



List of Possible Testing Accommodations & Modifications

Scheduling

- Provision of additional testing time
- Allowance of frequent or extended supervised breaks
- Administration of the test at a time most beneficial to the student, with appropriate supervision by a school district professional

Location

- Provision for test administration at home or in a care facility with appropriate supervision by a school district professional
- Provision for distraction-free space or alternate location (e.g., study carrel, front of classroom)
- Placement of student where he/she is most comfortable (e.g., front of room, back of room)
- Administration of test in a special education classroom
- Provision for individual test administration (supervised)
- Provision of special lighting
- Provision of adaptive or special furniture
- Provision for freedom to move, stand or pace during an individualized test administration
- Provision of special acoustics
- Provision for test administration in a small group
- Provision of soft, calming music to minimize distractions
- Placement of teacher/proctor near student

Assistance with Test Directions

- Reading directions to student

- Re-reading of directions for each subtask, as required
- Use of directions that have been highlighted
- Simplification of language in directions (paraphrase)
- Emphasis on verbs in directions
- Provision for student restatement of directions in his/her own words
- Use of sign language or oral interpreters for directions and sample items
- Clarification of directions by asking students to restate them

Assistance During Assessment

- Administration of test by special education teacher or similarly qualified person
- Reading of assessment content and questions to student (except for the reading test)
- Signing of assessment content and questions to student (except for the reading test)
- Use of page-turner
- Recording of student responses (writing or audiotape)

Equipment and Assistive Technology

- Use of talking calculator
- User of sign language to indicate student response, except for constructed response items
- Use of text-talk converter
- Use of visual magnification devices
- Use of auditory amplification devices
- Use of masks, overlays or markers to maintain place
- Use of tape recorder for use of audiotape version of tests
- Use of Braille writer for recording responses
- Use of communications device to indicate responses
- Use of calculator (mathematics assessments only)
- Use of rulers
- Use of pencils adapted in size or grip
- Use of list of formulae
- Use of noise buffers
- Use of computer or word processing equipment (possibly with spell check, thesaurus and grammar check disabled)
- Use of bilingual translation dictionary
- Use of Braille ruler
- Use of acetate colored shield to reduce glare and increase contrast
- Use of voice-activated word processor
- Use of devices or equipment to secure paper to desk

Test Format

- Use of lined or grid paper for recording answers
- Provision of Braille or large print editions of the assessments
- Permission to mark answers in test booklet, to be transferred to answer document by teacher or proctor
- Use of computer for task presentation
- Communication of test questions by audiotape
- Use of scribe for constructed response items (with student indicating punctuation and spelling all key words)
- Permission to accomplish subtests in different order