

# Accommodations for Local Instruction and Assessment

## *A Guide to Decision Making*

### **Step 1**

#### **Consider the Purpose of the Assessment:**

- Is the purpose of the assessment clear? What is the assessment supposed to tell us about the student?
- Is there a match between the standard/target being assessed, the instructional content, the assessment content, the purpose of the assessment, and the individual student?



### **Step 2**

#### **Consider the characteristics of accommodations:**

- Is the proposed accommodation(s) familiar to the student? Integrated in daily instruction and assessment? Based on individual student need?
- Does the accommodation(s) enable the student to participate without altering the content of the assessment or standards/targets being assessed?
- Is the accommodation related only to the way in which the assessment is given or taken?



# Step 3

## Consider accommodations available:

- Review the accommodations(s) listed in *Accommodation Options for Local Instruction and Assessment*.
- Is the accommodation being considered on the list?
- If yes, circle the specific accommodations below to be used for the individual student on the assessment being considered. If no, you may need to consider modifications, supports that do change the target of instruction and assessment.

A.    1    2    3    4    5    6    7

B.    1    2    3    4    5    6    7    8    9

C.    1    2    3    4    5    6    7    8    9    10    11    12  
      13   14   15   16   17   18   19   20   21   22   23   24  
      25   26   27   28   29   30   31   32   33   34   35   36  
      37

D.    1    2    3    4    5    6    7    8    9    10    11    12  
      13   14   15   16   17

E.    1

- What preliminary work/planning must be done in order to provide the student with appropriate assessment accommodations?
- Are changes in instruction needed to integrate appropriate accommodations in the student's daily program prior to assessment?

