

# Accommodation Rubric

The following steps reflect quality standards for determining the need for, selecting, accommodations, and assisting each student and his or her teachers in using the selected accommodations correctly and consistently. With these steps in place, the use of these selected accommodations should be reviewed at regular intervals.

	0	1	2	3	Next Steps
<b>Student Uses Accommodation</b>	Does not use.	Uses only when reminded.	Uses sporadically.	Uses regularly.	<ol style="list-style-type: none"> <li>1. Conduct unobtrusive observation of student use of accommodation to identify any environmental or societal barriers.</li> <li>2. Discuss with student to determine his or her opinions re: use of accommodations.</li> <li>3. Adjust the accommodation to encourage student use if feasible.</li> <li>4. Consider the option of making the accommodation (if appropriate) available for all students.</li> </ol>
<b>Accommodation Supports Achievement</b>	Not effective in meeting learning objectives	Minimally effective in meeting learning objectives	Effective in meeting learning objectives but improved effectiveness desired	Effective in supporting learner objectives	<ol style="list-style-type: none"> <li>1. Review student instructional support needs.</li> <li>2. Review reasons why accommodation is not effective with teacher, student, others as relevant.</li> <li>3. Eliminate student training or teacher training issues or inappropriate use of accommodation.</li> <li>4. Review the four different types of accommodations and design an alternative.</li> </ol>
<b>Non-Stigmatizing Accommodation</b>	Calls unnecessary and potentially negative attention to the student.	Calls attention to the student.	Is embedded in the natural instructional activity but could be less intrusive.	Is embedded in instructional activity and has either a neutral or a positive impact on peers.	<ol style="list-style-type: none"> <li>1. Examine the accommodation from the perspective of student, peers, and community.</li> <li>2. Consider multiple alternatives if feasible.</li> <li>3. Allow for student choice among alternatives.</li> <li>4. Provide information to classmates in factual terms re: the accommodation, its use, benefits, and allow for peer use of accommodation in positive, supervised setting.</li> </ol>
<b>Monitored</b> The continued need for appropriate use of accommodation	Is not monitored.	Occurs only with reminding of staff.	Occurs sporadically.	Occurs on a regularly scheduled basis.	<ol style="list-style-type: none"> <li>1. Determine reasons for lack of monitoring. Is it due to lack of knowledge about the importance of monitoring? Need for additional training? Need for a reminder?</li> <li>2. Address the reason and set a date to check compliance with regularly scheduled monitoring.</li> </ol>