Assessment Accommodations Planner

Changes in Setting

☐ Use preferential seating to place student closer to source of oral instructions and/or demonstration equipment.

☐ Assess small group of students in a separate location.

☐ Assess student individually in a separate location.

☐ Provide special lighting.

☐ Provide adaptive or special furniture.

☐ Assess student in study carrel or room with minimal distractions.

Changes in Timing/Scheduling

☐ Allow more time to complete assessment.

☐ Allow student to take assessment at his best time of day and during periods when emotional agitation is relatively low.

☐ Provide opportunity for additional breaks between subsections of the assessment.

☐ Provide opportunity to move around during the assessment.

☐ Allow student to extend assessment across several sessions/days.

Changes in Presentation

☐ Repeat and clarify the directions.

☐ Allow student to record answers in test booklet rather than separate answer sheet.

☐ Allow student to underline key words and to write notes in margins of test booklet.

☐ Encourage the student to complete the task.

☐ Increase spacing between items and place fewer items per page.

☐ Break up the assessment into smaller sections or fewer steps at a time.

☐ Provide organizational aids such as templates, graphic organizers, or graph paper.

Assessment Accommodations Planner

☐ Provide large-type version of assessment.

☐ Provide written translation of assessment in student's native language.

☐ Provide Braille version of assessment.

☐ Permit the use of whatever augmentative or assistive technology the student uses on a daily basis (e.g., magnifying equipment, noise buffers).

☐ Provide scoring guides which value content and ideas rather than form and neatness.

☐ Provide more complex, open-ended items which allow gifted and talented students to fully demonstrate the depth and range of their understanding and creativity.

☐ Provide scoring guides which reward sophistication, complexity, and originality at "advanced" level.

Changes in Student Response

☐ Permit use of augmentative or assistive technology student uses on a daily basis (e.g., word processor, Braille, calculator).

☐ Permit responses in student's native language.

☐ Use scribe to record student's oral responses.

☐ Use signing to communicate responses.

☐ Use pointer to communicate responses.

☐ Allow student to use another modality (e.g., an oral presentation or an illustration rather than an essay).