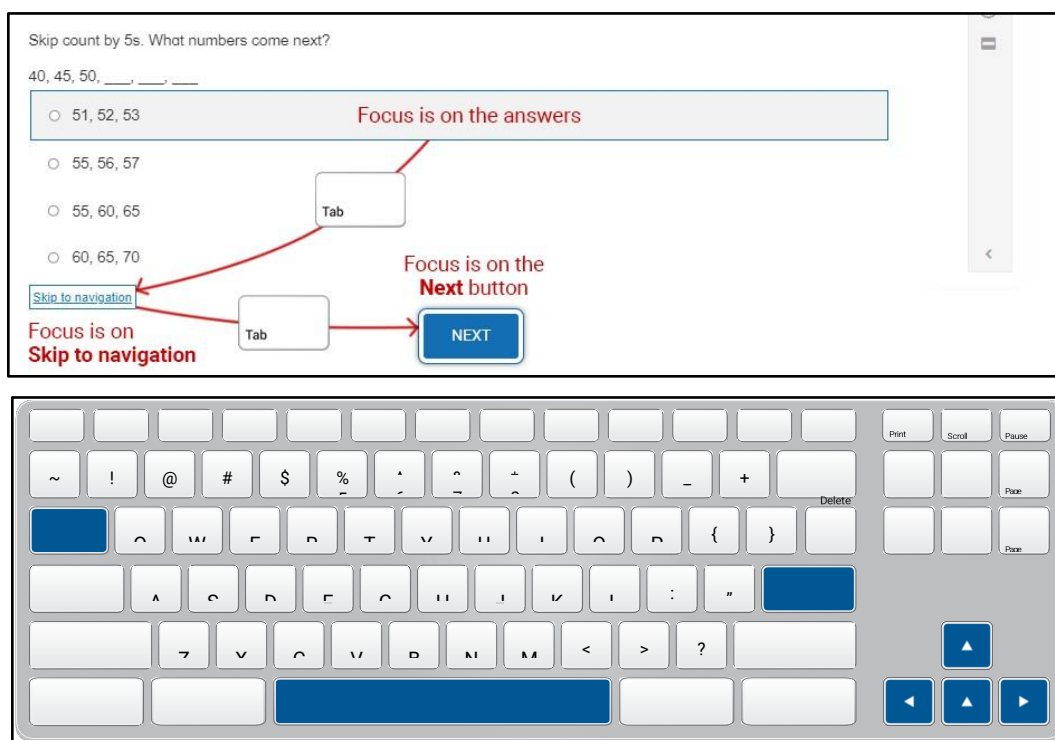


**Star Math****Picture 2c**

Choosing your answer is easy.

You can change your answer choice *before* you enter it.

Use **Tab** to move the focus around the screen. The item in focus will have a blue border around it.



When the focus is on the answers, use the arrow keys  $\uparrow$   $\downarrow$   $\leftarrow$   $\rightarrow$  to choose an answer. Use **Tab** to move the focus to **Skip to navigation**, then use **Enter/ return** or **space** to move the focus to the **Next** button.

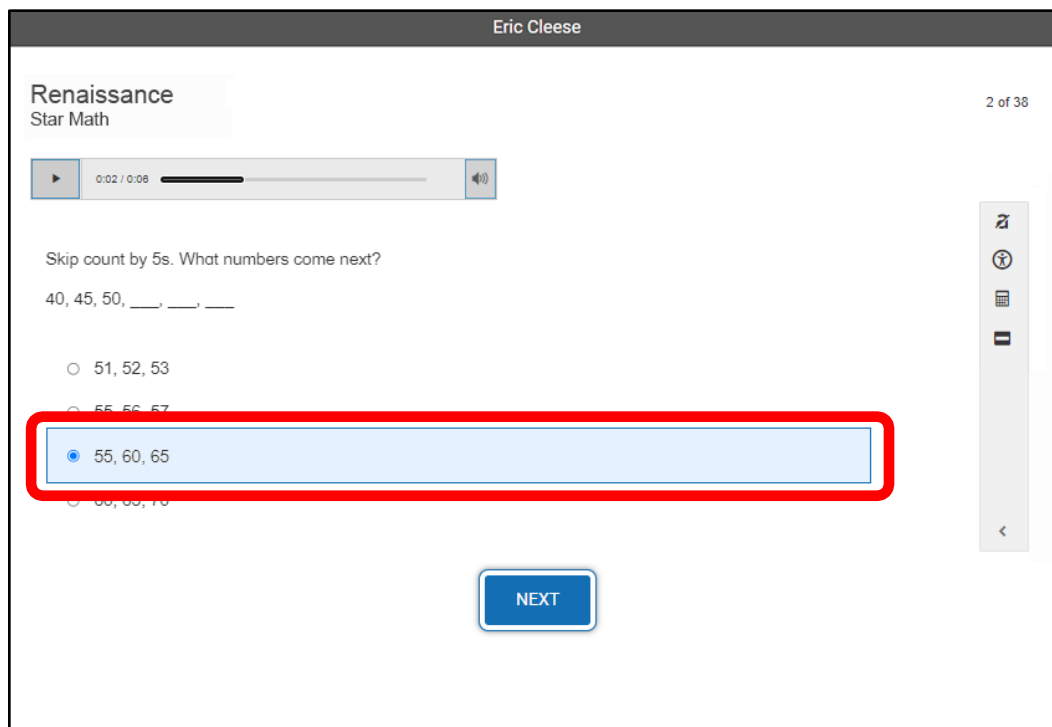
When the focus is on the **Next** button, use **Enter/return** or **space** to enter your answer.

