**CONSIDERATIONS FOR ACCOMMODATIONS**

**ACCOMMODATIONS MUST REFLECT THE FOLLOWING:**

1. **THE “NEEDS” SECTION OF THE PLAAFP MUST INCLUDE SPECIFIC DEFICITS THAT ARE ALIGNED WITH THE ACCOMMODATION/S SELECTED.**
2. **GENERALLY, ACCOMMODATIONS FOR STATE AND DISTRICT TESTING MUST ALSO BE USED FOR CLASSROOM INSTRUCTIONAL AND/OR TESTING PURPOSES…**

 **NOTE: THIS IS NOT AN EXHAUSTIVE LIST. THESE ARE EXAMPLES ONLY…THERE ARE OTHER NEEDS STATEMENTS AND ACCOMMODATIONS THAT CAN BE INCLUDED.**

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| **NEEDS STATEMENT IN THE PLAAFP** **TO SUPPORT ACCOMMODATIONS** **EXAMPLES** | **ACCOMMODATION CONSIDERATIONS** | **ACCOMMODATIONS SELECTED** |
| **CLSRM****INSTRUCTION** | **CLSRM****TESTING** | **STATE AND DISTRICT TESTING** |
| **DISTRACTABILITY/ATTENTION ISSUES** |
| Student…* Has difficulty remaining on task for longer than \_\_\_ minutes
* Has difficulty completing assignments/tests within typical time frames
* Is distracted by other students
* Distracts other students
* Has difficulty understanding/following directions and/or instructions
* Has difficulty staying focused in order to “bubble in” answers
 | * Separate setting with limited distractions
* Study carrel
* On-tasks focusing prompts
* Break during instruction/tests
* Extended Time For Tests:
* Time and a Half
* Double Time
* Directions read more than the standard number of times
* Directions provided for each page of questions
* Directions simplified
* Small Group
* Write answers in test book/sheet of paper
 |  |  |  |
| **READING ISSUES** |
| Student…* Fluency rate is \_\_\_\_\_\_wcpm…below/far below grade level
* Takes longer to read text than is typical.
 | * Use of text to speech technology/Read Aloud
* Use of speech to text technology/Scribe
* Reading pen
* Separate location for technology and/or Read Aloud
* Extended Time For Tests:
* Time and a Half
* Double Time
* Small Group
 |  |  |  |
| **MATH ISSUES** |
| Student…* Has difficulty understanding math concepts
* Calculation skills are limited to \_\_\_\_\_\_\_\_\_ (one –two digit numbers, etc.)
* Is unable to memorize basic math facts
* Has difficulty aligning numbers for math calculation
 | * Use of a calculator
* Use of a chart for math facts
* Graph paper to align numbers for calculation
* Extended Time For Tests:
* Time and a Half
* Double Time
* Small Group
 |  |  |  |
| **FINE MOTOR COORDINATION ISSUES** |
| Student…* Has difficulty producing legible handwriting
* Has difficulty “bubbling in” answer sheets
* Completes writing tasks at a rate slower than the typical rate.
* Has difficulty completing calculation problems using paper and pencil
 | * Word Processor/Speech to text technology
* Record answers in test booklet
* Extended Time For Tests:
* Time and a Half
* Double Time
* Calculator
* Graph paper to align numbers for calculation
* Small Group
* Write in test booklet
 |  |  |  |
| **EMOTIONAL ISSUES** |
| Student…* Becomes anxious during testing. Hands sweat and/or tremble; engages in nervous habits; etc,
* Displays inappropriate behavior such as talking loudly;

moving around the room; distracting other students, etc.* Takes medication that affects physical stamina so that instruction and/or testing needs to be broken into segments.
 | * Test administered during times when the student is most alert
* Separate setting with limited distractions
* Study carrel
* Break during instruction/tests
* Extended Time For Tests:
* Time and a HalfEm
* Double Time
* Directions read more than the standard number of times
* Directions provided for each page of questions
* Directions simplified
* Small Group
 |  |  |  |
| **HEALTH ISSUES** |
| Student…* Unable to sit for extended periods of time; needs to change position frequently
* Fatigues easily and is unable to complete the test with the typical time frame.
* Becomes increasingly fatigued as the duration of test taking increases
 | * Adaptive furniture/equipment
* Extended Time For Tests:
* Time and a Half
* Double Time
* Frequent breaks
* Separate setting
* Testing over multiple days
* When fatigue affects reading and writing:
* Test read/Use of text to speech technology
* Scribe/Use of speech to text technology
* Small Group
 |  |  |  |
| **VISUAL IMPAIRMENT** |
| Student…* Has no sight or very limited sight
* Has limited vision
* Has difficulty viewing and reading standard print even with glasses or contacts
* Has difficulty with detailed visual tasks such as printed material, graphs, charts, diagrams, etc.
 | * Braille
* Magnifier
* Enlarged type
* Text to speech to read print and describe graphs, charts, etc.
* Increased space between test items
* Fewer test items per page
* Extended Time For Tests:
* Time and a Half
* Double Time
* Special lighting
* Small Group
 |  |  |  |
| **HEARING IMPAIRMENT** |
| Student…* Has difficulty understanding and using speech for instructional and communication purposes
 | * Amplification devices
* Sign Language Interpreter for oral directions and listening passages
* Preferential seating in front of the Interpreter
* Listening passages signed more than once
* Written directions provided
* Separate setting
* Extended Time For Tests:
* Time and a Half
* Double Time
* Small Group
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