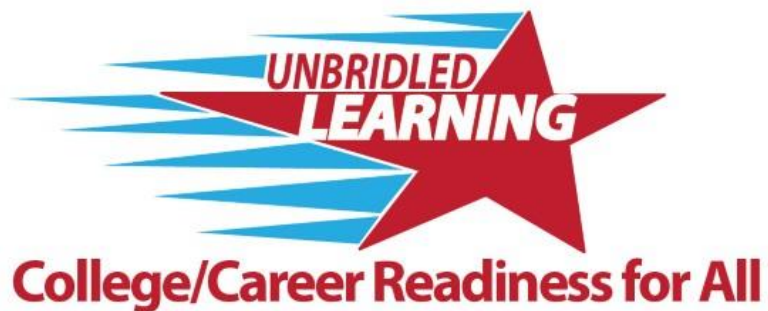


**KENTUCKY  
DEPARTMENT OF  
EDUCATION GUIDANCE  
FOR  
MONITORING AND  
EVALUATING  
ACCOMODATIONS**



**Kentucky Department of Education  
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## Monitoring and Evaluating Accommodations

### Questions to Consider when Selecting Accommodations

#### **The Student:** *Learner Attributes and Abilities*

- What does the student need to do that is currently difficult for him/her to do independently?
- What are the student's strengths and abilities?
- What are the student's special needs related to the area of concern?
- What are the student's interests and college or career plans?

#### **The Environment:** *Physical, Technical, and Personal Conditions*

- What materials and equipment are currently available in the environment?
- What is the physical arrangement? Are there specific concerns?
- What is the instructional arrangement?
- What supports and resources are available to the student and staff?
- What are the expectations of staff, family, and others?
- What are the barriers regarding the physical environment access to technology, instructional activities, and technology?

#### **Tasks:** *What the Learner Must Do*

- What naturally occurring activities take place in the instructional environment?
- What instructional and assessment activities support the student's curricular goals?
- What are the critical elements of the student's instructional activities?
- How might the activities be adapted or modified to accommodate the student's specific needs?
- How might technology or other methods of delivery be used to support the student's active engagement in those activities?

#### **The Tools:** *What Helps the Learner Be Successful?*

- What no-tech, low-tech, and high-tech resources should be considered when developing an instructional system for this student?
- How are these resources accessible to the student?
- What differentiated instructional strategies or interventions might be used to increase student performance?
- What other accommodations, services, and supports does the student need to be actively involved and make progress in the educational program?

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The value of any accommodation is measured in terms of its impact on performance, and its ability to increase the independence of a student with a disability. Questions to consider when monitoring the impact of an accommodation include:

- Did the student regularly use the accommodation?
- Was the student able to participate fully in the classroom and assessments with the accommodation?
- Was the student able to master the objectives of the lesson with the accommodation?

If the answer to all questions is *Yes*, then:

The accommodation is being effective.

If the answer to any question is *No*, then:

Further analysis of the accommodation is needed to determine why the accommodation is not being effective. A different accommodation may be needed. The use of certain accommodations, particularly assistive technology, requires the student use them on a trial basis to determine the effect of the accommodation on student performance.

Students need instruction and practice using the accommodations.

The student's need for certain assessment accommodations should fade, as appropriate, with continued instruction on essential skills for learning, such as reading and writing. The student may become less dependent on accommodations and more reliant on his or her own abilities. Teachers must continually monitor the student's skill development, and impact of a particular accommodation in order to plan for, implement, and appropriately fade student accommodations.