Month _____ Year _____

Accommodations Checklist
(Check which are used.)

Subject: _____

Student Name: _____

(Place a checkmark if needed in this subject area.)

X	**Settings and Environment**	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
	Provide distraction-free space or an alternate location for the student																															
	Place the student in the part of the room where he/she is most comfortable																															
	Have the student sit near the teacher																															
	Conduct the testing in a small group																															
	Provide for an individual test administration																															
	Allow the student freedom to move, stand, or pace during an individualized administration of the test																															
	Conduct the testing at home or at a hospital location																															
	Provide adaptive or special furniture (e.g. slant board)																															
	Provide special lighting																															
	Provide special acoustics/ noise buffers																															
	Provide on-task reminders																															
	Provide reinforcement and/or behavior modification strategies (e.g., point system)																															
	Head phones to block out distractions																															
	Assist in using test documents																															
	Provide masks or markers to maintain place																															
	Use lined or grid paper when only blank space is provided for student work																															
	Secure papers to desk (e.g., magnets, tape)																															
	Turn pages for the student																															
	Assist student in tracking test items by pointing or placing student's finger on the question																															
	Provide a copy of the materials, such as power-points, smart board materials, diagrams/tables needed for tasks																															
	OTHER:																															
	Timing and Scheduling																															
	Time of day for testing altered																															
	Allow frequent or extended rest breaks																															
	Administer tests in several sessions																															

Month _____ Year _____

Accommodations Checklist Pg. 2
(Check which are used.)

Subject: _____
Student Name: _____

(Place a checkmark if needed in this subject area.)

	Date of Month Accommodation used:	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
	Schedule testing over extra days (not GQE)																															
	Longer breaks between test sessions																															
	OTHER:																															
	Presentation Format																															
	Ensure student understands directions/content																															
	Read directions to student																															
	Reread directions for each subtask as needed																															
	Have student reread and restate directions in his/her own words																															
	Clarify student questions regarding what to do by asking the student about what is written in the test booklet																															
	Underline verbs in the test instructions																															
	Circle or highlight the task in the directions																															
	Provide student with additional examination examples																															
	Color-code instructions to emphasize steps																															
	Provide auditory amplification and/or noise buffers																															
	Read questions and content (except reading comprehension) to student																															
	Sign questions and content (except reading comprehension) to student																															
	Audio tape test questions																															
	Use speech synthesizer or electronic reader																															
	Use visual magnification devices																															
	Provide Braille editions of the test																															
	Provide large print editions of the test																															
	Allow special furniture for viewing test																															
	Access to own resources (i.e., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper)																															
	OTHER:																															

Month _____ Year _____

Accommodations Checklist Pg. 3

(Check which are used.)

Subject: _____

Student Name: _____

(Place a checkmark if needed in this subject area.)

	Date of Month Accommodations Used:	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
	Change presentation format of written material																															
	Increase spacing between lines																															
	Reduce number of items per page																															
	Print one complete sentence per line																															
	Provide vertical arrangement of multiple choice																															
	Use a computer for task presentation																															
	Access to a talking/screen reading device (not for reading comprehension)																															
	Additional examples provided to student																															
	OTHER:																															
	Response Format																															
	Use alternate written response																															
	Mark responses in test book rather than on separate answer document																															
	Use large-print answer document																															
	Record responses using Braille writer																															
	Record responses using computer or word processor																															
	Indicate responses with a communication device-Please specify_____																															
	Lined paper turned sideways to help align math problems																															
	Use of low-tech assistive writing instrument																															
	Alternate indication of response (i.e., circle, point to, state, or otherwise indicate answer choice																															
	Use of approved bilingual word-to-word dictionary																															
	Use alternate oral response																															
	Sign response to an interpreter																															
	Use tape recorder for response																															
	Use of a scribe (someone to record verbatim oral responses to questions)																															

Month _____ Year _____

Accommodations Checklist Pg. 4

(Check which are used.)

Subject: _____

Student Name: _____

(Place a checkmark if needed in this subject area.)

		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
	Use of computation devices																															
	Use of the student's calculator																															
	Use of the arithmetic tables																															
	Use of manipulatives																															
	OTHER:																															

