

Test Accommodations

Accommodations: Test Directions

1. Keep directions short and simple.
2. Place all directions at the beginning of each separate test section.
3. Define any unfamiliar vocabulary.
4. Read orally, as well as written. Go over each direction to check for understanding.
5. Tell students the reason/purpose of test.
6. Do not assume that all students understand...check in with your ELL, LC and Special Education students.

Accommodations: Test Construction

- **Multiple Choice:**
 - State question and answer choices clearly.
 - Avoid using unnecessary words and information.
 - Student has option to write on the test.
 - Avoid frequent use of “fillers” such as either, or, all of the above, none of the above, etc....
 - Do not make multiple choice questions too lengthy... NO FLUFF☺
 - Keep choices to a minimum of four.
- **Matching:**
 - Place all matching items and choice selections on the same page.
 - Chunk the matching into manageable sections. Use small groups of matching sections, avoid long lists.
 - Have only one correct answer for each item.
 - Keep all matching items brief.
 - Put the blank before the number:
_____ 1. Question.....
- **True/False:**
 - Avoid stating questions negatively.
 - Avoid long, wordy questions.
 - Avoid trivial questions or statements that do not assess student knowledge.
 - Avoid using too many true/false questions –no more than 10 suggested.
 - Italicize “hot” words like: never, always, except, not...
 - Avoid having students change the false statement to true unless you have taught this skill.
 - Underline the word/fact in question.
- **Fill in the Blank:**
 - Write simple and clear test items.
 - Provide a word bank.
 - Have another teacher (or LC consultant) read your test to check for clarity.
 - If a word in the word bank is going to be used more than once, place it twice in the word bank.

○ **Essay/Short Answer Items:**

- Be sure students know the meaning of clue words (discuss, describe, list).
- Underline clue words.
- Allow students to outline answers or provide an outline for them.
- Use structured organizers to organize answers.
- Allow extra time to write answers. Remember that some students do not write as quickly as others.
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- Always allow the student to omit one or two essay questions.
- Word questions so that the student's task is clearly stated.
- Provide space immediately under the question for response.
- Allow extra time to write answers. Remember that some students do not write as quickly as others.
- Provide an answer checklist that lists the components repeated in the response.
- Give choices for essay questions... this omits anxiety.

Test Accommodations: Test Design

- Prepare a study guide for test.
- After reviewing student IEPs and test accommodations... make appropriate adjustments.
- If a modified test is necessary for a student, design it to resemble the regular test to avoid embarrassing the student.
- Arrange the test so that the questions that count the most come first. Some students generally work in order and may not finish the test.
- Place the point value for each section.
- Leave space between test items.
- Place a heading for each test section with directions.
- Do not give test orally.

Accommodation Check List

1. _____ Directions are short and simple.
2. _____ Directions are stated at each new section.
3. _____ The purpose of the test is stated.
4. _____ Proper accommodations/modifications have been made for ELL and students with Special Needs.
5. _____ Questions and answers are stated clearly.
6. _____ Test is broken down into manageable sections.
7. _____ Point value is stated for each section.
8. _____ Test is organized and easy to read.
9. _____ Space is left between test items.
10. _____ Test has been reviewed by another teacher or LC.