

Assessment Checklist

Use this checklist to list learning or testing accommodations and modifications necessary for a student.
These adaptations should be regularly used in class and recorded on the students' IEP.

Name:	Date:
Teacher:	Class:

Preferred Learning Modality: **Verbal** **Written** **Visual** **Tactile**
(Rating Scale: High = 1 to Low = 4)

Curriculum Modifications		
Modification	Definition	Check If Required
Size	Reduce number of items to learn.	
Time	Increase time required to complete work.	
Support	Increase support through peers, assistants, or tutors.	
Input	Adapt the way instruction is delivered – visual aids, concrete examples, coop. groups, or outline of work.	
Output	Adapt the way knowledge is demonstrated – verbal response, hands on materials, or partial participation.	
Difficulty	Vary the skill level, problem type, or rules for work.	
Participation	Adapt the role and activity level required for a task.	
Alternate Goals	Change the outcome expectations or end goal.	
Work Group	Independent, small group, large group, cooperative group, studies corral, or separate room.	

Testing Accommodation					
These accommodation <u>must</u> be included on the student's IEP if they are used regularly in class and are required in order for the student to complete standardized testing. Check current regulations/policies.					
Flexible schedule		Extend time		Administer in short sessions	
Admin. over several days		Allow frequent breaks		Read directions to student	
Reread each page		Highlight verbs in dir.		Give additional examples	
Increase answer space		Answer in test book		Provide clarification	
Provide STOP or cues		Provide graph paper		Provide word processor	
Use markers to maintain place		Provide calculator, # line, math tables		Provide dictionary, spell checker	