

**TRANSITORY IMPAIRMENT DOCUMENTATION**  
**Testing Accommodations Chart**

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

**North Carolina Testing Program**

A transitory impairment is an impairment with an actual or expected duration of six months or less. Choose the appropriate state assessment(s) and testing accommodations that will allow the student to demonstrate his/her 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* publication, 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 only those accommodations that will not invalidate the score on an assessment.**

<input type="checkbox"/> Student WILL Participate in the Standard Test Administration WITHOUT Accommodations	Grade 3	End-of-Grade Tests			End-of-Course Tests				CTE Post-	Tests of English Language Proficiency Grades K-12 <input type="checkbox"/> W-APT™ <input type="checkbox"/> ACCESS for ELLs®			
		Grades 3-8		Grades 5 & 8						Reading	Writing	Listening	Speaking
NC Testing Program State-Approved Testing Accommodations	BOG3 <sup>1</sup>	Reading <sup>1</sup>	Mathematics <sup>1</sup>	Science <sup>2</sup>	English II <sup>1</sup>	NC Math 1 <sup>1</sup>	NC Math 3 <sup>1</sup>	Biology <sup>1</sup>		Reading	Writing	Listening	Speaking
Braille Edition													
Large Print Edition (not for online assessments)													
One Test Item Per Page Edition (not for online assessments)													
Assistive Technology Devices: Specify _____													
Braille Writer/Braille Paper													
Electronic Braille Notetaker													
Slate and Stylus/Braille Paper													
Cranmer Abacus													
Dictation to a Scribe													
Interpreter/Transliterators Signs/Cues Test													
Magnification Devices													
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only) <sup>2</sup>													
Student Marks Answers in Test Book (not for online assessments)													
Student Reads Test Aloud to Self													
Test Read Aloud (in English)													
Multiple Testing Sessions	Specify: __ More Frequent Breaks (Breaks Every ___ Min.)												
	__ Over Multiple Days (Number of Days __)												
	__ Other _____												
Scheduled Extended Time	__ Approximately _____ minutes												
	__ Other _____												
Testing in a Separate Room	__ Small Group (group size ____)												
	__ One-on-One												
Special NCDPI-Approved Accommodation(s) <sup>3</sup> (specify):													

<sup>1</sup> Dependent upon the platform used to provide the student's general assessment (online vs. paper/pencil), some accommodations may be nonapplicable or unavailable.  
<sup>2</sup> 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.  
<sup>3</sup> In order to be used on the state assessment, "Special NCDPI-Approved Accommodation(s)" must be approved by the North Carolina Department of Public Instruction (NCDPI). To request approval, a Special Accommodation Request (available from the school test coordinator) must be submitted to the public school unit test coordinator.