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## 5*&6'7*3"8*9*&*$3

!"#$%&'$()*+,*-$./&""0$1'2#

# ! " #$%& ' (&) ' * !%* !+

Unde nding Acco od ion

Acco od ion ` Modi c ion

S e A e en Acco od ion

Who Decide_

Selec ing Acco od ion

E l ing Acco od ion

Q e ion Te Sho ld A k o
A e en Acco od ion

G ide o Choo ing Acco od ion

E e one De e e In

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-;3>2&,0/?750,&43/&<3>/&56789C&3&45$674'$45$49%'98'8$%"$49/#'25'$:"7#$798'#5%298496$
"!$%&'$75'$"!$2//";;"82%4"95$49$<"%&$495%#7/%4"9$298$255'55;'9%=$$>//";;"82%4"9$
75'$45$29$4;?"#%29%$?2#%$"!$?0299496$%&'$'87/2%4"920$?#"6#2;$!"#$:"7#$/&408@$298$;29:$
5%78'9%5$A4%&$2$8452<404%:$"90:$9''8$5046&%$/&296'5$%"$%&'$A2:$%&':$2#'$%276&%$298$
%'5%'8$%"$?2#%4/4?2%'$57//'55!700:$49$%&'4#$6'9'#20$'87/2%4"9$/0255'5=$

>//";;"82%4"95$2#'$%""05$298$?#"/'87#'5$%&2%$?#"B48'$'C720$2//'55$%"$495%#7/%4"9$298$
255'55;'9%$!"#$5%78'9%5$A4%&$8452<404%4'5=$>//'55$45$%&'$"??"#%794%:$298$2<404%:$!"#$29$
4984B4872 0$%"$?2#%4/4?2%'$49$%&'$495%#7/%4"9@$845/7554"95@$
2/%4B4%4'5@$?#"87/%5@$298$255'55;'9%$?#"B48'8$%"$200$5%78'9%5$
A4%&49$2$?7</04/$5/&""0=$3&':$2#'$?#"B48'8$%"$D0'B'0$%&'$

3&'$?#"/'55$"!$5'0'/%496$2//" ; ; "82%4"95$45$"9'$49$A&4/&$ ; ' ; <'#5$"!$
the ɥEP/504 team attempt to ɟlevel the playing ɲeldɟ for a student with
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/7##4/707 ; =$
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5%78'9%$'C720$0'2#9496$"??"#%794%4'5$298$48'9%4!:496$?#2/%4/'5$
298$2??#"2/&'5$49%'98'8$%"$&'0?$%&'$5%78'9%$"B'#/" ; '$
0'2#9496$"<5%2/0'5$87#496$495%#7/%4"9$298$255'55 ; '9%=$
K$I9!"# ; '8$8'/454"9$ ; 2E496$#'62#8496$2//" ; ; "82%4"95$45$
/#4%4/20$%"$'957#'$%&2%$57//'55!70$298$ ; '29496!70$?2#%4/4?2%4"9$
"!$5%78'9%5$A4%&$8452<404%4'5$49$495%#7/%4"9$298$%&'$255'55 ; '9%$
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K$L'/454"95$2<"7%$%&'$?#"B454"9$"!$2??#"?#42%'$2//" ; ; "82%4"95$
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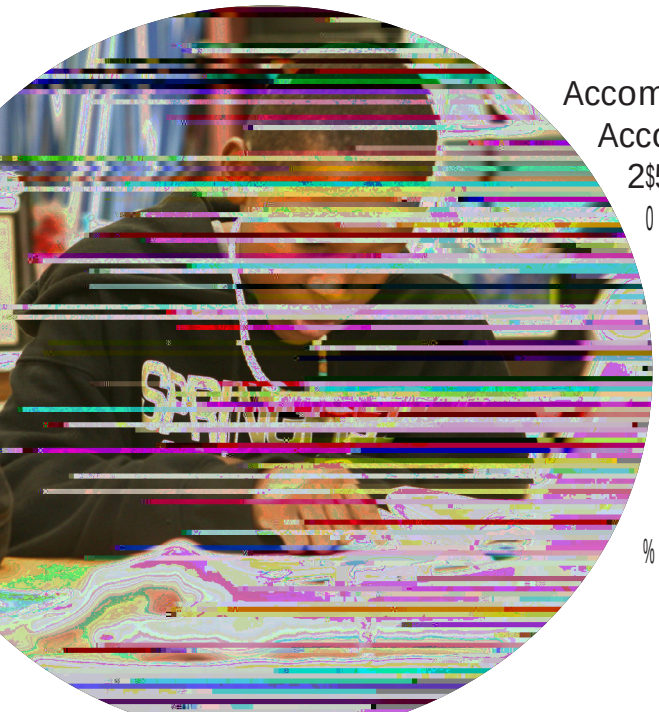
K$M2E496$2??#"?#42%'$495%#7/%4"920$8'/454"95$45$!2/404%2%'8$<:$62%&'#496$
298$#'B4'A496$6""8$49!"# ; 2%4"9$2<"7%$%&'$5%78'9%F5$8452<404%:$298$?#'5'9%$
0'B'0$"!$?'#!"# ; 29/'$49$#'02%4"9$%"$%&'$2/28' ; 4/$/"9%'9%$5%2982#85=$

