

# List of Possible Accommodations to Assess the Standards

This list of accommodations can offer special education staff ideas when accommodating the tasks of the performance assessments.

## Accommodations in Scheduling

- Changing time of day
- Adjusting length of time on task
- Building in rest break from task
- Taking into account the student's attention span
- Allowing more time to complete a task
- Providing adequate time for the student to use the restroom between learning sessions
- Having frequent short conferences with the student to check for understanding

## Accommodations of Setting

- Working in small group
- Working in a study carrel
- Designating an individual work area
- Incorporating work in the student's home
- Arranging seating in front of the classroom
- Seating the student to face or be near the teacher
- Seating the student near a student assistant
- Seating the student near an adult assistant
- Moving near the student when giving directions or presentations
- Seating the student away from distracting stimuli (e.g., heat vents, high traffic areas)
- Having an interpreter present during oral instruction
- Increasing the distance between the desks
- Having the student select the best place to study
- Providing a work area that is free of unnecessary materials
- Reducing extraneous noise
- Scheduling in movement so as to increase physical comfort
- Providing adequate physical space in which to maneuver a wheelchair

## Equipment Accommodations

- Providing magnifying equipment
- Providing amplification equipment
- Allowing the student to wear a noise buffer
- Providing templates or graph paper
- Providing a tape recorder
- Providing an abacus
- Providing a calculator
- Providing a computer
- Providing a typewriter
- Using films
- Using videos
- Providing carbon copies of notes from the teacher or a peer
- Providing written as well as oral directions
- Highlighting important concepts in textbooks
- Utilizing visual aids to supplement verbal information (e.g., charts, graphics, pictures, and so forth)
- Utilizing manipulative, hands-on activities

## Accommodations in Responding

- Marking answers on the original work rather than on a separate sheet
- Doing a spoken instead of written presentation
- Using sign language
- Allowing extra response time
- Paraphrasing material using similar language
- Requiring fewer responses to demonstrate achievement
- Allowing tape-recorded responses for homework
- Giving frequent short quizzes, avoiding long tests
- Not grading handwriting
- Allowing cursive or manuscript writing methods
- Recognizing and giving credit for oral participation in class
- Developing realistic and mutually-agreed upon expectations for neatness

- Avoiding the pressure of requiring concurrent speed and accuracy
- Utilizing personal interview
- Utilizing brief writing tasks to practice content
- Utilizing a communication board
- Providing a scribe for written responses

### **Accommodations of Materials**

- Simplifying complex directions
- Handing out one sheet at a time
- Reducing the reading level
- Structuring routine in written form
- Breaking work into smaller segments
- Reducing homework assignments
- Assigning tasks at the student's skill level
- Using lots of white spaces on handouts
- Avoiding the use of purple dittos
- Writing the due date in the corner of the assignment
- Going over the task and confirming clear understanding before independent work
- Using large print
- Using Braille
- Offering the same content at a lower reading level

### **Accommodations in Instruction**

- Providing study skills training
- Using unit study guides
- Teaching self-monitoring devices
- Providing opportunity for movement
- Establishing routines
- Providing an opportunity to drill on skills
- Teaching goal-setting skills
- Adjusting the pace of the lesson
- Using concrete examples
- Relating information to the student's experiential base
- Reducing the number of concepts introduced at one time
- Telling students what to expect to learn and why (providing an anticipatory set)
- Reviewing past learning before introducing new information
- Monitoring, adjusting, and/or re-teaching by expanding examples, simplifying explanations, or providing time for skill modeling and practice
- Providing additional guided practice
- Pre-teaching vocabulary

- Using brief writing activities to explore, practice, or review content
- Using verbal and physical cues to alert the student's attention to key points
- Reinforcing vocabulary

### **Test Taking Accommodations**

- Giving open book exams
- Giving oral exams
- Giving take-home exams
- Using more objective items and fewer essay questions
- Allowing test answers to be put on a tape recorder
- Allowing extra time for the exam
- Reading the test item to the student
- Reducing the length of the test
- Allowing the student to dictate answers to a recorder
- Teaching test-taking strategies such as SCORER

### **Organizational Accommodations**

- Providing peer assistance with organizational skills
- Assigning a homework buddy
- Having the student keep an extra set of books at home
- Sending home daily or weekly progress reports to parents
- Having the student maintain a homework assignment notebook
- Using a checklist to help the student keep organized
- Helping the student organize a notebook with sections for assignments, calendar, time schedule, to-do list, study guides, and class notes
- Teaching time-management skills
- Teaching decision-making, prioritizing skills
- Setting aside specific time for cleaning desks or locker and organizing notebooks
- Providing file folders for completed assignments

## **Behavioral Accommodations**

- Setting up a reward system for in-school work and homework completion
- Praising specific behaviors
- Developing self-monitoring strategies
- Assigning extra privileges
- Keeping the classroom rules simple and clear
- Consistently enforcing class rules
- Establishing daily class routines
- Allowing breaks between assignments
- Using a nonverbal signal to cue desired behavior
- Using a behavior management system
- Assigning time out of seat to do errands for the teacher or class
- Ignoring inappropriate behavior
- Contracting with the student
- Increasing the immediacy of rewards
- Using time-out procedures
- Increasing feedback
- Charting performance
- Enlisting parent participation
- Changing the pace
- Enlisting class participation in setting limits
- Having the student participate in setting his/her own limits
- Employing individual and group responsibility
- Preparing children for any deviation in routine
- Setting an example
- Conveying acceptance and approval
- Using peer example
- Using proximity to control behavior
- Using gestures to cue appropriate behavior
- Using eye contact as a means of control
- Using natural consequences of behavior

## **Use of Groups or Peers in Accommodations**

- Utilizing cooperative learning groups
- Utilizing peer helpers
- Utilizing peer tutoring
- Having a peer take dictation from the student
- Using peer modeling of appropriate behavior
- Assigning a peer homework buddy

## **Evaluation Accommodations**

- Using multiple marks
- Assigning multiple grades
- Using shared grading
- Using mastery learning
- Using checklists
- Using progress checklists
- Maintaining anecdotal records
- Maintaining a pupil profile
- Maintaining a pupil dossier
- Utilizing peer evaluation
- Utilizing self-evaluation
- Using individual student grading standards
- Using a grading system of credit/no credit
- Using a grading system of pass/fail
- Using learning contracts

## Notes