Unpacking Adaptations: Accommodations and Modifications

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Our mission:
We equip congregations and schools to glorify God through purposeful, innovative inclusion of persons with varied abilities.
Americans with Disabilities Act of 1990

IDEA
Adaptations

Accommodations  Modifications
I can...

• identify the importance of understanding student’s strengths and weaknesses.

• explain the relationship between fair and equal.

• explain the difference between interventions, accommodations, and modifications.

• give examples of adaptations made in content, process, and product.

• list specific accommodations and modifications that I can use with students this fall.
Our lives in green and pink
My life in GREEN

Let's sing!
My life in PINK
“The Mind That’s Mine”
Mr. Doug’s Chain Links

- Attention Control
  - Fuel
    - Input
    - Output

- Memory
  - Short term
  - Active working
  - Long term

- Understanding & organizing
  What I see (Visual Spatial Ordering)

- Understanding and Using Words (Language)

- Understanding/ Thinking/ Problem Solving/ Concepts (Higher Order Thinking)

- Muscle and Motor Skill
  - Gross motor
  - Fine motor
  - Graphomotor
  (neuromotor Functioning)

- Keeping Track of:
  - Time
  - The order of things
  - (Temporal-Sequential Ordering)

- Making and Keeping Friends (Social Cognition)
“Every one of our children ambles down the highly judgmental corridors of school each day dragging along his mind’s profile, a partly hidden spreadsheet of personal strengths and weaknesses. And through every moment of the school day that profile gets put to the test.”

Melvin D Levine MD
Unique Design

Specific Purpose

Label

Ephesians 2:10
Psalm 130:14
We all have **gifts** and we all have **needs** fit together so that we are more complete

Each person then is a gift to be cherished
No Two the Same

Rapid Robin
The “dreaded early finisher”

“I’m not finished” Freddie
Minimize the “shoot to the middle” approach?

SHOOT IN THE MIDDLE

Lessons are at a level that seem accessible to the majority of students?
No Two the Same
I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
Instead, ask yourself…

Who needs my attention now?

Which students need a different approach?

Which students are not learning anything new, because I haven’t challenged them?
The teacher seeks to know students excellently to anticipate their needs and guide them in the learning process.
Knowing each student and placing them in an environment that fosters learning.
Re-teaching a difficult concept, some teachers simply restate their original explanation…

S-l-o-w-l-y
High Quality/Differentiated Instruction

High quality instructional practice responds to the individual differences in a classroom

Multiple ways to motivate and challenge students

Multiple ways for students to acquire and apply expected knowledge and skills

Multiple ways for students to demonstrate learning and for teachers to assess student progress
People react in different ways when they discover a student in their class needs some type of adaptation.
Your Turn: What is your response?

I want to, but...

Barriers

Fears

I have 26 other students
Where do we start?
What do we want all students to Know, Understand, and be able to Do?
You are on your way to the beach, and you suddenly realize that the flashing lights behind you belong to a local police officer. He is unfortunately signaling to you to pull over.

1. When Officer U. R. Speeden approaches your car, you ask him, “What’s the problem, Officer?”

2. What will Officer Speeden make certain you know?

3. What will he make certain you understand?

4. What will he make certain you do?
Officer U. R. Speeden will make certain you…

Know
• The speed limit
• The speed at which your vehicle was traveling
• The procedures for paying speeding tickets

Understand
Speeding may cost you money, your license, or your life.

Do
• Demonstrate remorse for disobeying the posted speed limits.
• Pay the ticket.
K U D

- **Know** - What information do you want the kids to know from your lesson (what are the key words or components?)

- **Understand** - Information the students should understand that will help them in completing assigned tasks. May include prior knowledge.

- **Do** - The actual activity or projects the students will accomplish to show their level of knowledge.
Multiple Intelligences/Learning Profiles

Naturalist
Analytical
Musical-Rhythmic
Verbal-Linguistic
Intrapersonal
Practical
Interpersonal
Creative
Visual-Spatial
Logical-Mathematical
Auditory
Bodily-Kinesthetic
Analytical
Practical
Intrapersonal
Verbal-Linguistic
Musical-Rhythmic
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Musical-Rhythmic
Visual-Sp
Who can receive adaptations?
INTERVENTIONS
Are strategies for strengthening skills or behaviors.

