

# TOOL 4: Accessibility Supports in the Classroom

Use this chart to track different aspects of how a student uses accessibility supports (Universal Tools, Designated Supports, and Accommodations) in your classroom. What accessibility supports does the student use in the classroom? *List them in the chart below. Then follow the questions in the chart.* This will help inform decision making on assessment accessibility supports.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

English Learner: Yes / No Student with Disabilities: Yes / No

Questions	List Accessibility Supports: (universal tools, designated supports, and accommodations)				
Is it noted in student's planning tool (EL, IEP, or 504 plan)?					
For what task(s) is it used? (e.g., task type or standard).					
Does the student use it for that task every time? Note how often.					

Questions	List Accessibility Supports: (universal tools, designated supports, and accommodations)				
Does the student use it alone or with assistance? (e.g., aide, peers?)					
If more than one support is available for this student, how do these supports interact? (e.g., does one accessibility support seem more effective when used with another on a task?)					
If the accessibility support is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?*					
Does the student's EL, IEP, or 504 plan need to be updated?					

\*Please refer to **Michigan's Supports and Accommodations Table and Manual** for more information about what is available for state assessments.

\*\*For a sample of an EL Instructional Plan instrument please go to [www.education.msu.edu/k12/](http://www.education.msu.edu/k12/)