

District:

School:

Teams can use the following questions to guide the initial selection of appropriate accessibility supports and to revisit supports students are currently using:

Questions	Comments
1. What are the student's language learning strengths and areas of further improvement (applicable to all students, not just ELs)?	
2. How do the student's learning needs affect the achievement of grade-level standards?	
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level standards?	
4. What accessibility supports will increase the student's access to instruction and assessment by addressing the student's learning needs?	
5. What accessibility supports are regularly used by the student during instruction, assessments, and at home?	
6. How does the student's performance on assignments and assessments compare when accessibility supports are used, versus when they are not used?	
7. Which supports does the student use at home to complete homework?	
8. What difficulties does the student experience when using accessibility supports?	
9. What are the perceptions of the student, parents or guardians, teachers, and other specialists regarding how well the accessibility support "worked"?	
10. Should the student continue to use an accessibility support, are changes needed, or should the use of the accessibility support be discontinued?	
11. When matching accessibility supports with students' characteristics, have educators ensured: <ul style="list-style-type: none"> • the student's willingness to learn to use the accessibility support; • opportunities for the student to learn to use the accessibility support in classroom settings; and • conditions for use of support(s) on state assessments? 	

Questions (cont.)	Comments
12. What are the characteristics of the test? Consider grade-level content standards, 42 cognitive complexity (i.e., read through test blueprint), proficiency level, performance-level descriptors, etc.	
13. Are tasks on the test similar to classroom assessment tasks? Do classroom tasks expose the student to the same cognitive complexities, level of mastery (based on achievement or performance-level descriptors), and range of difficulty for each content standard as the test?	
14. Is there ample opportunity for the student to practice similar tasks prior to testing?	
15. Does the student use an accessibility support for a classroom task, and is it allowed on the district or state tests?	
16. Does the student use an accessibility support in the classroom that could compromise the construct being assessed?	
17. Are there other barriers which could be removed by using an accessibility support that is different from what is already offered or in use (e.g., scheduling accommodation or universal feature)?	

Adapted from CCSSO Accessibility Manual:

https://www.isbe.net/Documents/accommodations_manual.pdf