



Only under an IEP or a 504 plan can you modify the standards

- What the student learns
- How he or she is going to learn it

In fact, we may not evaluate the performance of a student with disabilities against standards that are not possible for the student with disabilities to meet.

Students may be working toward standards that are modified and appropriately reflected on the IEP.

Grades should accurately reflect the work that a student has accomplished.

- If the student is working toward credit without modifications just like other students, then the student should be graded like others.
- If the student is working toward a modified standard as outlined on the IEP, then the IEP should dictate how the grade is earned. It is not discriminatory to award differing academic credit in such an instance.

Accommodations vs. Modifications

Accommodations	Modifications
<ul style="list-style-type: none">✎ Change HOW a student accesses information and/or demonstrates learning.✎ Do not substantially change the content, instructional level, or performance expectations.✎ Provide for equal opportunity (level the playing field.).	<ul style="list-style-type: none">✎ Change WHAT a student is expected to learn.✎ Include changes in content, instructional level and/or performance expectations.✎ Allow meaningful participation and enhance learning.

Examples:

Abbreviated assignments, same concepts
Assignment book/organizer
Assistive technology
Behavior/performance contracting
Extended time
Flexible scheduling/breaks
Flexible setting/group
Highlighted textbook
Change test format
Provide copies of materials/syllabus

Abbreviated assignments, modified concepts
Abbreviated concepts
Ability level texts
Modifying complexity of assignment
Modifying grading scale
Parallel curriculum

Accommodations vs. Modifications

Accommodations:

- Change **HOW** a student accesses information and/or demonstrates learning.
- Do not substantially change the content, instructional level, or performance expectations.
- Provide for equal opportunity.

Modifications:

- Change **WHAT** a student is expected to learn.
- Include changes in content, instructional level and/or performance expectations.
- Allow meaningful participation and enhance learning.

**Why Use Accommodations
As A Regular Part
Of Instruction?**

- To find out if they are effective with the student.
- To show the link between instruction and assessment.
- To allow students to focus on the test and not on the accommodation.
- To encourage teachers to think about how accommodations can be built into instruction designs.

**Linking Accommodations
for Instruction and Assessment**

The intent of assessment is to describe all students' true levels of achievement with the greatest accuracy. Assessment accommodations allow students to demonstrate appropriately their knowledge and skills. However, using an accommodation during assessment that is not used during instruction may be detrimental to the student's performance on the assessment.

For example, most students receive instruction in English. Then during the assessment, a version in the student's native language is provided — "to help the student." Research tells us that often, the non-English version is not helpful. It can be confusing and requires more time for the student to translate the vocabulary back to English.

In another example, giving a test orally to a non-auditory learner may result in lower performance than letting the student read the test.

Types of Assessment Accommodations

Types of Accommodations	Examples
1. Timing/Scheduling	1. Extended time; frequent breaks
2. Presentation	2. Repeat directions; sign language
3. Response	3. Use of scribe, Braille, sign language
4. Setting	4. Study carrel, special lighting

Common Instruction Accommodations

Materials/Curriculum

Methods/Strategies

- Alternative assignments
- Substitute materials with lower reading levels
- Fewer assignments
- Decrease length of assignments
- Copy pages so student can mark on them
- Provide examples of correctly completed work
- Early syllabus
- Advance notice of assignments
- Tape-recorded versions of printed materials

- Highlight key points to remember
- Eliminate distractions by using a template to block out other items
- Have student use a self-monitoring sheet
- Break task into smaller parts to do at different times
- Use study buddies whenever reading or writing is required
- Secure papers to work areas with tape or magnets
- Present information in multiple ways

Testing Students With Disabilities. (1998) Thurlow, Martha, Elliott, Judy, and Ysseldyke, James. Corwin Press, Inc. A Sage Publications Company, Thousand Oaks, CA. Reprinted with permission. All rights reserved.

For use in Classroom Instruction and Assessment

Generic Accommodations Grocery List

Pete Denzin, Windsor School District, Windsor, CO 1998

These are additional changes in instruction and classroom assessments which might be made to accommodate the learning characteristics of students in order that they may demonstrate what they know and are able to do to the greatest degree possible. Add them to your tool box of accommodation strategies. Some of these accommodations may be allowed on the state assessment. Others may not be allowed.

