

**Assessment ACCESS**  
**Assessment Accommodations for Every Student to Succeed**

Type of Accommodation	Options to Consider
<b>Setting</b>	<input type="checkbox"/> Provide Minimal Distractions <input type="checkbox"/> Ensure Optimal Acoustics <input type="checkbox"/> Use Adaptive Furniture <input type="checkbox"/> Adjust Grouping Formats (Small, Individual or Large Group) <input type="checkbox"/> Change Location(alternate location, separate or different room)
<b>Timing</b>	<input type="checkbox"/> Extend Time on Selected Subtests/Overall <input type="checkbox"/> Shorten Time on Selected Subtests/Overall <input type="checkbox"/> Extend/Give Frequent Breaks Between Subtests
<b>Scheduling</b>	<input type="checkbox"/> Schedule Assessment During Optimal Times <input checked="" type="checkbox"/> During the morning <span style="float: right;"><input checked="" type="checkbox"/> After medications</span> <input checked="" type="checkbox"/> Over several days <span style="float: right;"><input checked="" type="checkbox"/> On a particular day</span> <input type="checkbox"/> Give subtests or assessments in a different order (e.g., longer tests first...)
<b>Presentation of the Assessment</b>	<input type="checkbox"/> Alter Format <span style="float: right;"><input checked="" type="checkbox"/> Large print version</span> <input checked="" type="checkbox"/> Braille edition <input type="checkbox"/> Enhancements(cued or highlighted key words, phrases) <input type="checkbox"/> Tailor Directions <input checked="" type="checkbox"/> Sign directions <span style="float: right;"><input checked="" type="checkbox"/> Reread directions</span> <input checked="" type="checkbox"/> Audiotape directions <span style="float: right;"><input checked="" type="checkbox"/> Clarify/simplify</span> <input checked="" type="checkbox"/> Give additional examples <input type="checkbox"/> Prompt Attention During Test <input type="checkbox"/> Use Assistive Devices <input checked="" type="checkbox"/> Magnification Tool <span style="float: right;"><input checked="" type="checkbox"/> Template to Mask Print</span> <input checked="" type="checkbox"/> Amplification Tool <span style="float: right;"><input checked="" type="checkbox"/> Marker to Keep Place</span> <input checked="" type="checkbox"/> Adhesive to Secure Paper
<b>Response of the Student</b>	<input type="checkbox"/> Alter Response Formats <input checked="" type="checkbox"/> Mark in Test Book <input checked="" type="checkbox"/> Use Different Paper <input type="checkbox"/> Change Procedures/Mode for Response <input checked="" type="checkbox"/> Oral, Pointing, Signed Response <input checked="" type="checkbox"/> Use Reference Materials to Generate Response (e.g., dictionary, arithmetic tables, etc) <input type="checkbox"/> Use Assistive Devices to Respond <input checked="" type="checkbox"/> Word processor/computer <input checked="" type="checkbox"/> Scribe to write responses <input checked="" type="checkbox"/> Braille <input checked="" type="checkbox"/> Other Communication Device

<sup>1</sup> Note: This checklist is not inclusive of all possible accommodations. An IEP team should determine use and validity of each accommodation for individual students.

References:

Thurlow, M. L., Elliott, J. L., & Ysseldyke, J. E. (1998). Testing students with disabilities: Practical strategies for complying with district and state requirements. Thousand Oaks, CA: Corwin Press, Inc.

U.S. Office of Special Education Programs. (1998, Spring). Research Connections in Special Education. (Number 2). Statewide Assessment Programs. [Online]. Available: <http://www.cec.sped/org/osep/recon2.htm>