

Criteria for Recommending Test Modifications

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

1- Students with Visuo-Perceptual
\processing deficits who would
have difficulty transferring
answers onto a machine scorable
booklet or sheet

4. Revised Test Directions

a) Directions and/or test read

1-Students who have documented reading comprehension skills below 25th percentile on standardized tests or

b) *Simplify language in directions deficits or*

2- Documented language processing

3-Significant receptive language weaknesses

5. Use of Aids

1- Students with documented reading comprehension skills below 25th percentile on standardized test

2-Students with severe memory deficits

6. Use of Aids to Record Responses

a) Use of a calculator/arithmetic tables (for higher level math)

1-Students with documented problem solving basic computation skills below 25th percentile on standardized tests or

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 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, or 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.**