

Accommodation Classifications for the IAA

Environment (i.e. special lighting, adaptive or special furniture such as study carrel or carrel desk, noise buffers, special setting)

Opportunity to stand, move, and/or pace during the test session

Tactile Stimulus (e.g. Braille or raised images, manipulatives)

Large Print

Visual Assistance (templates, rulers, or other devices used to help students keep their place in the test booklets, abacus, color overlays, colored pictures or clipart, magnifiers)

Signing of test items

Assistive, adaptive, or augmentative technology devices (e.g. amplifiers, communication boards, voice-output devices)

Calculators

Read Aloud for reading content area items if the following criteria are met:

1. The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level).

AND

2. The student has access to printed materials through a human reader or assistive technology device during routine classroom instruction and classroom assessments.

Other (Any accommodations that are not addressed in the preceding section may be implemented IF they do not invalidate the assessment and are appropriate methods for increasing access for the student with disabilities to demonstrate ability and knowledge. Use of any accommodation during testing should be familiar to the student because the accommodation has been utilized in the student's instructional program.)

None