Transitory Impairment Documentation
Testing Accommodations Chart

Student Name: _____ **Duration From:** __/__/__ **To:** __/__/__

Annual Testing Program

A transitory impairment is an impairment with an actual or expected duration of six months or less. Choose the appropriate state test(s) and testing accommodations that will allow the student to demonstrate their knowledge. Accommodations listed on the Transitory Impairment documentation must be used routinely during instruction and similar classroom assessments. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for use by Section 504-eligible students. 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.

Provide a brief description of the student's transitory impairment (including expected duration):
_____

Transitory impairment teams must select accommodations that will not invalidate the score on a test.

☐ Student **will** participate in the standard test administration **without** accommodations	Grade 3	End-of-Grade Tests Grades 3–8	End-of-Grade Tests Grades 5 & 8	End-of-Course Tests				CTE Post-assessments	Tests of English Language Proficiency Grades K–12 ☐ WIDA Screener™ ☐ ACCESS for ELLs®			
Annual Testing Program State-Approved Testing Accommodations	BOG3[1]	Reading[1]	Mathematics[1]	Science[2]	English II[1]	NC Math 1[1]	NC Math 3[1]	Biology[1]		Reading	Writing	Listening	Speaking
Braille Edition													▓
Large Print Edition													
One Test Item Per Page Edition										▓	▓	▓	▓
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													▓
Student Reads Test Aloud to Self													▓
Test Read Aloud (in English) — Specify:	▓	▓			▓					▓			
Multiple Testing Sessions — __More Frequent Breaks (Breaks Every ___ Min.)													
Multiple Testing Sessions — __Over Multiple Days (Number of Days__)													
Multiple Testing Sessions — __Other _____													
Scheduled Extended Time — _____ minutes													
Scheduled Extended Time — __ Other _____													
Testing in a Separate Room — __ Small Group (group size ____)													
Testing in a Separate Room — __ One-on-One													
Special NCDPI-Approved Accommodation(s)[3] (specify):													

[1] Dependent upon the platform used to provide the student's 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™/ACCESS for ELLs® 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.