"553@@39-2731,&-/0&B010/-88<&B/3>.09&7123&260&43883:71B&5-20B3/70,D

| | | | |
|---|---|---|---|
| !"#$#%&'&()%<br>!"#$#%&''()) (*&+,(-$%<br>&..(/%$+0*#-+$%+(%&''#$$%<br>,-1(2)&+,(-%,-%/&3$%+"&+%*(%<br>-(+%2#40,2#%+"#)%+(%2#&*%<br>$+&-*&2*%52,-+6%!"#$#%<br>&.+#2-&+,7#%)(*#$%(1%&''#$$%<br>&2#%&0*,+(238%)0.+,9$#-$(238%<br>+&'+,.#8%&-*%7,$0&.6<br><br>!"#$%&"'"()*+,%-*&".)*/+01%&"(-%<br>(2/3-1%30"%/4%2(&,"%53552"0%<br>/+%(+06"&%07"")8 | !"#$#%&''()) (*&+,(-$%<br>&..(/%$+0*#-+$%+(%'()5.#+#%<br>&'+,7,+,#$8%&$$,:-%&8%1[+&'+,.#8%&-*%7,$0&74730507.<1"922ThT0200470040240407.2!74<#1%&''# | | |



Accommodations are not the same as modiɲcations.
Accommodations are intended to lessen the eFects on
2$5%78'9%F5$8452<404%:N$%&':$2#'$9"%$49%'98'8$%"$#'87/'$
0'2#9496$'G?'/%2%4"95=$O&296496@$0"A'#496$"#$#'87/496$
0'2#9496$'G?'/%2%4"95$45$757200:$#'!'##'8$%"$25$2$
modiɲcation or alteration. Unlike accommodations,
consistent use of modiɲcations can increase the gap
<'%A''9$%&'$2/&4'B' ; '9%$"!$5%78'9%5$A4%&$8452<404%4'5$
298$%&'$6#28',0'B'0$'G?'/%2%4"95=$3&45$ ; 2:$&2B'$2$
9'62%4B'$4 ; ?2/%$"9$%&'$5%78'9%F5$'87/2%4"920$/2#''#$25$
%&'$5%78'9%$ ; 2:$9"%$/"9%497'$%"$?#"6#'55$298$<'$2<0'$
%"$"<%249$2$#'6702#$84?0" ; 2=

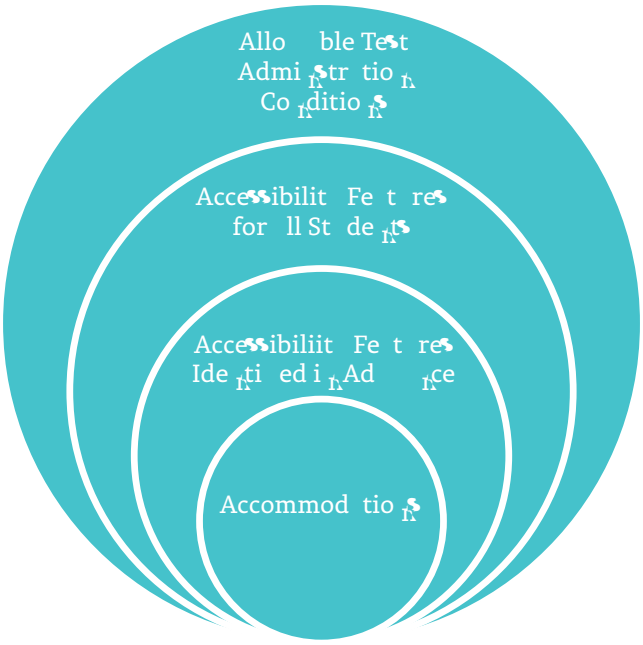
students with disabilities, to participate in annual testing in specific

example, using a calculator on items designed to measure math fluency

count the student as non-proficient. All IEP/504 team members need to be familiar with

and assessment. Each teacher and other staff responsible for the implementation of the accommodations must be informed of the specific accommodations that must be provided.