1. Present material in an organized, easy-to-follow format (e.g., ample white space, headings and subheadings, important ideas in bold type)
2. Provide a word bank for vocabulary or fill-in-the-blank tests.
3. Use preferential seating to place the student closer to the source of oral instructions and/or demonstration equipment.
4. Give the student an extra copy of the test to mark on and write on. Give the student extra paper for making notes. Allow the student to circle the correct answers on the test booklet, rather than bubbling them in on a separate scoring sheet.
5. Allow the student access to textbooks and other resources during a test.
6. Provide a more private environment for the student, without social, auditory, or visual distractions.
7. Provide an opportunity for the student and teacher to discuss the instructions to ensure understanding.
8. Administer the assessment individually to the student.
9. Give the student more time to complete an assignment. Allow the student to take the assessment at another time of day or another day of the week. Allow the student to do the assessment when he/she is in a non-agitated non-crisis mode.
10. Permit the student to take the test more than one time.
11. Permit the use of technology, such as calculators, word processors, spell checkers, or tape recorders.
12. Permit the use of whatever augmentative or assistive technology the student uses on a daily basis (e.g. magnifying equipment, noise buffers) during assessment.
13. Provide more supervision for the student, encouraging him/her to stay on task.
14. Allow the student to move around during the instruction or assessment session. Allow the student to take breaks during independent work and assessments.
15. Provide organizational aids, such as templates or graph paper.

16. Read the material to the student or provide an oral presentation on audio or videotape.
17. Record answers for the student.
18. Create a more supportive assessment environment that reduces anxiety and encourages student participation.
19. Provide a quiet, controlled, comfortable environment for the student, including perhaps an environment at home or in another setting outside of school.
20. Allow the student to express his/her response through another modality (e.g., an oral presentation and/or illustration, rather than an essay).
21. Provide an alternative form of the material which corresponds more closely to the student's cultural and experiential background.
22. Measure the standard or benchmark through another assessment type (e.g., short-answer essay rather than multiple choice).
23. Add more complex and/or open-ended items requiring thinking at greater levels of creativity and/or depth to challenge gifted and talented students and to fully assess their knowledge and skill levels.
24. Break down a complex set of instructions or work into smaller, more manageable segments which the student may complete one at a time.
25. Provide the prompt and/or scoring rubrics in a clearer and simpler form.
26. Establish scoring guides which value content and ideas rather than form, neatness, or length.
27. Deliver the material in large print, in Braille, in sign language, or with a picture board.
28. Deliver the material in the student's preferred language, and/or allow him or her to respond in that preferred language.
29. Use a variety of people in the instruction and assessment process for the student, including family, peers, aides, etc. Allow them to administer assessments and/or assist in interpreting the student's responses.
30. Coach the student, provide practice opportunities and critique assessment work in progress so that the student receives useful feedback and encouragement.
31. Provide alternative forms of instruction and assessment. Can the same standard be learned and measured through a variety of approaches and assessment types, beyond the one(s) you have chosen for the assessment?

Good Teaching Strategy or Accommodation?

GT = Good teaching

A = Accommodation

E = Either

- Adjust reading level
- Allow student to tape lectures
- Allow typewritten or word processed assignments
- Provide a written outline
- Use peers as mentors
- Allow open book tests
- Provide practice questions for study
- Give multiple choice instead of short answer questions
- Allow use of dictionary or calculator during tests
- Provide extra time to finish
- Consider grading on the amount of improvement an individual makes
- Base grades on IEP objectives
- Consider grading on effort as well as achievement
- Give frequent reminders about due dates
- Allow extra credit assignments
- Provide a structured routine in written form
- Provide organizational strategies such as charts and timelines
- Use materials that address the students' learning styles
- Utilize weekly progress reports
- Break assignments into segments/shorter tasks
- Use concrete examples of concepts before teaching the abstract
- Relate information to the students' experiential base
- Provide an overview of the lesson before beginning
- Highlight important concepts to be learned in text of material
- Use checklists to help the students get organized
- Check the organization of students' notebooks
- Provide opportunities for movement
- Reduce the amount of work required
- Consistently follow a specific routine
- Alternate quiet and active tasks
- Have students verbalize instructions before beginning work
- Paraphrase information
- Encourage feedback from students to check for understanding
- Utilize manipulative, hands-on activities
- Demonstrate how new material relates to previously learned information
- Cue student by calling his/her name before asking questions
- Provide clear rules and consistently enforce them
- Utilize cooperative learning strategies
- Give advance warning of when a transition is going to take place
- Use physical proximity to help student refocus
- Combine a variety of teaching styles (lecture, group projects, students as teachers)
- Allow students variety of ways to demonstrate understanding

HINT: Depending on subject being taught and learning expectations, most of the above list COULD be considered good teaching strategies for ALL students, not special education accommodations!