

Accommodated Testing Criteria

Students who most frequently use testing accommodations include those with learning, visual, motor, hearing, and psychological disabilities. The arranged testing accommodations may include:

1. Extended testing time (usually 1.5X to 2.0X the established test time);
2. Low stimulus environment (space separate from the classroom); or
3. Use of a reader* (or screen reader software), scribe, adapted equipment, interpreter for the deaf.

* In general students identified with a Learning Disability who demonstrate deficits in reading need more time to identify new or non-routine text, comprehend what is read, and respond to as many test items as their non-disabled peers. Under any circumstances, test-reading may only be used if it has been used routinely throughout the school year by the student (*history of accommodation use and service delivery*), and must be documented in the IEP or other professional evaluation of disability.

Process & Testing options

The first step in the process is to meet with a DS staff person to document a testing disability. Upon verification of the disability and specific testing limitations/barriers, the student may be granted a recommendation for testing accommodation(s).

Once a recommendation has been made, and a method established, the DS staff person will provide the student with a Notification to Instructor Form that requests the method to be used for testing accommodations. DS will also provide a newly added form – Testing Information Form – which the instructor completes and returns. It is the student’s responsibility to provide both of these forms to the instructor.

The instructor is responsible for completing the sections that address delivery and retrieval of the test. The instructor must also let DS know how the test will be administered to the class, including the amount of time the class will have to complete the test. Any extended time allowed will be based on the amount of time the class is given.

The student is responsible for reminding the instructor in advance of each test which of the **three options** has been decided, based on the student’s particular needs/barriers. If a time conflict necessitates taking an exam at a time different from the class, arrangements must be made with the instructor. Also, tests must be taken completed in one sitting, unless it is deemed an appropriate accommodation and special arrangements have been made ahead of time.

Finally, it is important to make arrangements in advance with DS for any accommodations which will require extra staff preparation, including test-readers, interpreters, alternative format, or a scribe.

