

Accommodations Documentation GUIDELINES

Testing accommodations at CLT are meant to ensure that each student, regardless of diagnosis, has equal access to the exam. Testing accommodations are value neutral—meaning that they are not meant to provide improved performance, a “passing score,” or help a student “perform their best.” Testing accommodations are simply meant to remove the barrier a student may have that would preclude them from accessing the exam.

CLT commonly provides the following accommodations, each of which requires specific documentation to qualify a student:

Accommodation	Required Documentation
25% Extended Time	A diagnostic letter* from a professional and a functional impact statement.**
50% Extended Time 100% Extended Time 4 Function Calculator	A full diagnostic evaluation (for example: a neuropsychological report or a psycho-educational evaluation) or an IEP or 504 dated within the past 3 years.
Reader Scribe	A full diagnostic evaluation (for example: a neuropsychological report or a psycho-educational evaluation) or an IEP dated within the past 3 years.
Type 1 Diabetes Accommodations	Any medical documentation that confirms the student’s diagnosis (for example: a doctor’s note, a visit summary, or discharge papers).
English Language Learner (ELL) Accommodations <ul style="list-style-type: none"> • Up to 50% extended time • Approved bilingual word-to-word dictionary 	Any documentation from the student’s school about their ELL status (for example: an IEP, 504, or ELL Student Plan) or formal testing indicating the student’s ELL status (for example: an English-language proficiency test like WIDA, ELPA21, or TOEFL) dated within the past year.

All students, regardless of what accommodation they have received, qualify for small group testing and breaks between each section of the exam.

We cannot accept any documentation written by a parent or family member, even if the person is otherwise qualified or credentialed.

**A diagnostic letter from a professional can include a doctor's note, a current IEP or 504 from your school, a letter from a therapist or counselor, a letter from a speech/language pathologist, or another letter from a qualified medical or mental health professional.*

***A functional impact statement is a letter detailing how your student is impacted by their diagnosis in daily life. It can be written by a teacher, a reading specialist, a tutor, or another professional who knows your child well (like a youth pastor, sports coach, or music teacher).*