

Appendix C

Examples of Student Characteristics and Possible Testing Accommodations

The purpose of this chart is to assist in the decision-making process for each student by providing examples of testing accommodations. Not every testing accommodation indicated under “possible testing accommodations” will be appropriate for each student demonstrating a given characteristic.

Certain testing accommodations may not be permissible on specific State assessments. Additionally, reformatting requests may need to be submitted to the Office of State Assessment in order to implement some testing accommodations on specific State assessments. Please refer to the [School Administrator's Manual](#) for each respective State test (<http://www.p12.nysed.gov/assessment/manuals/>) and to [Appendix J](#) for a chart of allowable accommodations across the New York State Testing Program.

Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Poor attention/distractibility Has difficulty remaining on task	May have difficulty concentrating on test items for extended length of time and completing exam in allotted time. May be distracted by other students.	<ul style="list-style-type: none"> • Separate setting free from distractions • On-task focusing prompts • Provide breaks during exam period • Extended time • Study carrel
	May have difficulty following or remembering directions.	<ul style="list-style-type: none"> • Directions read more than standard number of times • Directions provided for each page of questions • Directions simplified
	May have difficulty dividing attention between the test booklet and recording answers on a separate answer sheet.	<ul style="list-style-type: none"> • Record answers directly in test booklet
Processes written information at a slow rate	May not be able to complete exam within standard timeframe.	<ul style="list-style-type: none"> • Extended time
	May become fatigued and/or distracted.	<ul style="list-style-type: none"> • Separate setting • Directions read • Tests read aloud • Text-to-speech software (with reading rate adjusted to accommodate processing delays) • Multiple day administration • Breaks

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Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Poor physical/motor coordination/writing difficulties	Unable to record or has difficulty recording responses using paper and pencil in standard manner.	<ul style="list-style-type: none"> • Use of computer/word processor or other writing aids • Respond orally to scribe • Separate setting when using scribe • Use of adaptive writing utensils • Speech-to-text software
	Difficulty managing or manipulating test materials.	<ul style="list-style-type: none"> • Papers taped/anchored to desk
	Unable to access a computer with standard equipment.	<ul style="list-style-type: none"> • Adapted keyboard • Adapted mouse • Switch interface • Touch screen
	Significant difficulty with typing efficiency (speed/accuracy).	<ul style="list-style-type: none"> • Keyboard access features (e.g., “sticky keys,” “filter keys”) • Word prediction software
	Difficulty recording answers on a separate answer sheet.	<ul style="list-style-type: none"> • Record answers directly in test booklet • Allow additional space for writing • Speech-to-text software
	Writing tasks completed at a slow rate.	<ul style="list-style-type: none"> • Extended time • Speech-to-text software
	Unable to or has difficulty using paper and pencil to solve computations.	<ul style="list-style-type: none"> • Use of calculator/math tables • Use of graph paper to align numbers when doing computations • Speech-to-text software (with speech recognition for mathematics)
Difficulty following/ understanding directions	May not understand what the test requires them to do.	<ul style="list-style-type: none"> • Directions read orally • Directions simplified • Additional examples of directions provided • Key words or phrases of directions highlighted
	May have difficulty remembering directions.	<ul style="list-style-type: none"> • Directions reread for each page of questions

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Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Visual Impairments	Unable to or has difficulty accessing test in standard print format and requires tactile or oral means to obtain information.	<ul style="list-style-type: none"> • Braille • Tests read orally • Recording device
	May have low or limited vision and has difficulty with standard print.	<ul style="list-style-type: none"> • Large type • Magnifier • Digital text (to manipulate font size, color, etc.) • Tests read when fatigue sets in due to eye strain • Special desk or book stand to hold materials for easier reading • Extended time • Increase spacing between test items • Fewer items per page
	Unable to use paper and pencil to solve computations.	<ul style="list-style-type: none"> • Use of calculator/talking calculator • Use of graph paper to align numbers • Speech-to-text software (with speech recognition for mathematics)
	Difficulty tracking from test to answer sheet.	<ul style="list-style-type: none"> • Record answers on test booklet • Templates to reduce visible print
	May have low or limited vision and has difficulty with detailed visual tasks, such as printed material, graphs, charts, diagrams, etc.	<ul style="list-style-type: none"> • Highlighting entire graphs to increase contrast from color of page • Special lighting • Oral description of graphs, charts, etc., presented in a neutral manner
	Difficulty maintaining place in a standard test booklet	<ul style="list-style-type: none"> • Use of templates to reduce visible print
	Visual-perceptual difficulties	Difficulty focusing on individual items if too many items are presented.

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Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Emotional/Mental Health Impairments	Displays test anxiety.	<ul style="list-style-type: none"> • Extended time • Breaks during test
	Exhibits inappropriate behavior.	<ul style="list-style-type: none"> • Separate location • On-task focusing prompts
	Administered medication that may affect the student's physical stamina.	<ul style="list-style-type: none"> • Test administered during optimal times when student is most alert
Health Impairments/Poor stamina	Unable to sit for extended lengths of time without changing position.	<ul style="list-style-type: none"> • Extended time • Breaks provided for rest periods • Adaptive furniture
	Due to fatigue, unable to complete the test in the time allotted.	<ul style="list-style-type: none"> • Multiple day administration • Separate setting
	Increased fatigue as duration of taking test increases.	<ul style="list-style-type: none"> • Use of scribe when fatigue affects ability to write • Tests read when fatigue affects ability to read
Difficulty with reading	Reading skills below grade level of test.	<ul style="list-style-type: none"> • Oral reading of tests • Text-to-speech software
	Slow reading pace.	<ul style="list-style-type: none"> • Extended time • Present test reading passages in sections
Hearing Impairments	Unable to access or has difficulty accessing oral directions or listening sections of test in standard manner.	<ul style="list-style-type: none"> • Use of sign language interpreter for oral directions and listening passages • Listening passages may be signed more than once • Written directions provided • Extended time • Separate setting • Amplification devices • Preferential seating in front of interpreter
Difficulty with auditory processing	Difficulty remembering and/or understanding oral directions.	<ul style="list-style-type: none"> • Repeat directions more than standard number of times • Directions simplified • Provide written directions • Preferential seating • Repeat listening section more than standard number of times
Difficulty with math processing/computations	Unable to memorize basic math facts.	<ul style="list-style-type: none"> • Use of calculator • Chart of basic math facts