Educational Team Considerations for Instructional Accommodations

**Student Characteristics**
- What are the characteristics of the student as a learner?
- Has the student indicated preference in using an accommodation?
- Has a parent and other staff members had input on accommodations?
- Does the student need or use the same accommodations for classwork as on class assessments?

**Classroom Instruction and Assessment Tasks:**
- What instructional tasks are required of students?
- Are there barriers for the student in showing progress or achievement in what an assignment or assessment is designed to measure with regard to the standards?
- Are instructional tasks the same as classroom assessment tasks in type and purpose?
- Are there accommodations that could facilitate access to the general curriculum for instruction?
- What accommodations are needed for state assessment?

**Classroom Accommodation Policy:**
- Consistency with IEP
  - Are accommodations documented in the student’s IEP being provided, routinely used, and evaluated for both instruction and assessment?
  - Are the accommodations included in a standards-aligned IEP consistent with the student’s designated academic achievement standard?