

Insights

ASSESSMENT ACCOMMODATIONS



In order to accurately portray a pupil's abilities and needs, assessment accommodations are sometimes necessary. Accommodations are changes in how students access and demonstrate learning without changing the standards they are working toward. Accommodations must be individualized; not all pupils require them, nor do students with the same disability require the same type of accommodations. The need for accommodations may change over time; some individuals may require fewer accommodations in one situation while in other situations additional support is required. Listed below are examples of accommodations that IEP teams may find beneficial.

Presentation accommodations let students access assignments, tests, and activities in ways other than reading standard print. Students with print disabilities (inability to visually decode standard print because of a physical, sensory, or cognitive disability) may require a combination of these accommodations:

- Visual: large print, magnification devices, sign language, visual cues
- Tactile: Braille, Nemeth code, tactile graphics
- Auditory: human reader, audio recording or CD, audio amplification device
- Visual and auditory: screen reader, video recording, descriptive video, talking materials

Response accommodations allow students to complete assignments, tests, and activities in different ways or solve or organize problems using an assistive device or organizer. Response accommodations include:

- Different ways to complete assignments, tests, and activities: expressing responses to a scribe through speech, sign language, pointing, or an assistive communication device; typing on or speaking to a word processor, Braille, or audio recorder; writing in a test booklet instead of on an answer sheet
- Materials or devices to solve or organize responses: calculation devices; spelling and grammar assistive devices; visual or graphic organizers

Timing and scheduling accommodations give students the time and breaks they need to complete assignments, tests, and activities and may change the time of day, day of the week, or number of days over which an activity takes place. These include:

- Extended time
- Multiple or frequent breaks
- Changing the testing schedule or order of subtests
- Dividing long-term assignments

Setting accommodations change the location in which a student receives instruction or the conditions of the setting. Students may be allowed to sit in a different location than the majority of students to:

- Reduce distractions
- Receive accommodations
- Increase physical access
- Use special equipment