**Note:** Use **Shift + Tab** to move the focus in *reverse* order from what is described above.



**Star Math****Picture 3**

When you choose an answer, a blue highlight will appear around it and the circle next to it will be filled in. For some questions, your answer will be copied into the blank. This only shows you which answer you selected. It does *not* mean that you selected the correct answer.

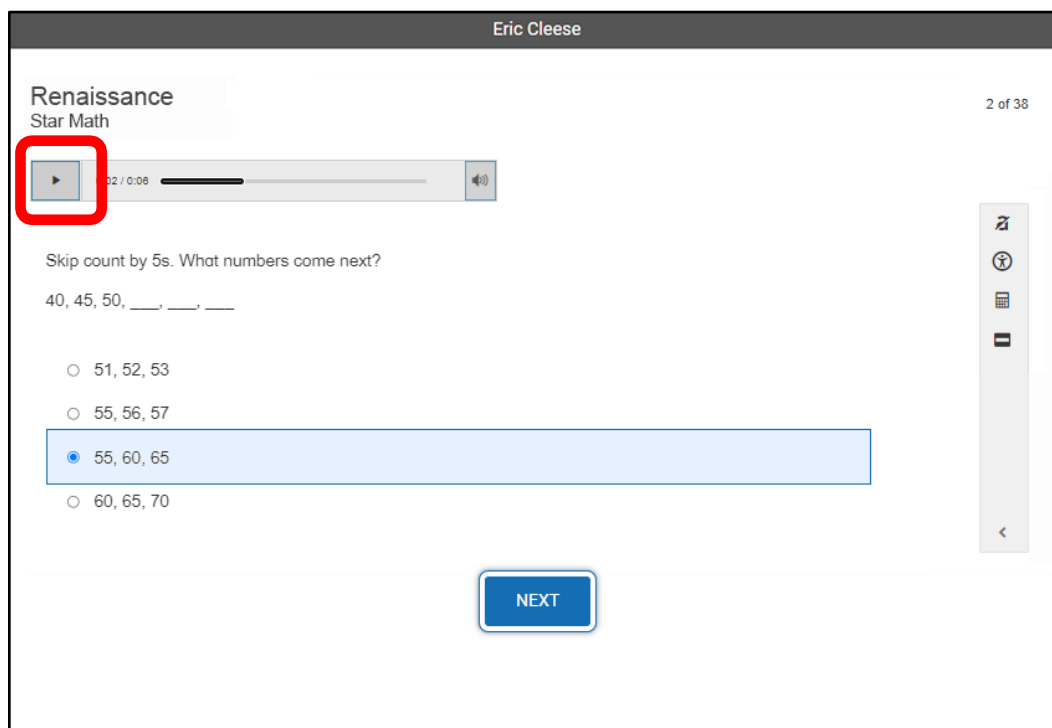


The screenshot shows the Star Math Renaissance interface for a user named Eric Cleese. The question is "Skip count by 5s. What numbers come next?" with the sequence "40, 45, 50, \_\_, \_\_, \_\_". There are four radio button options: "51, 52, 53", "55, 56, 57", "55, 60, 65", and "60, 65, 70". The option "55, 60, 65" is selected, indicated by a blue dot and a blue highlight box around the text. A red rectangle is drawn around the selected option. At the bottom, there is a blue "NEXT" button. The top right corner shows "2 of 38".

