

Instructional Activities

Special Education/IEP Recommended Accommodations & Modifications for Instructional Activities:

- Allow for preferential seating if necessary as stated in the student's IEP.
- Provide a variety of concrete examples from familiar contexts.
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation.
- Provide guided notes and/or copies of notes.
- Model thought processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular area.
- Provide students with summaries if applicable.
- Provide guiding questions to complete during the activity.
- Repeat and clarify directions if needed to ensure comprehension.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Allow students to choose partners or work alone.
- Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.

504 Recommended Accommodations & Modifications for Instructional Activities:

- Allow for preferential seating if necessary as stated in the student's 504.
- Provide a variety of concrete examples from familiar contexts
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation.
- Provide guided notes and/or copies of notes.
- Model thought processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular area.
- Provide students with summaries if applicable.

- Provide guiding questions to complete during the activity
- Repeat and clarify directions if needed to ensure comprehension
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Allow students to choose partners or work alone.
- Provide extended time for curricular assignments as needed or specified in the 504. Offer after-school or common time support.

ELL Recommended Accommodations & Modifications for Instructional Activities:

- Allow for preferential seating if necessary.
- Allow for a translating device if it is allowed for the activity.
- Provide a variety of concrete examples from familiar contexts
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation.
- Provide guided notes and/or copies of notes.
- Model thought processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular area.
- Provide students with summaries if applicable.
- Provide guiding questions to complete during the activity
- Repeat and clarify directions if needed to ensure comprehension
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Allow students to choose partners or work alone.
- Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.

At-Risk Recommended Accommodations & Modifications for Instructional Activities:

- Provide extra time to complete assignments
- Provide directions on Google Classroom to be accessed from home.
- Provide specific areas students can find assignments they may have missed.
- Drop the lowest score in a grading category which may include a missed assignment.
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.) students can complete remotely.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation provided via Google Classroom.

- Provide copies of notes or PowerPoints for students to review on their own.
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular area.
- Provide students with summaries if applicable.
- Provide guiding questions to complete during the activity if they are completing it on their own.
- Choose cooperative learning groups and online collaboration opportunities to ensure effective work.
- Allow students to choose partners or work alone.
- Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.

Gifted & Talented:

- Provide supplementary or lengthier readings.
- Provide enrichment activities.
- Use inquiry-based practices and allow students opportunities to conduct additional research.
- Provide assignment choices that require more detail and deeper understanding.

Assignments & Assessments:

Special Education/IEP Recommended Accommodations & Modifications for Assignments and Assessments

- Provide study guides and support outside of class time to review before assessments (after school or common time).
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Include word banks if helpful.
- Bold, highlight, or underline instructions.
- Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
- Review, repeat, and clarify directions.
- Chunk sections of assessment and/or reduce quantity of sections.
- Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
- Shorten wording of questions.
- Allow use of notes or formula pages on assessments.
- Revise wording or vocabulary choice to enhance comprehension.
- Reduce length of written assignments if needed.
- Reduce number of calculation questions required.
- Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
- Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.
- Allow for partial credit.
- Provide choices of questions or choices of projects depending on the student's strengths.
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Allow for extra time when needed. Offer options for completion during common time or after school.

- Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.

504 Recommended Accommodations & Modifications for Assignments and Assessments

- Provide study guides and support outside of class time to review before assessments (after school or common time).
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Include word banks if helpful.
- Bold, highlight, or underline instructions.
- Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
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- Allow for partial credit.
- Provide choices of questions or choices of projects depending on the student's strengths.
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Allow for extra time when needed. Offer options for completion during common time or after school.
- Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.

At-Risk Recommended Accommodations & Modifications for Assignments and Assessments

- Provide study guides and support outside of class time to review before assessments (after school or common time).
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Include word banks if helpful.
- Allow for alternative assessments to show comprehension of the content such as a project or other means.
- Provide extra time for review prior to an assessment.
- Review, repeat, and clarify directions.
- Chunk sections of assessment and/or reduce quantity of sections.
- Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
- Shorten wording of questions.
- Allow use of notes or formula pages on assessments.

- Revise wording or vocabulary choice to enhance comprehension.
- Reduce length of written assignments if needed.
- Reduce number of calculation questions required.
- Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
- Allow for partial credit.
- Provide choices of questions or choices of projects depending on the student's strengths.
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Allow for extra time when needed. Offer options for completion during common time or after school.
- Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.

Gifted & Talented for Assignments and Assessments:

- Provide supplementary or lengthier readings with higher-level questions.
- Provide extra questions that prompt extensions of understanding.
- Require research for projects to be in a specific format.
- Provide assignment or assessment choices that require more detail and deeper understanding.