



SELF-ASSESSMENT SELECTION AND ACCOMMODATION TOOL

Providers should do the following prior to delivering an assessment

- Determine what information you and the student want from the assessment
- Take the assessment before giving it to students to identify if it is a good fit for the student
- Use the questions below to consider what accommodations and supports will be needed to ensure student engagement and accurate results

Reading Needs		Suggestions for Administering Assessment
What is the student's independent reading level?	Consider Fluency and Comprehension	<ul style="list-style-type: none"> • Show the student's teacher the assessment and get their input on if student can complete it independently
Does the student need the assessment read out loud?	Yes	<ul style="list-style-type: none"> • Provider reads it out loud to a small group of students • Read aloud in a 1-1 setting • Utilize a school aide to help deliver the assessment with read aloud
	No	
Does the student need picture or visual supports to understand the questions/answer choices?	Yes	<ul style="list-style-type: none"> • Print pictures that represent the questions and/or answers • Select an assessment that is picture-based
	No	
Is there vocabulary used in the assessment that may need to be explained?	Yes	<ul style="list-style-type: none"> • Create a list of possible words that may need to be explained to the student • Review challenging vocabulary before giving the assessment
	No	
Time Frame		Suggestions for Administering Assessment
What time of day works best for the student?	Morning	<ul style="list-style-type: none"> • Try to schedule the assessment at a time where the student is most focused • Do not pull students from a fun activity or a class that they will not want to miss
	Afternoon	
Does the student need extended time to complete the assessment?	Yes	<ul style="list-style-type: none"> • Plan so that the student will not have to be interrupted while taking the assessment
	No	
Will the assessment need to be chunked and given at separate sessions?	Yes	<ul style="list-style-type: none"> • Separate the assessment into 2-3 separate sections and complete it over 2-3 days
	No	

Setting/Method		Suggestions for Administering Assessment
Does the student need 1-1 assistance or can it be done in a small group?	Yes	<ul style="list-style-type: none"> Use paraprofessionals or ask teachers to assist with giving students individual assessments if needed
	No	
If it is a computer-based assessment, can the student access the computer independently (mouse skills, typing, reading on the screen)?	Yes	<ul style="list-style-type: none"> Make choice cards using note-cards that students can use to answer. The provider can operate the computer Provide printed out copy of the assessment
	No	
Does the student need a scribe to record their answers?	Yes	<ul style="list-style-type: none"> Provider can write and/or type answers for the student
	No	
Would an individual interview type assessment give more accurate results?	Yes	<ul style="list-style-type: none"> Do not present student with paper/pencil or computer. Ask them questions in a conversational format
	No	
Is there a need for manipulatives? (ex: choice cards)	Yes	<ul style="list-style-type: none"> Make cards with A, B, C, D the students can point to for multiple choice assessments Allow students to hold “fdgets” to help them focus while they take the assessment
	No	

Example Accommodations for Self-Assessments

- **Alternate Format** - Rearrange assessment so that there are fewer items on one page
- **Alternate setting** - Allow student to take assessment in a setting they are most comfortable in
- **Allow breaks** - Some students need frequent breaks in order to maintain focus
- **Extended time** - Give student as much time as they need to complete the assessments
- **Transcription** - If a student has trouble writing or operating a computer, they can dictate their answers as you fill out the assessment for them
- **Read Aloud** - Provide audio recordings of the assessment or read the assessment out loud to the student
- **Large print** - print materials in enlarged print for students who have visual impairments
- **Visual Aides** - Create picture cards that help the student to better understand the questions on the assessment (ex: picture of eyes, ears, and hands to represent the different learning styles on a Learning Style Inventory)
- **Assistive Technology** - Student may use a communication device to communicate. Communicate with teacher to get appropriate words/phrases needed to participate in the assessment uploaded to the device