To change your answer, click on it with the mouse, tap it, or use the arrows on the keyboard. The program will highlight your new choice. *You cannot change your answer after you enter it.*

**Star Math****Picture 4**

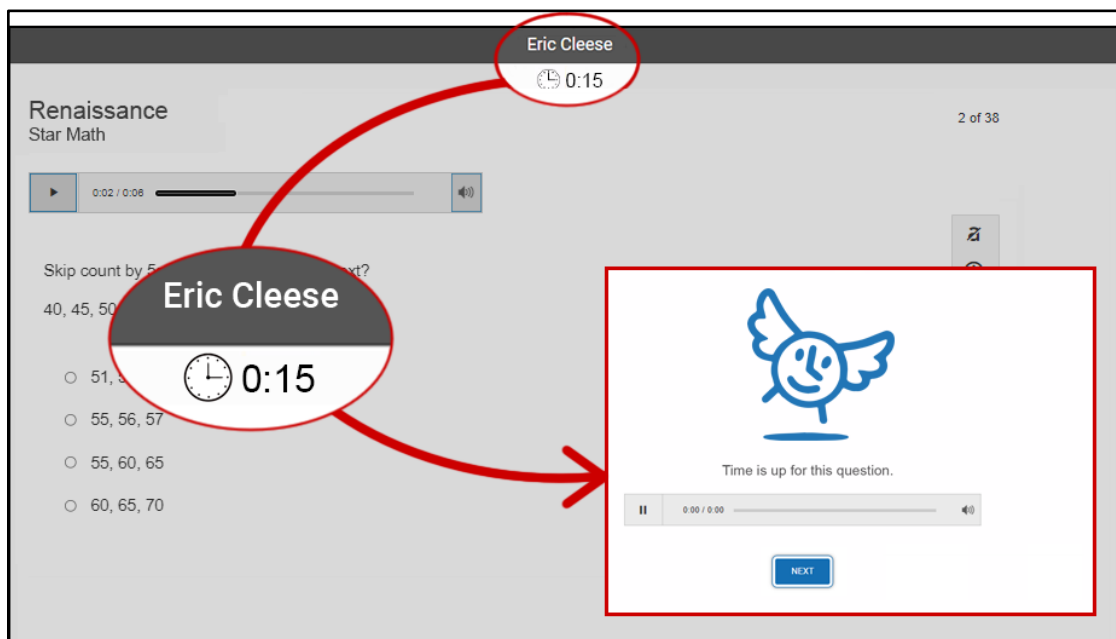
The audio for a question may play automatically, or you may need to use the **Play** button.



Click on it with the mouse, tap it, or use **Tab** to move the focus to the **Play** button and then use **Enter/return** or **space** to play (or replay) the audio.

**Star Math****Picture 5**

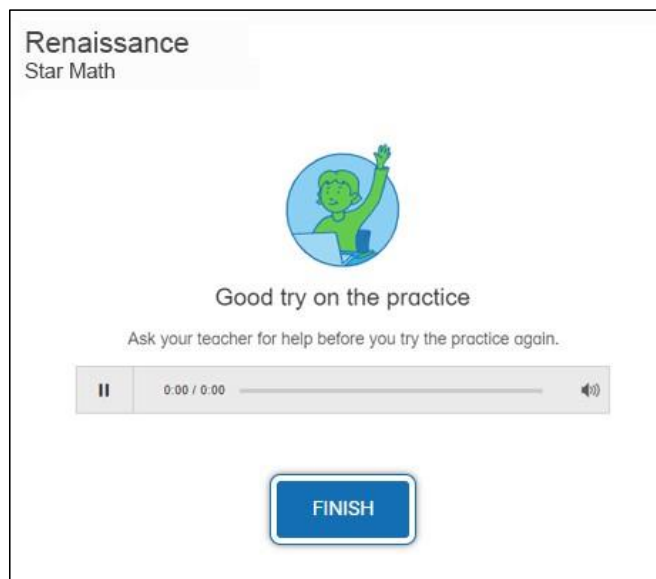
If you see a timer at the top of the screen, time is almost up for the question you are on. Choose your answer quickly.