Daily Documentation for: _____ Week of: _____

	IEP Accommodations	Behavior	Comments
M	___ Tests/quizzes read ___ Extra time on tests ___ Small group testing ___Additional Breaks during testing ___Extended time for an assignment ___ Repeat/paraphrase directions ___Copy of notes after attempt ___May type instead of handwrite ___Cool Off Pass/Break Card ___preferential seating near instruction ___Other: _____ ___Other: _____ ___Other: _____ ___Audio books ___Calculator ___Use of scribe ___monitor agenda ___small group re-teaching ___Use of resource room ___behavior plan ___use of amplification device ___enlarge classroom materials/assignments ___Narrow choices for MC/matching	___ Behavior was appropriate ___ Redirection was needed to keep student on task but the student was not a disruption ___The student was sleeping or in other ways off task but was not a disruption ___ The student disrupted class but the incident was resolved without incident ___The student was disruptive or disrespectful and had to be removed from the classroom (see incident report) ___Student's behavior plan was followed with fidelity (consistency)	___ Accommodations were offered but refused ___The student did not stay with the reader during a test __The classroom activity did not require the use of the accommodations today Explain:_____ __Other: _____ _____ _____ _____
T	___ Tests/quizzes read ___ Extra time on tests ___ Small group testing ___Additional Breaks during testing ___Extended time for an assignment ___ Repeat/paraphrase directions ___Copy of notes after attempt ___May type instead of handwrite ___Cool Off Pass/Break Card ___preferential seating near instruction ___Other: _____ ___Other: _____ ___Other: _____ ___Audio books ___Calculator ___Use of scribe ___monitor agenda ___small group re-teaching ___Use of resource room ___behavior plan ___use of amplification device ___enlarge classroom materials/assignments ___Narrow choices for MC/matching	___ Behavior was appropriate ___ Redirection was needed to keep student on task but the student was not a disruption ___The student was sleeping or in other ways off task but was not a disruption ___ The student disrupted class but the incident was resolved without incident ___The student was disruptive or disrespectful and had to be removed from the classroom (see incident report) ___Student's behavior plan was followed with fidelity (consistency)	___ Accommodations were offered but refused ___The student did not stay with the reader during a test __The classroom activity did not require the use of the accommodations today Explain:_____ __Other: _____ _____ _____ _____
W	___ Tests/quizzes read ___ Extra time on tests ___ Small group testing ___Additional Breaks during testing ___Extended time for an assignment ___ Repeat/paraphrase directions ___Copy of notes after attempt ___May type instead of handwrite ___Cool Off Pass/Break Card ___preferential seating near instruction ___Other: _____ ___Other: _____ ___Other: _____ ___Audio books ___Calculator ___Use of scribe ___monitor agenda ___small group re-teaching ___Use of resource room ___behavior plan ___use of amplification device ___enlarge classroom materials/assignments ___Narrow choices for MC/matching	___ Behavior was appropriate ___ Redirection was needed to keep student on task but the student was not a disruption ___The student was sleeping or in other ways off task but was not a disruption ___ The student disrupted class but the incident was resolved without incident ___The student was disruptive or disrespectful and had to be removed from the classroom (see incident report) ___Student's behavior plan was followed with fidelity (consistency)	___ Accommodations were offered but refused ___The student did not stay with the reader during a test __The classroom activity did not require the use of the accommodations today Explain:_____ __Other: _____ _____ _____ _____

Daily Documentation for: _____ Week of: _____

R	___ Tests/quizzes read ___ Extra time on tests ___ Small group testing ___Additional Breaks during testing ___Extended time for an assignment ___ Repeat/paraphrase directions ___Copy of notes after attempt ___May type instead of handwrite ___Cool Off Pass/Break Card ___preferential seating near instruction ___Other: _____ ___Other: _____ ___Other: _____ ___Audio books ___Calculator ___Use of scribe ___monitor agenda ___small group re-teaching ___Use of resource room ___behavior plan ___use of amplification device ___enlarge classroom materials/assignments ___Narrow choices for MC/matching	___ Behavior was appropriate ___ Redirection was needed to keep student on task but the student was not a disruption ___The student was sleeping or in other ways off task but was not a disruption ___ The student disrupted class but the incident was resolved without incident ___The student was disruptive or disrespectful and had to be removed from the classroom (see incident report) ___Student's behavior plan was followed with fidelity (consistency)	___ Accommodations were offered but refused ___The student did not stay with the reader during a test __The classroom activity did not require the use of the accommodations today Explain:_____ __Other: _____ _____ _____ _____
F	___ Tests/quizzes read ___ Extra time on tests ___ Small group testing ___Additional Breaks during testing ___Extended time for an assignment ___ Repeat/paraphrase directions ___Copy of notes after attempt ___May type instead of handwrite ___Cool Off Pass/Break Card ___preferential seating near instruction ___Other: _____ ___Other: _____ ___Other: _____ ___Audio books ___Calculator ___Use of scribe ___monitor agenda ___small group re-teaching ___Use of resource room ___behavior plan ___use of amplification device ___enlarge classroom materials/assignments ___Narrow choices for MC/matching	___ Behavior was appropriate ___ Redirection was needed to keep student on task but the student was not a disruption ___The student was sleeping or in other ways off task but was not a disruption ___ The student disrupted class but the incident was resolved without incident ___The student was disruptive or disrespectful and had to be removed from the classroom (see incident report) ___Student's behavior plan was followed with fidelity (consistency)	___ Accommodations were offered but refused ___The student did not stay with the reader during a test __The classroom activity did not require the use of the accommodations today Explain:_____ __Other: _____ _____ _____ _____

Additional Notes:

Documentaior. Accommodations

Student:_____ Special Ed. Teacher:_____

General Ed. Teacher:_____ Subject:_____

Accommodations	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