

Discussion Questions for Parents Accommodations in Instruction and Assessments

About Instruction

- Is my child expected to enrolled grade-level or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?
- What accommodations does my child need to access and reach the academic standards?
- Are there accommodations that could be allowed in instruction that are not currently being provided?
- Are there accommodations being used at home that could be used in instruction to help the student access and learn content or help them in performing certain academic tasks?
- How can my child and I advocate to receive accommodations not yet provided in instruction?
- Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?
- How are the various staff members who work with my child in all subject areas providing accommodations?

About Assessment

- What are the tests my child needs to take, what do they measure (e.g., grade-level or alternate academic standards), and for what purpose is each given?
- Are the accommodations allowed on state assessments also provided for district tests?
- Can my child participate in part of an assessment with or without accommodations?
- If my child is taking the alternate assessment will he or she still be allowed to have accommodations?
- Are there consequences for allowing certain changes to how my child participates in a test?
- How will my child's test scores count?
- Do consequences of accommodations vary by type of test?

Is there evidence to support the need for each accommodation documented in my child's IEP or 504 Plan?

Do data indicate the need to revise or discontinue provided accommodations?

How does my child indicate his/her preferences for specific accommodations?

If an accommodation used in instruction is not allowed on a test, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

Other discussion items:

Adapted from the *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*. Questions are based in part on questions and content from: NCLD's Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed. (2003) By Martha Thurlow, Judy Elliott, and James Ysseldyke.