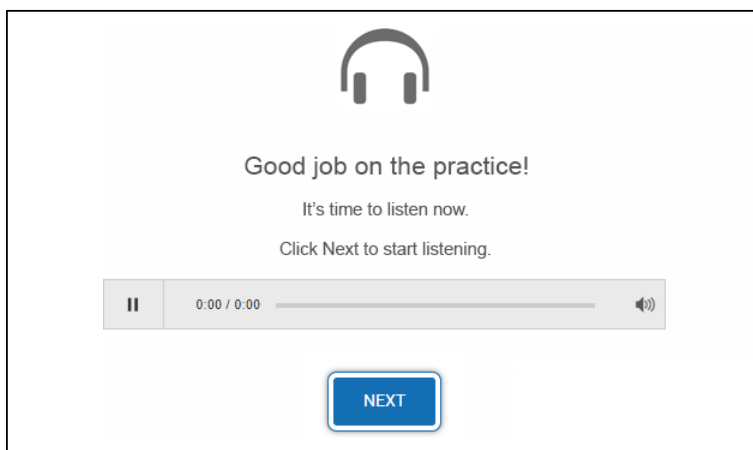
If you don't choose an answer in time, you will see a message that says time is up for this question. Select **Next** to go on to the next question.

**Star Math****Picture 6**

Before you take the test, you will see some practice questions. The practice questions look just like the real test. If you see this message when you are done answering the practice questions, you should raise your hand and call the teacher or test monitor. They will know what to do.

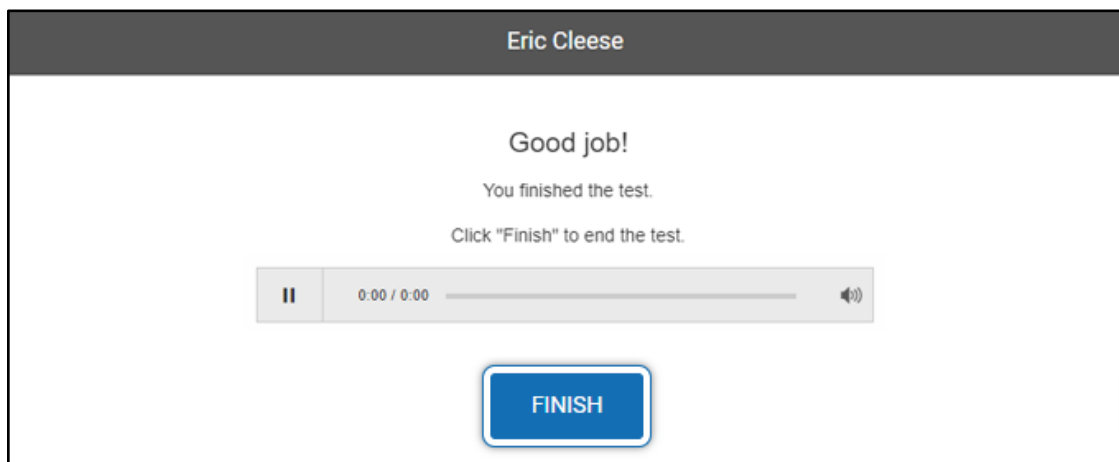


When you finish answering the practice questions, the program will show you this message. Select **Next** to start the test.



**Star Math****Picture 7**

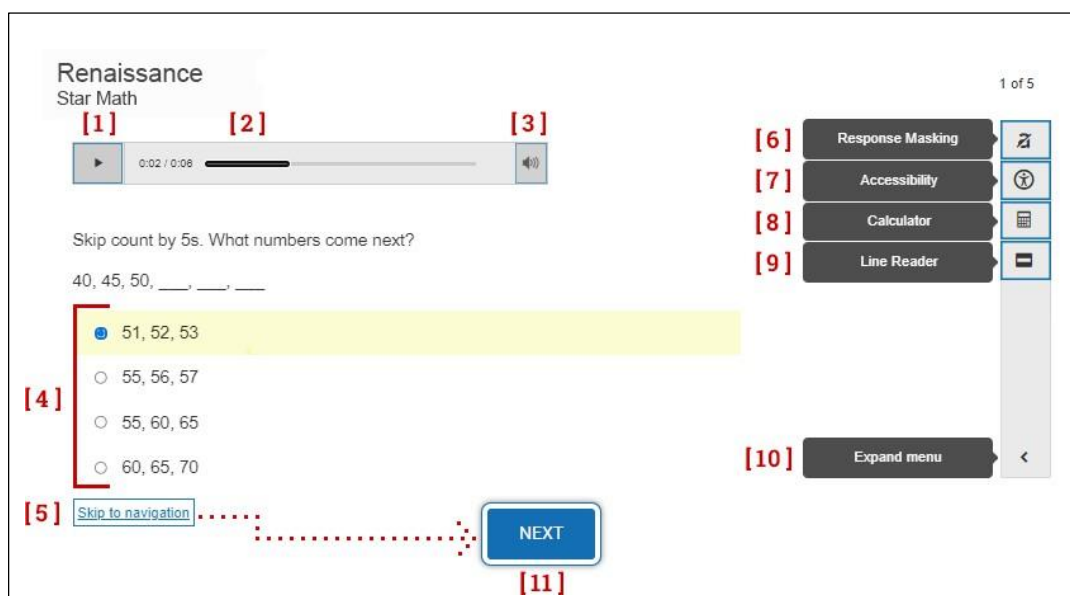
When you are finished with the test, the program will show you this message. Select **Finish** to finish the test.