Examples:
• Reading intervention groups in early elementary school
• Parents practicing math flashcards with their child
• Previewing vocabulary words for the next science unit
ACCOMMODATIONS
Are strategies used to bypass a weak skill or behavior, but do NOT involve changing curriculum standards.

*How are we going to get the information to the child and how are we going to test the student’s knowledge?
ACCOMMODATIONS

Examples:
• Extended time on a test
• Using a multiplication chart to do long division
• Adding a word bank to a test
• Giving page numbers to help a student fill in worksheet answers
• Number and sequence the steps of a task on note card for a student
• Do not require cursive
Accommodations
What Doesn’t Work
MODIFICATIONS

- Changes are made to curriculum expectations in order to meet the needs of the student.
- Modifications must clearly be addressed in a student's Individualized Student Plan.

*What part of the general curriculum does the student need to know to reach his or her fullest potential?
MODIFICATIONS

Modification in what the student is expected to learn

Examples:
- Allow an outline instead of an essay
- The student answers fewer test questions.
- Project based instead of written reports
Who gets what?

**Accommodations:**
- Students with a disability that have a 504 Plan or an IEP
- Students without a disability who have barriers to learning
- Students at risk of failure

**Modifications:**
- Students with a disability that have an IEP
Differences between the two...
**Adaptations**

**Accommodations**

- Do not fundamentally alter or lower expectations or standards in instructional level, content or performance criteria.
- Provide equal access to learning and equal opportunity to demonstrate what is known.
- Grading is same

**Modifications**

- Do fundamentally alter or lower expectations or standards in instructional level, content or performance criteria.
- Provide student meaningful & productive learning experiences based on individual needs & abilities.
- Grading is different
Where’s the Line?

…do what everyone else is doing
   WITH SUPPORT
…do what everyone else is doing
   WITH CHANGE IN ACCESS

…do something SIMILAR to what everyone else is doing (parallel)
…do SOME of what everyone else is doing
   (partial participation)
…do SOMETHING DIFFERENT
   (alternative)
Modifications: Some Realizations are…

**Not all students will or should…**
- Learn all of the content
- Do all of the assignments or instructional activities
- Be graded the same way

**All student should…**
- Be exposed to basic concepts
- Have meaningful, high quality instruction
- Progress to the extent possible and appropriate
Who is responsible?
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
How do you respond to “it’s not fair?”
## Nine Types of Curriculum Adaptations

<table>
<thead>
<tr>
<th>Quantity (a,m)</th>
<th>Time (a)</th>
<th>Level of Support (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the number of items that the learner is expected to learn or complete.</td>
<td>Adapt the time allotted and allowed for learning, task completion, or testing.</td>
<td>Increase the amount of personal assistance with a specific learner.</td>
</tr>
<tr>
<td><em>For example:</em> Reduce the number of social studies terms a learner must learn at any one time.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.</td>
</tr>
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<th>Input (a)</th>
<th>Difficulty (a,m)</th>
<th>Output (a)</th>
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<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Adapt how the student can respond to instruction.</td>
</tr>
<tr>
<td><em>For example:</em> Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</td>
<td><em>For example:</em> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</td>
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<tr>
<th>Participation (a)</th>
<th>Alternate Goals (m)</th>
<th>Substitute Curriculum (m)</th>
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<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td><em>For example:</em> In geography, have a student hold the globe, while others point out locations.</td>
<td><em>For example:</em> In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><em>For example:</em> During a language test one student is learning computer skills in the computer lab.</td>
</tr>
</tbody>
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Student Scenarios
Adaptation Exercise

Madison is an 8th grade student who is easily distracted. She can stay focused for short periods of time, but when a lengthy assignment is given she will fade out and not complete it. She is not a behavior problem. When Madison is assigned 20 math problems she will usually stop at ten. However, she shows mastery of the material with those 10 problems. When graded for 20 problems she will fail because she will only have completed 50%. Her grade will not reflect that Madison has met the standard. What adaptation can an effective teacher use to ensure Madison’s grades reflect that she has met the standard?

