**Section 504 Plan**

**Testing Accommodations Chart**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Duration From: \_\_/\_\_/\_\_ To: \_\_/\_\_/\_\_**

**Annual Testing Program**

Select the appropriate state test(s) and testing accommodations that will allow the student to demonstrate their knowledge. Accommodations that are listed on the Section 504 Plan must be used routinely in classroom instruction and on similar classroom assessments throughout the school year. For specifics regarding accommodation use and availability for specific tests, refer to the *Testing Students with Disabilities* *Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-disabilities>.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 🞏 Student will participate in the standard test administration without accommodations | | | **Grade 3** | **End-of-Grade**  **Tests** | | | **CTE Post-assessments** | **End-of-Course**  **Tests** | | | | **Tests of English Language Proficiency**  **🞏 WIDA ScreenerTM**  **🞏 WIDA ACCESS®** | | | | |
| **Grades**  **3–8** | | **Grades 5 & 8** |
| Annual Testing Program State-Approved Testing Accommodations | | | BOG31 | Reading1 | Mathematics1 | Science1 |  | English II 1 | NC Math 1 1 | NC Math 3 1 | Biology1 | Reading | Writing | Listening | Speaking |
| Braille Edition | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Large Print Edition (not for online tests) | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One Test Item Per Page Edition (not for online tests) | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assistive Technology: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Braille Writer/Braille Paper | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Electronic Braille Notetaker | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Slate and Stylus/Braille Paper | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cranmer Abacus | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dictation to a Scribe | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interpreter/Transliterator Signs/Cues Test | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Magnification Devices | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)2 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student Marks Answers in Test Book (not for online tests) | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student Reads Test Aloud to Self | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test Read Aloud  (in English) | | Specify: |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multiple Testing  Sessions | \_\_More Frequent Breaks (Breaks Every \_\_\_ Min.) | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \_\_Over Multiple Days (Number of Days\_\_\_) | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \_\_Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Scheduled Extended Time | | \_\_\_\_\_ minutes |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing in a  Separate Room | | \_\_ Small Group (group size \_\_\_\_\_) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \_\_ One-on-One |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Special NCDPI-Approved Accommodation(s)3  (specify): | | |  |  |  |  |  |  |  |  |  |  |  |  |  |

1 Dependent upon the platform used to provide the students’ general assessment (online or paper), some accommodations may not be applicable or available.

2 Only students with disabilities who are also identified as English Learners (ELs) and have scored below Level 5.0 Bridging on the reading domain of the

WIDA Screener™/WIDA ACCESS ® are eligible for this accommodation.

3 “Special NCDPI-Approved Accommodation(s)” must only be used for documenting the use of designated features from the *North Carolina Accessibility Framework*, the use of a paper test due to a documented accessibility need, and/or an accommodation request approved by the North Carolina Department of Public Instruction. Accommodation Requests must be submitted to the public school unit test coordinator.