## The Accommodations Toolbar

When a student takes the alternative Star Math test with accommodations, they need to be aware of which tools are available and how to access them. Special consideration is needed for students using a keyboard to take the test—the student uses keystrokes to move a focus from one tool to another. A selected tool (with the focus on it) is highlighted as shown below; using the tool requires specific keystrokes.

Not every item in the following screenshots will appear on the screen, depending on the settings of the Accommodations preference (see <https://short.renaissance.com/KALXWE>) that have been selected for the student; skip over any that do not apply.



[ 1 ] **Play** (audio)\*

[ 2 ] **Time Slider** (audio)\*

[ 3 ] **Volume** (audio)\*

[ 4 ] **Answers**

[ 5 ] **Skip to navigation**

[ 6 ] **Response Masking**

[ 7 ] **Accessibility**

[ 8 ] **Calculator** (Please note that the use of a calculator is not permitted for K–2 FAST assessments.)

[ 9 ] **Line Reader**

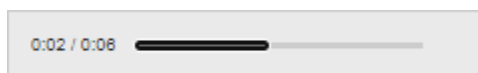
[ 10 ] **Expand Menu**

[ 11 ] **Next button**

**[ 1 ] Play**

- **Mouse:** Click the buttons to start/pause the audio.
- **Tablet or touchpad:** Tap the buttons to start/pause the audio.
- **Keyboard:** Use **Tab** to put the focus on the button, then use **Enter/return** or **space** to start/pause the audio.

Use **Tab** to move the focus to **[ 2 ] Time Slider**.

**[ 2 ] Time Slider**

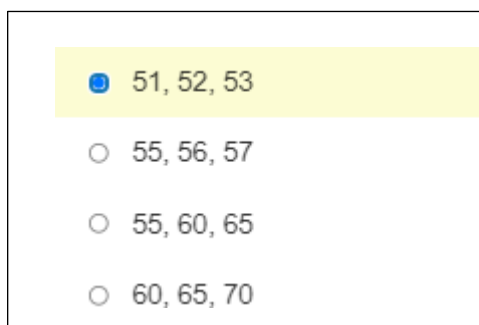
- **Mouse:** Click on the slider and drag it left or right to rewind/fast forward the audio.
- **Tablet or touchpad:** Tap on the slider and drag it left or right to rewind/fast forward the audio.
- **Keyboard:** Use the arrow keys **← →** to rewind/fast forward the audio.

Use **Shift + Tab** to move the focus to **[ 1 ] Play**; use **Tab** to move the focus to **[ 3 ] Volume**.

**[ 3 ] Volume**

- **Mouse:** Click to open the slider; drag the slider up and down to increase/decrease the volume (dragging it all the way to the bottom mutes the audio). Click the button to close the slider.
- **Tablet or touchpad:** Tap to open the slider; drag the slider up and down to increase/decrease the volume (dragging it all the way to the bottom mutes the audio). Tap the button to close the slider.
- **Keyboard:** Use **Enter/return** or **space** to open the slider. Use the **arrow keys**: to increase (**→** or **↑**) or decrease (**←** or **↓**) the volume (moving the slider all the way to the bottom mutes the audio). Select **Tab** to close the slider.

Use **Shift + Tab** to move the focus to **[ 2 ] Time Slider**; use **Tab** to move the focus to **[ 4 ] Answers**.