Quantity
Adaptation Exercise

Tyrone is a diligent, hard worker whose grades matter very much to him. He stays focused and on-task, but many times he cannot finish the work in the time allotted. He understands the material well, but when graded on work completed in a specific time period it will appear he has not mastered the standard. What adaptation can an effective teacher use to ensure that Tyrone’s grades reflect that he has met the standard?
Adaptation Exercise

It’s hard for Hector to concentrate when the teacher is giving direct instruction in front of the room. He needs to be doing something active to stay focused. During a lesson on map reading, what adaptation could an effective teacher use to ensure that Hector stays focused and learns the material?

Participation
Adaptation Exercise

**Marvin** is a student with a visual impairment who has difficulty reading student text. He is attending a marketing class and the textbook has many graphs with small numbers and words. What adaptation can his teacher make to ensure that Marvin is successful at mastering the standard?
Adaptation Exercise

Zach, is a student who is severely developmentally delayed and is fully included in an automotive class. While other students are exploring the “electrical current theory,” Zach is developing skills according to functional standards by color matching pegs to wires. What adaptation is the teacher using with Zach so he is successful?
Adaptation Exercise

**Nazrene**, a student with learning disabilities is having a tough time in some of her classes. A science fair project was just assigned, and she is feeling totally overwhelmed. Not only doesn’t she understand what is expected of her, she knows that even her best attempts will result in a poor grade. There are several steps in the project, the final one involves applying many vocabulary words. Nazrene has difficulty understanding the words, not to mention applying them. In math class her problems with long term memory have made it almost impossible to remember her multiplication facts. The teacher has been insistent that she learn her facts so that she will do better on long division. What adaptation should these teachers make so that Nazrene can be successful?
Adaptation Exercise

Eli has ADHD and has serious problems staying focused and on-task. He will begin a task, but very quickly will lose his focus and become disruptive. When the teacher intervenes and his behavior is pointed out to him, he can redirect his attention and continue with the task. What adaptation can his teacher make so that Eli can be successful in mastering the standard?
Adaptation Exercise

Sabrina has great difficulty with written assignments. When asked to demonstrate by written work, her reading comprehension of the content material, Sabrina will not do it. However she is very verbal and when asked to tell about what she has read, she responds articulately and shows comprehension of the material. Sabrina is also very artistic and creative. What adaptation could the teacher make so that Sabrina can demonstrate mastery of reading comprehension?
Adaptation Exercise

**Rosa** is a student with an IQ of 74. She is not eligible for special education, so she is fully included in general education classes. She struggles constantly, and is beginning to “give up” especially in her math class. Rosa is unable to grasp all the concepts and goals required in her math. What adaptation could her math teacher make so that Rosa can demonstrate mastery of the math standards?

**Alternate Goals**
Input Enhancement

- Use strategies and scaffolds
  - To accommodate diverse learners.
- Accommodation during INPUT
  - A service or support to help fully access the subject matter and instruction.
Input Enhancement

Using graphic organizers when teaching content...

- Organization of ideas is self-evident to students.
- Reduces information processing demands needed to understand new information.
INPUT: Visual Displays

Portray relationships among information presented in instruction

• Includes diagrams, concrete models, concept maps, videos situating learning in a meaningful context, or digital material presented during instruction.
• Intended to help students organize information in long-term memory.

Diana Browning Wright, Teaching and Learning Trainings, 2005
INPUT: Pre-teaching with Advance Organizers

**Defined:** Pre-instructional materials to aid linkage of new information with prior knowledge stored in long-term memory.

**May be verbal, written, or be presented in a question format.**

**Examples:**
- Questions presented prior to a discussion or reading assignment.
- Vocabulary words presented on the board or a handout.
- Verbal statements by the teacher designed to activate knowledge prior to instruction.
Peer-Mediated Instruction

Defined—students as instructional agents, including:

- Peer and cross-age tutoring.
- Class-wide tutoring.
- Cooperative learning.

