

Assessment Accommodations for Limited English Proficient (LEP) Students

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In recent years, there has been increasing emphasis on setting high standards for all students and holding schools accountable for reaching those standards.

In order to address inclusion of LEP (LY) students who are currently receiving services in an English for Speakers of Other Languages (ESOL) program, Florida school districts are required to offer Florida Comprehensive Assessment Test (FCAT) accommodations. These accommodations are consistent with the requirements of State Board of Education rule 6A-6.09091 and consistent with Appendix A of the FCAT Test Administration Manual.

Testing accommodations must be documented on the Accommodations Checklist for Active LEP (LY) students (see Appendix R of the Bilingual/Foreign Language/ESOL Handbook). These same accommodations must also be provided on a regular basis during classroom instruction throughout the school year and documented as ESOL instructional strategies in the teacher's plan book.

The FCAT may be administered using any one or a combination of accommodations that are determined to be appropriate for the needs of the LEP (LY) student. Below are the testing accommodations/strategies along with their appropriate code from the ESOL Instructional Strategies Matrix. For more specific information on how these accommodations apply to statewide assessment, refer to page 27 of the Bilingual/Foreign Language/ESOL Handbook.

- **Flexible Setting (G9)**
- **Flexible Scheduling (E3)**
- **Flexible Timing (E3)**
- **Assistance in the Heritage Language (E5)**
- **Bilingual Dictionary (E5)**

For resources on working with LEP students, visit the Bilingual/Foreign Language/ESOL Education Department website at www.broward.k12.fl.us/esol.