

## Appendix B

### Dos and Don'ts When Recommending Testing Accommodations

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**Do** ... make accommodations decisions based on individualized needs.

**Don't** ... make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

**Do** ... select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

**Don't** ... select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

**Do** ... be certain to document instructional and assessment accommodations on the IEP or 504 plan.

**Don't** ... use an accommodation that has not been documented on the IEP or 504 plan.

**Do** ... be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

**Don't** ... assume that all instructional accommodations are appropriate for use on all assessments.

**Do** ... be specific about the where, when, who, and how of providing accommodations.

**Don't** ... simply indicate an accommodation will be provided "as appropriate" or "as necessary."

**Do** ... refer to state accommodations policies and understand implications of selections.

**Don't** ... check every accommodation possible on a checklist simply to be safe.

**Do** ... evaluate accommodations used by the student.

**Don't** ... assume the same accommodations remain appropriate year after year.

**Do** ... get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.

**Don't** ... make decisions about instructional and assessment accommodations alone.

**Do** ... provide accommodations for assessments routinely used for classroom instruction.

**Don't** ... provide an assessment accommodation for the first time on the day of a test.

**Do** ... select accommodations based on specific individual needs in each content area.

**Don't** ... assume certain accommodations, such as extra time, are appropriate for every student in every content area.