**Primary purpose**—increase opportunities for distributed practice with feedback.

Usually has well-scripted or structured interactions designed and mediated by the teacher.

Nolet (2000)
Study Guides

Worksheets prior to a reading or study assignment.

- Includes a set of statements or questions to focus the student’s attention and cognitive resources on key information to be learned.

Examples:

- Completed or partially completed outlines.
- Questions focusing on the textual, literal, and inferential aspects of a study assignment.
- Other tasks designed to prompt the active processing of the material to be studied.
Mnemonic Devices - For Content Domains

- Techniques to aid storage & recall of declarative knowledge
- May be verbal or pictorial.
- May be provided by the teacher or developed collaboratively by teacher and the student.
- Can be key words, pictures or symbols—e.g., Every Good Boy Deserves Fudge

HOMES -
Mnemonic Devices-for Content Domains

- **My Very Educated Mother Just Served Us Nachos.** *(Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)*

- Stamen are male; stigma (as in mother) are female

- **Super Heroes Must Eat Oats.** *(Superior, Huron, Michigan, Erie, Ontario)*

- **Wives of Henry VIII:** divorced, beheaded, died, divorced, beheaded, survived

- SLAP EGG = the 7 deadly sins: Sloth, Lust, Anger (wrath), Pride, Envy, Greed (avarice), Gluttony

- **Pregnant Camels Ordinarily Sit Down Carefully, Perhaps Their Joints Creak.** The geological periods of the Paleozoic to Cenozoic eras are Precambrian, Cambrian, Ordovician, Silurian, Devonian, Carboniferous, Permian, Triassic, Jurassic, Cretaceous
Output Accommodations

- Altered methods of demonstrating mastery of the instruction.
- Measures what the student learned, not the student’s disability or characteristics.
- Removes barriers.
Output Accommodations

Samples:

- Multiple choice vs. essay.
- Dictating vs. writing.
- Typing vs. handwriting.
- Demonstrating vs. writing.
- Timed quizzes vs. un-timed ones.
Who Benefits from Adaptations?

ALL Students!
Modified Work

And What Classmates Were Doing
What is a Market Economy?

The United States has a market economy. This is a type of economic system that is based on the interactions of buyers and sellers. Buyers or consumers decide what to consume, or buy in a market economy. Consumer desire for a product is called demand. Consumer desire for a product influences the goods and services businesses make and sell. For example, many people in our country use computers so there is a demand for computers and large amounts are produced. Very few people use typewriters, so the demand is low and the production of just a few typewriters meets that demand. Thus, the interaction of buyers and sellers in the marketplace determines what is produced in a market economy. There are several other important characteristics of a market economy.

Private Property Rights

In a market economy almost everything is owned by individuals or private businesses, not by the government. Natural resources like minerals and capital resources like machines and factories are not government-owned. Private property rights allow individuals and businesses to control the productive resources (nature, human, and capital). Private ownership enables people to get and use resources they choose. Private property rights also result in a wide variety of stores and businesses.

Voluntary Exchange

Buyers and sellers exchange freely. Buyers use their income to exchange for goods and services provided by sellers. Buyers are free to buy what they want and sellers are free to sell what they want. Both buyers and sellers want to benefit from the exchange. Buyers will get the goods and services they want and sellers want to make a profit. If buyers or sellers do not see a benefit in making an exchange or trade, they are free not to trade.

Competition

Sellers have the freedom to produce the products they think will be the most profitable. They also compete to attract buyers. Competition between businesses helps to keep prices low. For example, think about two toy stores selling the same popular toy. To attract buyers, one store may put the toy on sale. The other toy store may decide to lower its price also in order to compete for buyers.

Money helps us buy things we need and want. People earn money by working at all different kinds of jobs. You can earn money even if you are a child. Your parents may pay you to do extra chores around the house. If you have money, you can use it for many things. You can pay bills. You can buy things from stores. You can save it in the bank. Before people had money to use, they traded things with each other. Some people used beads or shells for money.