**[ 4 ] Answers**


☒ 51, 52, 53

☐ 55, 56, 57

☐ 55, 60, 65

☐ 60, 65, 70

- **Mouse:** Click on an answer to select it.
- **Tablet or touchpad:** Tap on an answer to select it.
- **Keyboard:** Use the arrow keys to move the selector up (← or ↑) and down (→ or ↓).

Use **Shift + Tab** to move the focus to **[ 3 ] Volume**; use **Tab** to move the focus to **[ 5 ] Skip to navigation**.

**[ 5 ] Skip to navigation**

[Skip to navigation](#)

**Note:** This control is intended for students using the keyboard. It appears on the screen after an answer has been highlighted and the student uses the **Tab** key.

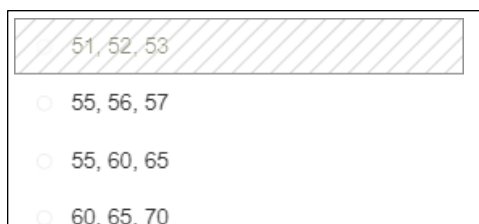
- **Keyboard:** Use **Enter/return** to move the focus to the **[ 10 ] Next button**.

Use **Shift + Tab** to move the focus to **[ 4 ] Answers**; use **Tab** to move the focus to **[ 6 ] Response Masking**.

**[ 6 ] Response Masking**

Select this tool by:

- **Mouse:** Clicking on the button.
- **Tablet or touchpad:** Tapping on the button.
- **Keyboard:** Use **Tab** to put the focus on the button, then use **Enter/return** or **space** to select the tool. **Important:** Immediately use **Shift + Tab** *twice* to move the focus back to **[ 4 ] Answers**.



51, 52, 53

☐ 55, 56, 57

☐ 55, 60, 65

☐ 60, 65, 70



- **Mouse:** With the tool selected, click on an answer to mask it (clicking on a masked answer will remove the mask). Click the button again to stop masking.
- **Tablet or touchpad:** With the tool selected, tap on an answer to mask it (tapping on a masked answer will remove the mask). Tap the button again to stop masking.
- **Keyboard:** With the tool selected, use **Tab** and **Shift + Tab** to move the selector to an answer; follow by using **Enter/return** or **space** to mask or unmask an answer.

Stop Response Masking by using **Tab** until the focus is on the Response Masking button in the toolbar, then use **Enter/return** or **space**.

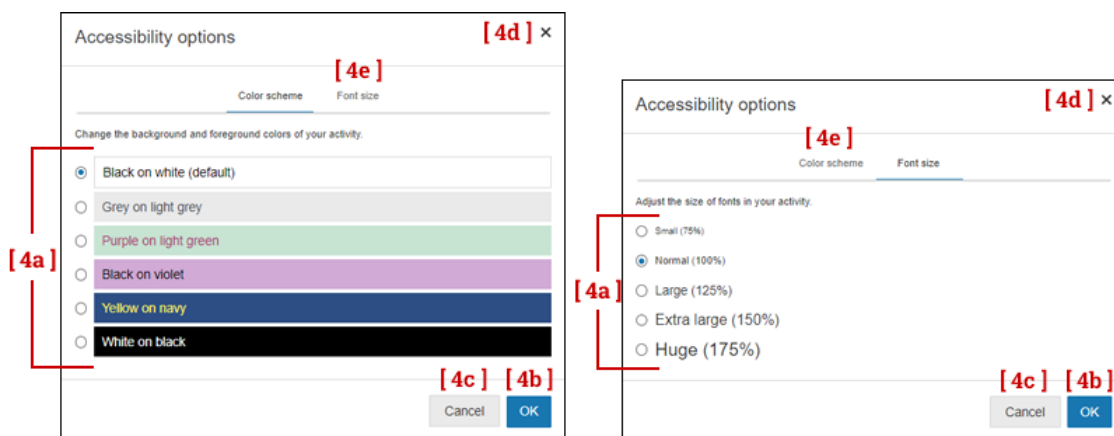
With Response Masking stopped, use **Shift + Tab** to move the focus to **[ 5 ] Skip** to navigation; use **Tab** to move the focus to **[ 7 ] Accessibility**.

## **[ 7 ] Accessibility**



Select this tool by:

- **Mouse:** Clicking on it.
- **Tablet or touchpad:** Tapping on it.
- **Keyboard:** Using **Tab** to put the focus on the button, then using **Enter/return** or **space** to select the tool.



