Appendix F

Guiding Questions to Begin the Decision-Making Process

- What are the student's learning strengths and challenges?
- How do the student’s learning and/or language needs affect the achievement of standards-based grade-level or course content?
- Which access features does the student need?
- Has the student shown preference for specific access features in the past?
- What does the student need to do?
Does classroom evidence indicate a need for additional support?

**YES**
Consider Designated Supports

**NO**
Continue Use of Administrative Considerations and Universal Tools

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If the student is not able to access instruction and assessment with Designated Supports, continue to investigate other accessibility features to use in the classroom.

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Does classroom evidence and data from trials of Designated Supports indicate a need for additional support?

**YES**
Consider Accommodations

**NO**
Continue Use of Administrative Considerations, Universal Tools, and Designated Supports

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Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English Language Proficiency Level; however, accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of instruction or assessment.