

## **Examples of Acceptable Accommodations**

(NOT Exhaustive List) (Must Be Documented on IEP or in 504 Plan)

### **TIMING/SCHEDUELING**

- Allowing frequent breaks during testing.
- Allow additional time.
- Administering at a time of the day most beneficial to the student.
- Administering the test over several days completing on or before the last day of the test window (must consult with department for security and timing reasons).

### **SETTING**

- Administering the test individually in a separate location
- Administering the test to a small group in a separate location.
- Providing special lighting.
- Providing adaptive or special furniture.
- Providing special acoustics.
- Administering the test in locations with minimal distractions, in a small group, study carrel, or individually.
- Using a communication device such as auditory amplification to give directions.
- Using a special test proctor, including the examinee's teacher.
- Preferential seating.
- Support of physical position of student by increasing or decreasing opportunity for movement.
- Using a checklist to remind student of tasks to be completed.

### **PRESENTATION**

- Using Braille edition or large-type (20 font) edition, which is provided by the state test contractor.

#### **Test Directions**

- Signing directions to the student.
- Allowing student to ask for clarifications on test directions.
- Reading directions to student.
- Clarification of directions by having student restate them.
- Repeating/Re-reading directions.
- Providing written version of oral directions.
- Presenting directions via overhead and transparencies.
- Providing highlighted words in directions or in the reading passages (must communicate with state to ensure test is not marked in any manner to cause test to be unscorable—**Caution:** highlights on answer sheet will make the test unscorable).
- Writing helpful verbs in the directions, on board, or on a separate piece of paper.

#### **Test Questions**

- Reading or signing math and/or writing test questions on the state required examinations to student (test questions on the reading test may not be read or signed to the student). Signing is allowed as long as the sign does not cue the correct response to a question, for example the sign for triangle is a triangle and should not be used if it is a possible answer.
- Using test contractor tape-recorded version of HSGQE writing and mathematics tests.
- Reading or signing multi-step math or writing test questions one step at a time.
- Presenting test questions via an overhead projector and transparencies.

- Assisting student in tracking or sequencing test items.
- Providing detailed monitoring to ensure student marks responses in correct answer area.
- Turning pages for student.
- Masking portions of the test to direct attention to uncovered items.
- Use color screens to direct attention to specific sections on a page.

#### **Use of Assistive Devices/Supports**

- Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.
- Using visual magnification devices.
- Using templates to reduce visible print.
- Using auditory amplification device, hearing aid, or noise buffers.
- Securing papers to work area with tapes/magnets.
- Using a device to screen out extraneous sounds.
- Using masks or markers to maintain place.
- Using an adaptive keyboard.

### **RESPONSE**

#### **Test Format**

- Using graph paper.
- Allowing students to mark responses in test booklet if test employs a separate answer sheet.
- Using scratch paper.
- Providing student with additional room for writing response (must be copied into booklet by test administrator).
- Use of color visual overlays.
- Using ruler or object to maintain place in test.
- Using shield to reduce glare.

#### **Use of Assistive Devices/Supports**

- Allowing student to tape response for later verbatim transcription.
- Using typewriter or computer *without* spell or grammar checker.
- Dictating to a scribe for all tests. \*
- Allowing alternative responses such as oral, sign, typed, pointing.
- Using a Braille.
- Using a large-diameter, special-grip pencil.
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\* Suggested scribe procedures:

1. Have student orally say how they want the sentence to read, completing the full sentence (scribe should be familiar to the student).
2. After student has completed the sentence, paragraph, or passage (this depends on individual student ability and need to retain thought process) have student spell key words (e.g. nouns, verbs, etc.) in the sentence.
3. The scribe should record verbatim the words, punctuation, and spelling provided by the student.
4. After the student has spelled the words, the student may look at the writing and complete the punctuation. The student may make additional spelling corrections while completing the punctuation process.
5. Allow student to review and approve what the scribe has written.