Paper money is also called dollars. The numbers on the paper money tell how many dollars it is worth. If it has a one on it, it is a one dollar bill. Five, ten, and twenty dollar bills are also common.

Coins are made from different kinds of metal. They are worth part of a dollar. There are dollar coins but they are rare. Amounts less than a whole dollar are counted in cents. It takes 100 cents to make a dollar. Each coin is worth a different number of cents. A penny is worth only 1 cent. A nickel is worth 5 cents. A dime is worth 10 cents. A quarter is worth 25 cents.

5 Umbrellas Ideas and Facts

- Paper money is called ________.
- The ________ on the paper money tell how many dollars it is worth.
- What are coins made of? ________
- Coins are worth ________ of a dollar.
- Each coin is worth a different number of ________.

1. Money helps us ________ things we need and want.
2. How do people earn money? ________

3. What are 3 things you can use money for?
   - ________
   - ________
   - ________

4. ________ was coined around 600 B.C.

5. What are 2 different kinds of coins?
   - ________
   - ________

6. ________ money is also called dollars.

7. ________ have the freedom to produce the products they think will be the most profitable.

8. ________ have the freedom to produce the products they think will be the most profitable.

9. ________ have the freedom to produce the products they think will be the most profitable.

10. ________ have the freedom to produce the products they think will be the most profitable.
Bible Test -- April 2017

The Divided Kingdom: Israel

1. What happened to Israel at the end of the text? (Use your own words to explain what happened to Israel.)

2. Why do you think God allowed this terrible thing to happen to Israel? (Use your own words to explain why God allowed this to happen.)

3. What wrong did they do that caused God to give them this punishment? (Use your own words to explain the wrongs that caused God to give them this punishment.)

4. What does the word "choose" mean in this verse? (Use your own words to define the meaning of the word "choose" in this verse.)

5. What wrong did the kings of Israel do? (Use your own words to describe the wrongs the kings of Israel did.)

6. Which of these kings' story "echoes with you" the most the more you pick a king from Israel? (Use your own words to explain which king's story "echoes with you" the most.)

7. Summarize that story (from question 4) here: (Use your own words to summarize the story from question 4.)

8. Asaiah fell though his not godly son to know the weak or better. He was going to ask God. He sent an army to a hill to ask. (Use your own words to explain the fall of Asaiah.)

When God destroyed Israel, he made the people... (Use your own words to describe what happened when God destroyed Israel.)

The people had to... (Use your own words to explain what the people had to do after the destruction.)

The people had to... (Use your own words to describe what the people had to do after the destruction.)

Then they were worse and worse. (Use your own words to explain what happened after the people were worse and worse.)

When God destroyed Israel, he made the people... (Use your own words to describe what happened when God destroyed Israel.)

The people had to... (Use your own words to explain what the people had to do after the destruction.)

The people had to... (Use your own words to describe what the people had to do after the destruction.)

When God destroyed Israel, he made the people... (Use your own words to describe what happened when God destroyed Israel.)

The people had to... (Use your own words to explain what the people had to do after the destruction.)

The people had to... (Use your own words to describe what the people had to do after the destruction.)
Bible --Daily work King of Judah assignment
May 2017

Joash, The Boy King
2 Chronicles 24

1. King Ahaziah’s mother’s name was _______________________.

2. When Ahaziah died, he tried to gain the ________________ for herself. She wanted to be the queen.

3. She ordered the ________________ of all the royal family.

4. But Ahaziah had left a ________________ named ________________.

5. Joash’s ________________ took him away and hid him in the ________________ until he was ________________ years old.

6. Joash was brought out of hiding. The priest ________________ him and placed a ________________ on his young head.

7. When Athaliah saw the crown on his head, she was ________________

8. No one helped her. She was ________________

AHAZIAH, ATHALIAH, AND JOASH

1. Why didn’t Athaliah kill Joash?

2. Describe the scene when Joash was crowned.

3. What happened when Athaliah heard the news?

4. How old was Joash when he became king?

Serving God

5. Who guided young king Joash?

6. What did Joash do with the foreign gods in Judah?

7. How did Joash go about restoring the temple?

8. How did God bless the people during this time?
Science Investigation
May 2017

He usually doesn’t stay in for the whole science time when we do investigations, so that’s why it isn’t finished.
There was a video before each of these for him to watch. There was also an Earth one, but I sent it home.

