

## Tool 2.6 Evaluating Accommodation Use in the Classroom

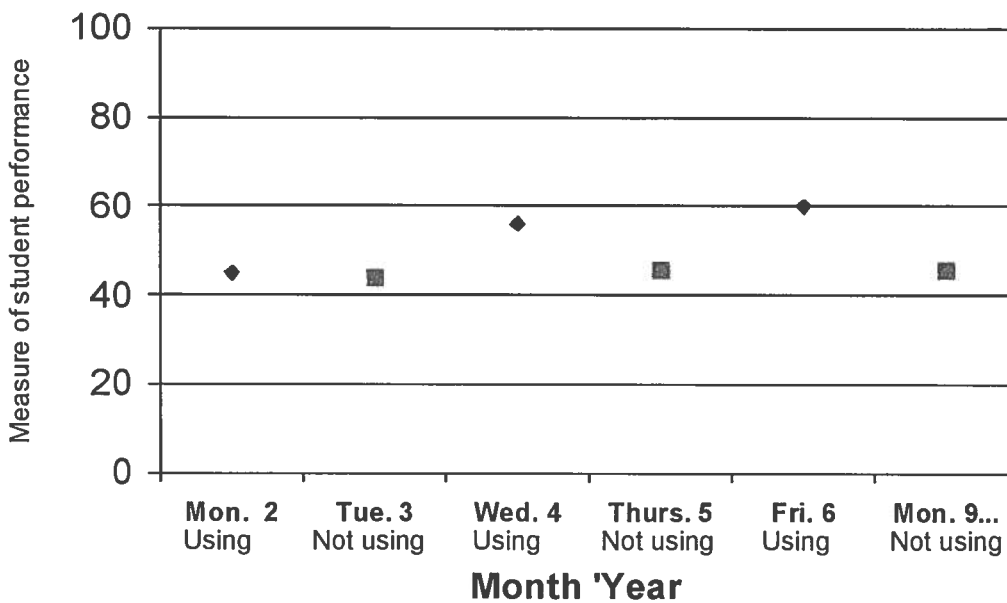
Student\_\_\_\_\_

Date\_\_\_\_\_

Using the list of accommodations in the chart in Tool 2.5, consider the following questions for each:

1. Have you tracked or documented the student's performance on a specific task before and after using the accommodation (or accommodations that are routinely used together) in the classroom?
2. If yes, has the student appeared to benefit from using the accommodation(s)? How do you know, or how might you find out?
3. Figure 1 is an example of a chart you can use to track performance of a student on the same type of task across days. A larger example that can be adapted follows this tool. You may note or color code student performance with and without accommodation(s) across time to see whether there is a difference.

**Figure 1. Example of accommodations tracking chart**



The above example is based on a chart "Tracking the Effects of Accommodations" from page 61 in *Improving Test Performance of Students with Disabilities on District and State Assessments*, 2nd ed., by Judy Elliott and Martha Thurlow (2006).

4. A good idea is to combine student input on his or her own performance and facility in using the accommodation during the same time period that data are collected.

If the student has not seemed to benefit, why not? (e.g., implementation, student factors, teacher/aide factors, not enough time to feel comfortable using it, or it just not working)