

ACCOMMODATIONS FOR STUDENTS ON AN IEP OR 504 PLAN  
 3rd, 4th, 5th, 6th, 7th, 8th Grade, and End-of-Instruction  
 Writing/Multiple Choice Assessments

NAME OF CHILD: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_  
 DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_ DISABILITY: \_\_\_\_\_  
 SPECIAL EDUCATION TEACHER: \_\_\_\_\_

Setting	Timing/Scheduling
Test administration: <input type="checkbox"/> Individually <input type="checkbox"/> In small group (no more than 5) <input type="checkbox"/> In testing carrel <input type="checkbox"/> In separate location (such as a special resource classroom) that will minimize student distractions <input type="checkbox"/> Provide special lighting <input type="checkbox"/> Provide adaptive or special furniture	<input type="checkbox"/> Time of day when student is most responsive <input type="checkbox"/> Flexible schedule <input type="checkbox"/> Administer subject area test over several sessions <input type="checkbox"/> Allow frequent breaks during testing
Response	Presentation
<input type="checkbox"/> Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document <input type="checkbox"/> Slant board or wedge for positioning <input type="checkbox"/> Utilize assistive technology communication device(s) <input type="checkbox"/> Braille <input type="checkbox"/> Pencil grip <input type="checkbox"/> Colored overlays <input type="checkbox"/> Abacus (for students using Braille) <input type="checkbox"/> Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator <input type="checkbox"/> Dictate words to scribe (English II and writing test only) (Test Administrator must transcribe words verbatim into the standard student Answer Document) <input type="checkbox"/> Utilize typewriter, word processor, or computer without the use of "help" features, such as spell check, etc. (English II and writing test only) <input type="checkbox"/> Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator)	<input type="checkbox"/> Large print or Braille (contracted) (Test Administrator must transcribe answers verbatim into a standard student Answer Document) Use of assistive devices/supports <input type="checkbox"/> Magnifier <input type="checkbox"/> Auditory amplification devices, such as hearing aids or noise buffers <input type="checkbox"/> Read or sign test items if test is not a reading test (teacher reading items must read over the student's shoulder not from a separate test booklet, except when "signing") (group of 5 or less) <input type="checkbox"/> Color overlays to reduce glare <input type="checkbox"/> Simplification/repetition/signage of directions (not test questions or answer choices) <input type="checkbox"/> Student may ask for clarification of directions (not test questions or answer choices) <input type="checkbox"/> Students utilizing Braille may be provided an abacus <input type="checkbox"/> Calculator (3rd - 8th Math, 5th and 8th science - can use 4-function calculator only; Algebra I and Biology - can use scientific calculator only) <input type="checkbox"/> Provide cues (arrows, stop signs) no answer form <input type="checkbox"/> Use templates to reduce the amount of visible print <input type="checkbox"/> Secure paper to work area with tape or magnets <input type="checkbox"/> Reread directions for each page of questions <input type="checkbox"/> Masks or uses markers to maintain place <input type="checkbox"/> Test Administrator assist the student in tracking and/or monitors the placement of student responses on the answer document <input type="checkbox"/> Paper/Pencil assessment (for assessments taken via computer)