

The whole menu by category, with a line for what the adult actually does. Plus the per-student sheet, testing version and gen-ed handout.

[illegible]

IEP Ready

A menu is not a plan. Tick what applies, then write what the adult does.

The accommodations section of an IEP fails in one of two ways: it lists category names nobody can act on (“extended time”, “preferential seating”), or it carries forward last year’s list untouched. This pack is built against both. Every item on the menu has a line beside it for what the accommodation looks like in this room for this student, and the review sheet on page 14 exists to catch the ones that are on paper and not in practice.

- 1 Accommodation or modification? Decide first.** An accommodation changes HOW the student accesses the same content and is held to the same expectation. A modification changes WHAT is taught or expected. They are not interchangeable, they have different consequences for grading and testing, and the modifications page (10) is separate on purpose.
- 2 Work through the five menu pages (5–9)** with the student’s present levels beside you. Tick only what the data supports. Fewer, used, beats more, ignored.
- 3 For every tick, fill the line.** “Front row, left side, away from the door, not next to a window” is an accommodation. “Preferential seating” is a category.
- 4 Copy the selections to the per-student sheet (11)**, then to the testing page (12) and the general-education handout (13) — the handout deliberately carries nothing confidential.
- 5 Review in the spring with page 14.** Ask every adult which accommodations they actually used. Rewrite or drop the ones nobody did.

What this pack is not

It is not a legal list and it is not your state’s approved-accommodations manual for its assessment. No item here is presented as required, and no item is guaranteed to be permitted on a given test — the testing page says so in its own words and gives you a column to confirm each one with the test coordinator. The categories follow the common presentation / response / setting / timing framework so they line up with what most districts use.

The thirty-second test for every line you write

Hand the line to a substitute who has never met the student. If they can do it without asking you a question, it is finished. “**Extended time**” fails: how much, on what, where does he finish? “**Full period, then finish at the back table after lunch the same day**” passes. “**Preferential seating**” fails. “**Front row, left side, away from the door**” passes. “**Frequent breaks**” fails. “**Two minutes of movement after twenty minutes of seat work; he asks with the break card**” passes. The menu pages give you the category. The line beside it is the accommodation.

Changes to how content is presented. The student is held to the same expectation.

STUDENT

DATE / REVIEWED BY

How information gets to the student. Tick what applies; on the line, say what it looks like in this room.

ACCOMMODATION	WHAT IT LOOKS LIKE IN THIS ROOM, FOR THIS STUDENT
Directions read aloud, one step at a time	
Directions repeated or rephrased on request	
Text read aloud by an adult or by text-to-speech	
Large print or enlarged copies	
Fewer items per page; more white space	
Key words or directions highlighted in advance	
Visual supports: pictures, icons, a model of the finished task	
Graphic organizer or partially completed notes provided	
Copy of class notes or teacher slides	
Audio or video version of the material	
Manipulatives, number line, hundreds chart, or word bank	
Study guide or vocabulary list ahead of the lesson	
Reduced visual clutter on the page or board	
Sign language interpretation or captioning	
Other:	

One page per student. Copy the ticked items here, in the words of the adult carrying them out, and say where each one applies.

STUDENT

GRADE / CASE MANAGER

IEP DATED

Presentation

Written as what the adult does. Say where it applies.

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Response

Written as what the adult does. Say where it applies.

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Setting

Written as what the adult does. Say where it applies.

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Timing and scheduling

Written as what the adult does. Say where it applies.

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Behavior, organization and communication

Written as what the adult does. Say where it applies.

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Applies in these settings

Every class? Specials? Lunch and recess? The bus?

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Modifications (from page 10)

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STUDENT

Testing and Assessment Accommodations

What is allowed on a state or district assessment is decided by the assessment program’s own manual, not by the IEP. Confirm every row.

The assessment program’s manual decides what is permitted, and an accommodation that is not permitted can invalidate a score. Fill the “confirmed” column for every row before the test window opens.

STUDENT

ASSESSMENT

TEST COORDINATOR

ACCOMMODATION	USED IN CLASS?	PERMITTED ON THIS TEST?	CONFIRMED WITH / DATE	NOTES

NOT permitted on this assessment

The most important box on the page. Write here every classroom accommodation this student has that the test does not allow, so the proctor cannot get it wrong and the student is not surprised on the day.

Accommodations for One Student — Filled In

The per-student sheet, completed for an invented student. Notice that every line tells an adult what to do.

STUDENT

Marcus T.

GRADE / CASE MANAGER

2nd · R. Doyle

IEP DATED

March 4

Presentation

Give directions one step at a time, then wait ten full seconds before repeating. Hand him the version of the page with fewer items on it — same problems, more space. Read word problems aloud to him at the back table; do not read the whole test to the class.

Response

Anything longer than three sentences, he types. Spelling is not marked on science or social studies. He may point to an answer on a choice board for vocabulary checks.

Setting

Front row, left side, away from the door. Small group of no more than four for reading tests, in Room 14 with Ms. Alvarez or Mr. Doyle.

Timing and scheduling

Full period for any test, then finish at the back table after lunch the same day. Two-minute movement break after twenty minutes of seat work — he asks with the break card, he does not have to explain.

Behavior, organization and communication

First/then board on his desk for the morning block. Check-in with Mr. Doyle at 8:05 and 2:50. One blue folder for everything that goes home; the daily note goes in it.

Applies in these settings

Every class including specials. Break card works at lunch and recess. Bus: front seat, behind the driver.

Modifications (from page 10)

None. He is on grade-level standards with accommodations. Re-check in the spring if the reading data has not moved.

Why this page works and the category version does not

Every line names a place, a time, an amount or a person. A substitute could run this room on Monday from this page alone. The same student's previous IEP said "preferential seating, extended time, frequent breaks, reduced distractions" — four true things that told nobody what to do, which is why, when the team asked, none of his three teachers was doing any of them the same way.