

**START HERE**

**Step 1:**  
Expect Students  
to Achieve  
Grade-level  
Standards

**1A. Meet/plan as a Team- IEP/ 504**

**1B. Review PLAAFP/PLEP:**

- Previous Accessibility support use
- Student, parent, teacher, & Language specialist input

**Step 2:**  
Learn About  
Accessibility  
Supports for  
Instruction and  
Assessment

**2A. Consult UAAG, CAF, Guidelines for: TTS, Read Aloud, and Scribing, & WIDA/ACT Websites**

**Step 3: Identify  
Accessibility  
Supports for  
Instruction and  
Assessment**

**3B. Document  
Need in IEP**

**3C. Request  
Accommodation  
Verification**

**3A. Select  
accessibility supports**

**Step 5:**  
Evaluate Use of  
Accessibility  
Supports in  
Instruction and  
Assessment

**5A. Evaluate data-  
impact of accessibility  
supports on student  
academic achievement &  
functional performance**

**Step 4:**  
Administer  
Supports During  
Instruction and  
Assessment

**4E. Administer  
and Monitor  
use of  
Accessibility  
Support during  
Testing**

**4D. Set and  
Check Supports  
(TIDE)**

**4C. Practice  
Using Testing  
Support**

**4B. Collect data on  
accessibility support  
use/effect –preference,  
teacher observations,  
results with & without**

**4A. Test accessibility  
supports**

