

# Accommodations Checklist

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Test accommodations should be recommended for a student with a disability if the disability will interfere with the student's ability to complete the required assessments. Identified accommodations must align with the student's specific areas of educational impact as documented in the student's IEP.

## Setting Accommodations

- Preferential seating
- Taking the test in a separate location
- In a small group with staff support
- Individual administration
- Other as specified in student IEP \_\_\_\_\_

## Scheduling Accommodations

- Scheduled over several class periods or days
- Reverse the order of subtests
- Scheduled during a specific time of day
- Other as specified in student IEP \_\_\_\_\_

## Time Accommodations

- Frequent breaks
- Extended time
- Other as specified in student IEP \_\_\_\_\_

## Presentation Accommodations

- Large print or Braille test materials
- Sign language interpreter, amplification, or visual display
- Clarifying directions
- Verbatim audiotaped directions
- Verbatim audiotaped presentation of entire test
- Verbatim reading of entire test or selected portions
- Other as specified in student IEP \_\_\_\_\_

## Response Accommodations

- Mark answers directly in the test booklet or on test paper
- Student indicates answers by pointing or other method
- Student dictates response to staff member or tape records answers
- Other as specified in student IEP \_\_\_\_\_

