

NASET's HOW TO Series

August 2014

How To Determine the Criteria for Accommodations and Modifications

Introduction

This **How to Series** provides a worksheet to help you determine which criteria to use to make recommendations for accommodations and recommendations. These recommendations are usually made at the initial meeting where the child is first classified or at Annual Review meetings.

Testing Modifications

Criteria *

1. Flexible Scheduling

a) Extended Time

1. Slow Processing Speed or

2. Slow Psycho-Motor Speed or

3. Severe Anxiety

2. Flexible Setting

a) Separate location with minimal distractions

1-Students with serious Attentional Difficulties or

2- Students who are easily distracted and have difficulty remaining on task due to processing difficulties, anxiety, etc.

3-Revised Test Format

a) Modifications of test document processing deficits who would have difficulty transferring answers onto a machine scorable booklet or sheet

1- Students with Visuo-Perceptual

4. Revised Test Directions

a) Directions and/or test read reading comprehension skills below 25th percentile on standardized tests or

1-Students who have documented

b) Simplify language in directions

2- Documented language processing deficits or
3-Significant receptive language weaknesses

5. Use of Aids

a) Questions read comprehension skills below 25th percentile on standardized tests

1- Students with documented reading

2-Students with severe memory deficits

6. Use of Aids to Record Responses

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|---|---|
| a) Use of a calculator/arithmetic tables (for higher level math problem solving basic computation skills below 25 th percentile on standardized tests or | 1-Students with documented

2-Students with severe memory deficits |
| b) Use of a word processor | 1- Documented grapho-motor deficits or

2- Documented written language deficits significantly below current grade level |
| c) Opportunity to record answers in any manner | 1. Documented grapho-motor deficits or

2-Documented written language deficits significantly below current grade level |
| d) Spelling discounted | 1-Students with documented spelling skills below 25 th percentile on standardized tests

2-50% discrepancy between aptitude and spelling achievement score on standardized tests |

***Criteria - Use of the following criteria taking into account student cognitive ability and teacher judgment.**