

# STEPS IN CONSIDERING ACCOMMODATIONS

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Student \_\_\_\_\_ Date \_\_\_\_\_

Case Manager \_\_\_\_\_

**Step 1** I have a test / quiz / assignment / project (circle one) coming up

on \_\_\_\_\_ in my \_\_\_\_\_ class.

(date)

\_\_\_\_\_ in my \_\_\_\_\_ class.

(date)

\_\_\_\_\_ in my \_\_\_\_\_ class.

(date)

**Step 2** These are the accommodations I can receive stated in my IEP:

**Tests:** \_\_\_ Clarification of directions and portions read aloud that do not directly measure reading ability.

\_\_\_ Spelling assistance, where appropriate.

\_\_\_ Extra time allowance for processing of information.

\_\_\_ Assistance in organization of ideas for essay/short answer questions.

\_\_\_ Alternative test format (please circle: short answer, multiple choice, word bank, oral dictation, open note, open book, take home, more objective items and less essay, reduce length).

**Assignments:** \_\_\_ Clarification of directions and portions read aloud that do not directly measure reading ability.

\_\_\_ Spelling assistance, where appropriate.

\_\_\_ Assistance in organization of ideas for essay/short answer questions.

\_\_\_ Text on tape for support in reading comprehension.

**Other:** \_\_\_ Use of skeleton notes.

\_\_\_ Assistance in note taking where notes/information is presented orally.

\_\_\_ Pairing with another student who can assist in writing or reading on in-class work.

\_\_\_ Allowance to mark text book in approved locations with pencil.

\_\_\_ Read directions aloud or reread directions as needed.

\_\_\_ Simplify language in directions (read directions without expansion or extension).

\_\_\_ Use of directions marked with highlighting by teacher or student.

\_\_\_ Provide an extra text book for student at home.

\_\_\_ Use of graph paper to align work.

\_\_\_ Use of lined/grid paper for recording answers when only blank space is provided.

\_\_\_ Distraction-free space or alternative location for student.

\_\_\_ Rest break from task.

\_\_\_ Frequent short conferences to check for understanding.

\_\_\_ Sit near adult or student assistant.

\_\_\_ Seating away from distractions.

\_\_\_ Reduce the number of concepts introduced at one time.

**Step 3**

- Based on my needs, I think I might like accommodations to help me.  
(Continue to Step 4)
- Based on my abilities, I don't think I need accommodations to help me.  
(Skip to Step 5)

**Step 4**

These are the accommodations I would like to request for my test / quiz / assignment / project:

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- I understand that I will need to get a pass to use the CMC if I will be leaving the classroom to receive the accommodation.

**Step 5**

Meet with my case manager to discuss the test / quiz / assignment / project and the accommodation options I have.

- Based upon the meeting:
- I will be using accommodations.
  - I still won't be using accommodations.

**Step 6**

Meet with my teacher to discuss the test / quiz / assignment / project and whether or not I will be using accommodations.

**Step 7**

Accommodation steps complete.

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Student Signature

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Case Manager Signature

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Teacher Signature

Additional Comments: