

Student Name:

Additional Information (student number, teacher name, etc.):

Accommodations Decision-Making Process



1. Thinking About Student Needs

1.1: Identify the student's preferences. Describe the student's interests. Consider what s/he does or does not like about school.

Likes:

Dislikes:

1.2: List the student's strengths. Describe the student's academic, behavioral, and/or social-emotional strengths.

1.3: List the student's weaknesses. Describe the student's academic, behavioral, and/or social-emotional difficulties or challenges.

2. Linking Student Needs to Accommodations Decisions

2.1: Identify strengths and characteristics that do not present "barriers" to learning and demonstrating knowledge on assessments.

2.2: Describe Needs. Identify characteristics that present "barriers" to learning and demonstrating knowledge on assessments.

Characteristic #1

Needs related to #1

Instruction:

Assessment:

Characteristic #2:

Needs related to #2

Instruction:

Assessment:

Characteristic #3:

Needs related to #3

Instruction:

Assessment:

3 and 4. Instructional and Assessment Accommodations

3.1: Identify instructional accommodations. For each need identified in Module 2, record in the following table at least one instructional accommodation that will remove “barriers” to learning. (If continuing to use current accommodations, list them).

4.1: Obtain your state or district policies on accommodations for assessment. According to policies relevant to your practice, what kinds of evidence are needed to support the use of instructional accommodations during assessment, and how long should instructional accommodations be in place prior to assessment?

4.2: Identify assessment accommodations. Start with instructional accommodations and indicate if appropriate for an assessment. Please refer to state or district policies relevant to your practice.

3.1 Instructional Accommodation	4.2 Assessment Accommodation				Comments
	Classroom	District	State	Other (list) _____	

5. Monitoring and Evaluation

5.1: Make a plan to collect information that will help inform whether the accommodations are working as intended. Consider how the student’s academic progress may be monitored. State or district policies may provide guidelines for accommodations monitoring and evaluation. If applicable, please refer to policies relevant to your practice.

Instructional accommodations

Assessment accommodations