The class read and took notes on this in 1 day. Chilton did his papers over the course of 3 days.
In-class notes -- (He does the same thing the rest of the class does.)

He took these notes in class with us, but he does not study this same material for his test.

Story notes from in-class presentations -- he did a presentation too with his group.
Math -- comparing fractions
Feb 2017

Comparing Fractions 6

This is an equal sign. It tells me that the numbers or amounts are the same.

> < These are greater than and less than signs. They tell which number is biggest and which number is smallest.

Each one looks like the mouth of a hungry alligator! The alligator eats the biggest number.

Circle the shape that has more colored in. Draw the right sign to compare them. < = >

Comparing Fractions

Which Strategy should You Use?

1. Highlight the common denominators in the pairs that have them. Compare those problems 1st.
2. With a different color, highlight the common numerators in the pairs that have them. Compare those problems next.
3. With a third color, label all of the fractions compared to \( \frac{1}{2} \) (L = less than \( \frac{1}{2} \), M = more than \( \frac{1}{2} \)).
4. If you can do the problems by comparing fractions to \( \frac{1}{2} \) do those next.
5. Circle all of the remaining fraction pairs. Complete these by making equivalent fractions to compare.

\[
\begin{array}{cccccccc}
2 & 6 & 2 & 4 & 10 & 3 & 3 & 1 \\
6 & 9 & 5 & 7 & 12 & 7 & 7 & 8 \\
3 & 1 & 3 & 3 & 2 & 6 & 4 & 3 \\
10 & 2 & 8 & 4 & 5 & 7 & 8 & 4 \\
6 & 3 & 3 & 1 & 3 & 8 & 5 & 1 \\
9 & 8 & 5 & 2 & 12 & 12 & 6 & 4 \\
1 & 1 & 1 & 6 & 5 & 6 & 6 & 2 \\
10 & 2 & 6 & 11 & 7 & 10 & 7 & 9 \\
4 & 2 & 3 & 3 & 6 & 2 & 5 & 1 \\
5 & 3 & 7 & 5 & 9 & 5 & 9 & 2 \\
7 & 7 & 1 & 1 & 5 & 1 & 5 & 2 \\
9 & 9 & 3 & 10 & 11 & 8 & 12 & 5 \\
\end{array}
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CLC Network School Services
Accommodations Plan for: __________________________
Date Initiated: ________________________________

Please mark the grade(s) for which an accommodation was implemented.

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### Official Accommodations Plan for:

**Student:**

D.O.B.

School:

**Diagnosis:**

Grade:

**Date of Plan:**

<table>
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<tr>
<th>Accommodations Permitted</th>
<th>Grades accommodations used</th>
</tr>
</thead>
</table>
| Test Taking:

- extended time (approximately 1.5 times extended)                                      |

- frequent, supervised breaks                                                          |

- clock/device to inform student of time                                               |

- administered in special education setting                                            |

- administered in a small group                                                       |

- alternate location provided for tests                                               |

- read test aloud                                                                       |

- use of a screen reader (for language arts reading assessment)                        |

- scribe provided for tests (transcribe oral response)                                 |

- use of calculator on noncalculator sections of math test                             |

- use of calculator on calculator sections of math test                                |

- use of calculator on science, or other, tests                                        |

- use of word processor                                                                 |

- use of word processor: spell check, thesaurus disabled                                 |

- mark in test booklet rather than answer sheet                                         |

- misspellings and penmanship are not penalized                                        |

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<th>9th</th>
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**MME:** Michigan Merit Exam; **ACT:** ACT Test; **S:** standard; **NS:** non-standard;

### Grading and Evaluation:

- modify format of test
- use credit/no credit for grading
- modify expectations for course work

*describe__________________________________________________________________________

### Materials:

- books on tape
  - textbooks
  - novels
- computer support
  - laptop use in the classroom
  - use voice activated computer
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