

Guidelines for Making *Accurate* Accommodations Recommendations

(adapted from DeCoste Writing Protocol)

- **Establish a Baseline**
Measure quantitative student performance on a task without the accommodations.
- **Introduce one variable**
Let the student try a very similar task with the primary accommodation in question.
- **Introduce other variables**
Let the student try the task with as many different accommodations as you wish to evaluate, changing only one thing at a time.
- **Collect student feedback**
Use an appropriate student feedback tool to gather information on student preference.
- **Present at ARD**
Bring your data to the ARD committee for review.

Example:

Date	Task	Accommodation	Performance	Student Rating (1-5)	Notes
9/18	Short Answer to Writing Prompt	Baseline (none)	21/35 words misspelled (60%)	5	Pencil and paper, took 15 min to complete
9/19	Short Answer to Writing Prompt	Spelling Assistance (teacher created word bank)	16/30 words misspelled (53%)	3	Pencil and paper, teacher-directed use, took 20 min to complete
9/20	Short Answer to Writing Prompt	Word Prediction Software	1/32 words misspelled (3%)	3	Used classroom computer, teacher-directed use, took 25 min
9/22	Short Answer to Writing Prompt	Word Prediction Software	0/27 words misspelled (0%)	5	Self-directed use, grade appropriate vocabulary, 10 min to complete

Accommodation Effectiveness Evaluation Screener

Instructions: Choose an appropriate academic task and measure student performance on that task with no accommodations (this allows you to establish a baseline). Let the student try the same task (different content) using the first accommodation in question. Determine the student's preference using a 1-5 rating. Let the student try the same task with as many different accommodations as you wish to evaluate, changing only one thing at a time.

Date	Academic Task	Accommodation	Quantitative Performance	Student Rating (1-5)	Notes
		None (baseline)			