The Tennessee Comprehensive Assessment Program (TCAP) oFers multiple layers of support for participating students. The ɲgure below portrays several aspects of the assessment !'2%7#'5$49/078496$200"A2<0'$%'5%496$?#"/'87#'5@$2//'554<404%:$!'2%7#'5$%&2%$2#'$2B2402<0'$%"$ 200$5%78'9%5@$298$2//";;"82%4"95$2B2402<0'$25$9''8'8$?'#$%&'$IRS$"#$U)V$?029=$>00"A2<0'$ %'5%496$?#"/'87#'5$298$2//'554<404%:$!'2%7#'5$2#'$2B2402<0'$%"$200$5%78'9%5@$49/078496$%&"5'$ receiving accessibility features identiɲed in advance and those receiving accommodations. Accessibility features identiɲed in advance are available only to students for whom an adult "#$%'2;$&25$4984/2%'8$%&'$9''8$!"#$%&'$!'2%7#'$<25'8$"9$8';"95%#2%'8$298$8"/7;'9%'8$ /0255#"";$9''8$!"#$%&'5'$!'2%7#'5=$>//";;"82%4"95$2#'$"90:$2B2402<0'$%"$%&"5'$5%78'9%5$ A4%&$8"/7;'9%2%4"9$"!$9''8$%&#"76&$2!"#;20$?029$0IRS$"#$U)VT=




L'%'#;49496$9'/'552#:$2//";;"82%4"95$5&"708$ <'$?2#%$"!$%&'$8'B'0"?;'9%$"!$'2/&$IRS$"#$U)V$ S029=$3&'5'$C7'5%4"95$5&"708$<'$/"9548'#'8$49$ %&'$5'0'/%4"9$?#"/'55W

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G& L3:&93&260&,2>9012H,&80-/171B&1009,&&

5312012&,2-19-/9,K&

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80?08&5312012&,2-19-/9,K

Z'G%@$845/755$298$#'B4'A$%&'$$ 2//";;"82%4"95$%&'$5%78'9%$&25$20#'28:$<''9$ 7596=$>5E$%&'5'$C7'5%4"95W

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G& I6-2&7,&260&,2>9012H,&.0/50.2731&31&63:&:088&-1&-553@@39-2731&6-,&:3/A09K

G& L-,&260&,2>9012&;001&:78871B&23&>,0&260&-553@@39-2731K

G& I6-2&-/0&260&.0/50.2731,&34&260&.-/012,=&20-560/,=&-19&3260/,&-;3>2&63:&260&& -553@@39-2731,&-..0-/&23&6-?0&:3/A09K

G&

Evaluating how eFective the accommodations are should be an ongoing process only by /0"5'0:$#'B4'A496$%&'$4;?2/%$"!$29$2//";;"82%4"9$/29$4;?#"B';'9%5$&2??'9=$IRS$"#$U)V$ %'2;5$5&"708$9"%$2557;'$%&2%$2//";;"82%4"9$5'0'/%4"9$/2##4'5$"B'#$!#";$:'2#$%"$:'2#=$ R2/&$:'2#$%&'$%'2;$5&"708$#'B4'AW

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G& +2>9012H,&.0/,.0527?0&34&63:&:088&0-56&-553@@39-2731&7,&:3/A71B&

G&

G& N0/50.2731,&34&20-560/,=&.-/-./340,,731-8,=&-19&3260/&,.057-87,2,&-;3>2&63:&260& +2>90616T0-''3.616731,&421T81,g2#=$

OC& P,&260&,2>9012&>,71B&-1<&-553@@39-2731,&9>/71B&58-,,/33@&71,2/>52731&26-2&:788&132&;0&
-883:09&:601&2-A71B&,2-20&3/&97,2/752&-,,0,,@012,K$$
*B , , .*
*, E*
*understands that a particular accommodation won't be available during testing and work to fnd an*
*.*

