

Suggestions for Alternative Tasks to Assess the Standards

Relevant for students with low-incidence disabilities in ten learning areas of the Minnesota Graduation Standards

General Considerations of Material Accessibility and Project formats:

Accessibility of materials should be considered. Possible formats for information gathering include:

- Braille presentation
- Audio presentation
- Scanned text presentation
- Video presentation
- Internet searches
- Interviews
- Field trips
- Signed interpretation of audio materials
- Text presentation of audio materials

Projects related to each task should be produced in a format that would allow maximal student participation and independence. Possible formats include:

- Powerpoint presentation
- HyperStudio presentation
- Text report
- AppleWorks slideshow

1. Read, Listen & View

Read text or view a movie about a person with a disability. Some available videos include: *Powder*, *Simon Birch*, *Freak the Great*, *The Other Sister*, and *My Left Foot*.

2. Write & Speak

- Improving e-mail access and use
- Improving telephone access and use
- Establishing a communication partner and participate in specific activities with the partner
- Developing a procedures packet that is relevant to one's personal care for training of paraprofessionals and personal care attendants

3. Arts & Literature

- Attending an arts event at school
- Attending an arts event in the community
- Participating in an arts event at school (as an artist or as a support person)

4. Mathematical Concepts & Applications

- Creating personalized calendars, including important dates for a specific group or family
- Making a personal timeline of events within the student's own life or to cover one to two generations beyond their own
- Establishing and responsibly maintaining a personal checking account
- Maintaining one's personal schedule
- Keeping a record of personal expenses over a prescribed period of time
- Graphing the costs of products purchased within the student's family over a prescribed period of time

5. Inquiry & Research

- Developing a project that elaborates on the historical perspective of people with disabilities
- Developing a pictorial history of the wheelchair
- Creating a calendar which includes significant dates in an area of emphasis such as School Law Relating to Children with Disabilities
- Creating a visual documentation of architectural barriers at school or within the community
- Creating and conducting a survey relating to knowledge of or attitudes toward specific disabilities
- Selecting a specific agency or service provider such as Social Security to document services this agency provides in general and specific ways the student could use the agency's service

6. Scientific Concepts & Applications

- Investigating assistive technology in the area of environmental control units which would make the student's living space more accessible
- Developing a project or invention that focuses on solving a problem impacted by the student's disability

7. Social Studies

- Creating a chronological history of disability legislation
- Identifying current legislation that could affect the student's current or future school, work, living options
- Developing an interview and meeting with the student's senator or representative
- Writing a letter of self-advocacy

8. Physical Education & Lifetime Fitness

- Identifying how decisions are made and who participates in the decisions regarding the student's own life
- Exploring vocational options in which one of the outcomes will be a decision relating to one of the following areas: work, training, school course work
- Exploring recreational opportunities in which one of the outcomes will be participation in more leisure time activities
- Exploring independent living options, including site visits to agencies which train or help people to be more independent (Courage Center, Minnesota Center for Independent Living)
- Identifying opportunities for decision making in the student's life and implementing a plan for expanding the realm in which the student can make decisions.

9. Economics & Business Applications

- Learning to use and incorporate the use of *Quicken* for personal financial management
- Developing a file of adult resources which includes resources in all transition areas: jobs and job training, home living, recreation/leisure, post secondary training, and community.
- Learning to program and troubleshoot personal technology systems and developing a directory of who to contract for assistance

10. World Languages

- Credit should be given for use of an augmentative communication device.