This opens a window with two tabs, “Color scheme” and “Font size”:

- **Mouse:** Click a color scheme to change the background and foreground colors. Click **OK** to save your changes, or click **Cancel** or the × in the corner to close the window without saving your changes. Click **Font size** to switch to the “Font size” tab.

- **Tablet or touchpad:** Tap a color scheme to change the background and foreground colors.

Tap **OK** to save your changes, or tap **Cancel** or the × in the corner to close the window without saving your changes.

Tap **Font size** to switch to the “Font size” tab.

- **Keyboard:** Use **Tab** to move the focus to the [ 7a ] **color schemes**, then use the **arrow keys** (→ ↑ ← ↓) to change the background and foreground colors.

Use **Tab** to move the focus to the [ 7b ] **OK button** and then use **Enter/return** or **space** to save your changes.

To close the window without saving your changes, use **Tab** to move the focus to either [ 7c ] **Cancel** or the [ 7d ] × in the corner, then use **Enter/return** or **space** to close the window.

Use **Tab** to move the focus to the [ 7e ] “Font size” tab, then use **Enter/return** or **space** to open that tab.

- **Mouse:** Click a font size to make the text larger or smaller.

Click **OK** to save your selection, or click **Cancel** or the × in the corner to close the window without saving your changes.

Click **Color scheme** to switch to the “Color scheme” tab.

- **Tablet or touchpad:** Tap a font size to make the text larger or smaller.

Tap **OK** to save your selection, or tap **Cancel** or the × in the corner to close the window without saving your changes.

Tap **Color scheme** to switch to the “Color scheme” tab.

- **Keyboard:** Use **Tab** to move the focus to the [ 7a ] example text sizes, then use the **arrow keys** (→ ↑ ← ↓) to make the text larger or smaller.

Use **Tab** to move the focus to the [ 7b ] **OK button** and then use **Enter/return** or **space** to save your selection.

To close the window without saving your changes, use **Tab** to move the focus to either [ 7c ] **Cancel** or the [ 7d ] × in the corner, then use **Enter/return** or **space** to close the window.

Use **Tab** to move the focus to the [ 7e ] “Color scheme” tab, then use **Enter/return** or **space** to open that tab.

**Keyboard:** When the Accessibility window is closed, use **Shift + Tab** to move the focus to [ 6 ] **Response Masking**; use **Tab** to move the focus to [ 8 ] **Calculator**.

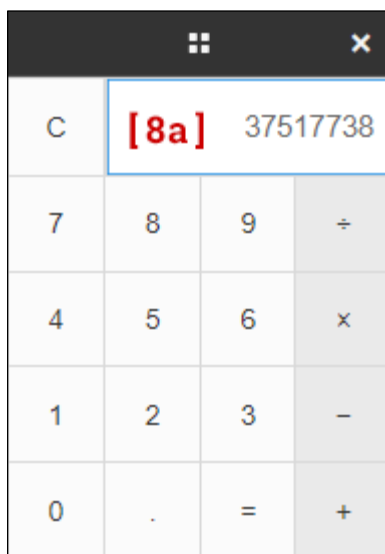
**[ 8 ] Calculator** (Please note that the use of a calculator is not permitted for K–2 FAST assessments.)



Select this tool by:

- **Mouse:** Clicking on it.
- **Tablet or touchpad:** Tapping on it.
- **Keyboard:** Using **Tab** to put the focus on the button, then using **Enter/return** or **space** to select the tool. This opens a simple calculator on the screen.


This opens a simple calculator on the screen.



- **Mouse:** Click the buttons on the calculator to perform calculations. Click and drag the bar at the top of the calculator to move it around the window. Click the **X** in the upper-right corner (or the calculator button in the toolbar) to close it.
- **Tablet or touchpad:** Tap the buttons on the calculator to perform calculations. Tap and drag the bar at the top of the calculator to move it around the window. Tap the **X** in the upper-right corner (or the calculator button in the toolbar) to close it.
- **Keyboard:** Use **Tab** to move the focus to the **[ 8a ]** answer window; once the focus is there, you can use the number pad on the keyboard to perform calculations (or use the number and operations keys for keyboards without a number pad).



You can also use **Tab** or the arrow keys ( $\uparrow$   $\downarrow$   $\leftarrow$   $\rightarrow$ ) to move the focus to one of the keys on the calculator, then use **Enter/return** or **space** to “press” that key.