QC&
-,,0,,@012K
*There is a tremendous variance among acceptable accommodations for specifc assessments. Be sure to follow specifc assessment guidance documents which will list acceptable accommodations.*

RC& S30,&260&,2>9012&,63:&-&935>@01209&1009&43/&-88&,0805209&&
-553@@39-2731,K
*E 504*
*accommodations in a bundle, such as extended time and a different*
*. H ,*

When decisions about accommodations are being made, it is very 4 ; ?"#%29%$%&2%$'B'#:"9'$&2B'$2$/&29/'$%"$64B'$49?7%=$3&45$49/078'5$ parents, the special education staF, vocational teachers, general education staF, and any related service providers. However, 8"9F%$!"#6'%$%"$25E$:"7#$/&408=$I!$:"7#$/&408$8"'59F%$A29%$%"$75'$2$ ?2#%4/702#$2//" ; ; "82%4"9@$"%&'#$"?%4"95$ ; 2:$<'$/"9548'#'8=$I%$ 45$4 ; ?"#%29%$%"$#' ; ' ; <'#$%&2%$:"7#$/&408$A400$/"9%497'$%"$0'2#9$ and develop, even if it is at a slower pace. With continued $ 495%#7/%4"9$"9$%&'$'55'9%4205E4005$!"#$0'2#9496$57/&$25$$ #'28496$298$A#4%496@$%&'$9''8$!"#$/'#%249$2//" ; ; "82%4"95$ 5&"708$0'55'9$"B'#$%4 ; '=$M29:$2//" ; ; "82%4"95$A400$<'$ %' ; ?"#2#:=$1"7$/29$&'0?$:"7#$/&408$ <'/" ; '$0'55$298$0'55$8'?'98'9%$"9$ %&'$2//" ; ; "82%4"95$298$ ; "#'$ #'0429%$"9$&45$"#$&'#$"A9$2<404%4'5=$

O"002<"#2%4"9$45$2$ ; 75%$A&'9$ ?#"B48496$2//" ; ; "82%4"95$!"#$ :"7#$/&408=$H'5?"954<404%:$!"#$:"7#$/&408F5$ '87/2%4"920$?#"6#2 ; $#'5%5$A4%&$ ; 29:$?''"?0'=$1"7$&2B'$ %&'$57??"#%$"!$2$%'2 ; =$>5$2$?2#'9%@$:"7$A400$A29%$%"$ <'$29$2/%4B'$?2#%4/4?29%$"9$%&2%$%'2 ; =$O"002<"#2%4"9$ ; 2:$<'$75'8$!"#$6'9'#20$?#"<0' ; $5"0B496@$48'9%4!:496$ needed resources, and monitoring the eFectiveness of the instructional program and accommodation use. When :"7#$/&408$45$'G?'#4'9/496$?#"<0' ; 5@$8"9F%$<'$2!#248$%"$25E$ !"#$25545%29/'$298$20A2:5$#' ; ' ; <'#$%"$49/078'$:"7#$/&408$49$ %&'$/"9B'#52%4"9=

Y7#$6"205$2#'$%&'$52 ; '\$ :3/89&,A788,=&7158>971B&5/7275-8&2671A71B=&:/7271B=&-19&./3;80@&,38?71B=$>98@$A'$A29%$%"$ ; "B'$!"#A2#8$A4%&$'2/&$"!$:"7$25$?2#%9'#5$49$%&45$A"#E,$5"$70%4 ; 2%'0:$"7#$5/&""05$/29$!"5%'#$ ?"54%4B'$0'2#9496$'9B4#"9 ; '9%5$%&2%$!"/75$"9$A&"0'$/&408$8'B'0"? ; '9%=$R2/&$"!$"7#$/&408#'9$ 8'5'#B'5$%"$<'$#'28:$!"#$%&'$9'G%$5%'?$49$%&'4#$'87/2%4"920$\"7#9':@$298$3ZH'28:$45$"9'$A2:$ A'$; 2E'$57#'$%&':$2#'$?#'?2#'8$!"#$%&'$<'%%'#$"??"#%794%4'5$%&2%$04'$2&'28=$

# P"#$ ; "#'$49!"# ; 2%4"9@$B454%&

# ! *E0-9<CB3?

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