Accommodations and Modifications Checklist
for
Classroom Based Assessment (CBA) & Observation Report

Student: _____________________________  Grade: _____  Teacher: ____________________
Age: _____  Birth date: ___________  Date of Report: ___________

Textbooks and Curriculum

Books
__ Provide alternative books with similar concepts, but at an easier reading level.
__ Provide audiotapes of textbooks and have the student follow the text while listening.
__ Provide summaries of chapters.
__ Provide interesting reading material at or slightly above the student’s comfortable reading level.
__ Use peer readers.
__ Use marker to highlight important textbook sections.
__ Use word-for-word sentence fill-ins.
__ Provide two sets of textbooks, one for home and one for school.
__ Use index cards to record major themes.
__ Provide the student with a list of discussion questions before reading the material.
__ Give page numbers to help the student find answers.
__ Provide books and other written materials in alternative formats such as Braille or large print.

Curriculum
__ Shorten assignments to focus on mastery of key concepts.
__ Shorten spelling tests to focus on mastering the most functional words.
__ Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.).
__ Specify and list exactly what the student will need to learn to pass. Review this frequently.
__ Modify expectations based on student needs (e.g., “When you have read this chapter, you should be able to list three reasons for the Civil War.”).
__ Give alternatives to long written reports (e.g., write several short reports, preview new audiovisual materials and write a short review, give an oral report on an assigned topic).
__ Classroom Environment Develop individualized rules for the student.
__ Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).
__ Keep workspaces clear of unrelated materials.
__ Keep the classroom quiet during intense learning times.
__ Reduce visual distractions in the classroom (mobiles, etc.).
__ Provide a computer for written work.
__ Seat the student close to the teacher or a positive role model.
__ Use a study carrel. (Provide extras so that the student is not singled out.)
__ Seat the student away from windows or doorways.
__ Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
__ Keep extra supplies of classroom materials (pencils, books) on hand.
__ Use alternatives to crossword puzzles or word finds.
__ Maintain adequate space between desks.
Instruction and Curriculum

Directions
___ Use both oral and printed directions.
___ Give directions in small steps and in as few words as possible.
___ Number and sequence the steps in a task.
___ Have student repeat the directions for a task.
___ Provide visual aids.
___ Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
___ Stand near the student when giving directions or presenting a lesson.
___ Time/transitions
___ Alert student several minutes before a transition from one activity to another is planned; give several
   reminders.
___ Provide additional time to complete a task.
___ Allow extra time to turn in homework without penalty.
___ Provide assistance when moving about the building.

Handwriting
___ Use worksheets that require minimal writing.
___ Use fill-in questions with space for a brief response rather than a short essay.
___ Provide a “designated notetaker” or photocopy of other student or teacher notes.
___ Provide a print outline with videotapes, etc.
___ Provide a print copy of any assignments or directions written on the blackboard.
___ Omit assignments that require copying, or let the student use a tape recorder to dictate answers.

Grading
___ Provide a partial grade based on individual progress or effort.
___ Use daily or frequent grading averaged into a grade for the quarter
___ Weight daily work higher than tests for a student who performs poorly on tests.
___ Mark the correct answers rather than the incorrect ones.
___ Permit a student to rework missed problems for a better grade.
___ Average grades out when assignments are reworked, or grade on corrected work.
___ Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Tests
___ Go over directions orally.
___ Teach the student how to take tests (e.g., how to review, to plan time for each section).
___ Provide a vocabulary list with definitions.
___ Permit as much time as needed to finish tests.
___ Allow tests to be taken in a room with few distractions (e.g., the library).
___ Have test materials read to the student, and allow oral responses.
___ Divide tests into small sections of similar questions or problems.
___ Use recognition tests (true-false, multiple choice, or matching) instead of essays.
___ Allow the student to complete an independent project as an alternative test.
___ Give progress reports instead of grades.
___ Grade spelling separately from content.
___ Provide typed test materials, not tests written in cursive.
___ Allow take-home or open-book tests.
___ Provide possible answers for fill-in-the blank sections.
Math
___ Allow the student to use a calculator without penalty.
___ Group similar problems together (e.g., all addition in one section).
___ Provide fewer problems on a worksheet (e.g., 4 to 6 problems on a page, rather than 20 or 30).
___ Require fewer problems to attain passing grades.
___ Use enlarged graph paper to write problems to help the student keep numbers in columns.
___ Provide a table of math facts for reference.
___ Tape a number line to the student’s desk.
___ Read and explain story problems, or break problems into smaller steps.
___ Use pictures or graphics.

Other
___ Use Post-it notes to mark assignments in textbooks.
___ Check progress and provide feedback often in the first few minutes of each assignment.
___ Place a ruler under sentences being read for better tracking.
___ Introduce an overview of long-term assignments so the student knows what is expected and when it is due.
___ Break long-term assignments into small, sequential steps, with daily monitoring and frequent grading.
___ Have the student practice presenting in a small group before presenting to the class.
___ Hand out worksheets one at a time.
___ Sequence work, with the easiest part first.
___ Use blackline copies.
___ Provide study guides and study questions that directly relate to tests.
___ Reinforce student for recording assignments and due dates in a notebook.
___ Draw arrows on worksheets, chalkboard, or overheads to show how ideas are related, or use other graphic organizers such as flow charts.

Behavior
___ Arrange a “check-in” time to organize the day.
___ Pair the student with a student who is a good behavior model for class projects.
___ Modify school rules that may discriminate against the student.
___ Use nonverbal cues to remind the student of rule violations.
___ Amend consequences for rule violations (e.g., reward a forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember).
___ Minimize the use of punishment; provide positive as well as negative consequences.
___ Develop an individualized behavior intervention plan that is positive and consistent with the student’s ability and skills.
___ Increase the frequency and immediacy of reinforcement.
___ Arrange for the student to leave the classroom voluntarily and go to a designated “safe place” when under high stress.
___ Develop a system or a code word to let the student know when behavior is not appropriate.
___ Ignore behaviors that are not seriously disruptive.
___ Develop interventions for behaviors that are annoying but not deliberate (e.g., provide a small piece of foam rubber for the desk of a student who continually taps a pencil on the desktop).
___ Be aware of behavior changes that relate to medication or the length of the school day; modify expectations if appropriate.