Use **Tab** to move the focus to the  in the upper-right corner (or the calculator button in the toolbar), and then use **Enter/return** or **space** to close the calculator.

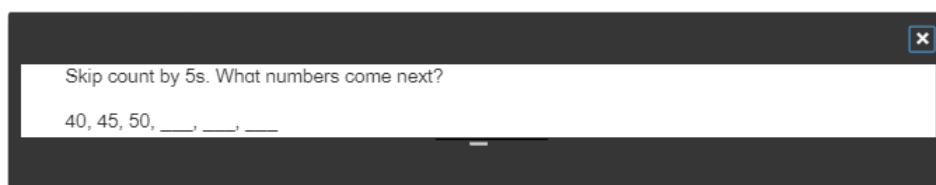
When the calculator is closed, use **Shift + Tab** to move the focus to **[ 7 ] Accessibility**; use **Tab** to move the focus to the **[ 9 ] Line reader**.


### **[ 9 ] Line Reader**











Select this tool by:

- **Mouse:** Clicking on it.
- **Tablet or touchpad:** Tapping on it.
- **Keyboard:** Using **Tab** to put the focus on the button, then using **Enter/return** or **space** to select the tool. To use the tool:
- **Mouse:** Click and drag the line reader around the screen until the text you want to focus on is visible in the gap in the middle.



Click and drag the bar below the center of the gap  up and down to increase/decrease the number of lines of text that are visible.

Click and drag the lower-right corner  to increase/decrease the height and width of the line reader. Click the  in the upper-right corner to close the line reader.

- Tablet or touchpad:** Tap and drag the line reader around the screen until the text you want to focus on is visible in the gap in the middle.  
 Tap and drag the bar below the center of the gap  up and down to increase/decrease the number of lines of text that are visible.  
 Tap and drag the lower-right corner  to increase/decrease the height and width of the line reader. Tap the  in the upper-right corner to close the line reader.
- Keyboard:** Use the **arrow keys** (→ ↑ ← ↓) to move the reader around the screen until the text you want to focus on is visible in the gap in the middle.  
 Use **Tab** to move the focus to the bar below the center of the gap , then use the **arrow keys** (↑ ↓) to increase/decrease the number of lines of text that are visible.  
 Use **Tab** to move the focus the lower-right corner , then use the **arrow keys** to change the height (↑ ↓) and width (← →) of the line reader.  
 Use **Tab** to move the focus to the  in the upper-right corner, then use **Enter/return** or **space** to close the line reader.  
 When the Line Reader is closed, use **Shift + Tab** to move the focus to **[ 8 ] Calculator**; use **Tab** to move the focus to **[ 10 ] Expand menu**,

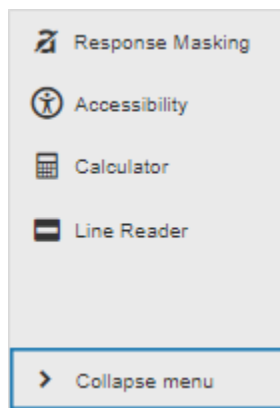
### [ 10 ] Expand Menu



Select this tool by:

- Mouse:** Clicking on it.
- Tablet or touchpad:** Tapping on it.
- Keyboard:** Using **Tab** to put the focus on the button, then using **Enter/return** or **space** to select the tool.

When this tool is active, the toolbar expands, showing the full names of all the available tools to the right of the buttons.



To close the expanded menu:

- **Mouse:** Click **Collapse menu** at the bottom.
- **Tablet or touchpad:** Tap **Collapse menu** at the bottom.
- **Keyboard:** Use **Tab** to put the focus on **Collapse menu** at the bottom, then use **Enter/return** or **space**.

When the menu is collapsed, use **Shift + Tab** to move the focus to **[ 9 ] Line Reader**; use **Tab** to move the focus to the **[ 11 ] Next button**.

### **[ 11 ] Next button**



- **Mouse:** Click the button to enter your answer and move on to the next question.
- **Tablet or touchpad:** Tap the button to enter your answer and move on to the next question.
- **Keyboard:** Use **Enter/return** or **space** to enter your answer and move on to the next question.

Use **Shift + Tab** to move the focus to **[ 10 ] Expand menu**; use **Tab** to move the focus to **[ 1 ] Play (audio)**.

# Appendix D. Change Log

Location	Change	Date

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