**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 |  |  |  |