

Accommodations for a Content Standard • Appendix 12

Example: Accommodations for a Content Standard

The following example uses a middle level content standard in the Write & Speak learning area. The assessment was taken from the Minnesota Electronic Curriculum Repository (MECR): <http://mecr.state.mn.us>

Following this example are general considerations when accommodating students who are blind and students who are physically impaired.

Minnesota Electronic Curriculum Repository (MECR)

Learning Area: Write & Speak	Content Standard: Writing	Educational Level: Middle	Submission Type: State Model Performance Assessment
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Description of Student Performance:

Process or Instructions: Students write a set of instructions that will help a real audience perform some action, build something, play something and/or use something. They identify the audience, create the instructions, test the instructions on the audience, and revise the instructions according to the feedback received.

Did You Hear What Happened?: Students write a narrative in which they describe events from direct experience or observations, use details and figurative language to create a clear image of the setting, characters and events, include dialogue between characters, and sequence events leading to a logical ending.

The Way I See It: After students select a school policy they believe should be supported, changed, added or rescinded, they present their ideas, rationale, and evidence in writing to an administrator, classmates, newspaper editor, and/or policy maker.

Name of Item: Process or Instructions

Learning Area: Write & Speak	Content Standard: Writing	Educational Level: Middle	Submission Type: Assessment Task
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Standard Specification: *Those parts of the standard that are assessed in this task are bolded.*

A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write:

1. **a technical procedure or set of directions that uses:**
 - a) **technical terminology, use of tools to perform an action, or both;**
 - b) **original visual representations to support text, including, for example, illustrations, diagrams, charts, or technical drawings;**
 - c) **sequenced steps using a numbered, bulleted, or outlined format;**
 - d) **precise wording and objective style; and**
 - e) **a glossary of technical terms used in the text;**
2. a narrative including:
 - a) a description of events from direct experience or observation;
 - b) use of relevant detail and figurative language to create an image of setting, characters, and events;
 - c) dialogue between characters; and
 - d) a sequence of events or ideas leading to a logical ending; and
3. an idea or opinion that:
 - a) gives a rationale that includes reasons to support or oppose the opinion;
 - b) uses evidence to support the idea; and
4. **has correct spelling and mechanics.**

Example: General Considerations for Accommodation

Considerations for Students Who Are Blind:

- A student who is blind will need to present information primarily in a written form. They can complete charts, graphs, and tables successfully, but will not be able to interpret or create other kinds of visual and graphical information.
- In order to complete the proper formatting of the final document, a blind student will need to use an appropriate computer system, equipped with the specialized technology to enable him or her to complete the specified tasks.

Considerations for Students Who Are Physically Impaired:

- The student should select an activity that is well known because of personal experience when participating in the activity.
- When creating the directions, the student may dictate directions to a scribe, paper pencil web design, note cards and a pocket chart.
 - Software that supports organization includes Inspiration, FileMaker Pro Templates, Claris/Appleworks and Microsoft Word Outline Feature
 - Software that supports text generation and word prediction (for example, CoWriter by Don Johnston and Write and Speak by TextHelp!)
- When creating the visual presentation and/or project, options may include: photographs of the activity, posters, folder with pages to represent steps in the activity, teach a peer and do a live demonstration.
 - Software that supports a presentation include: Microsoft PowerPoint, HyperStudio, AppleWorks Slide Show, Broderbund KidPix Slide Show, Don Johnston Write: OutLoud.
 - Sources for graphics include: clip art from software and the internet, digital photographs, scanned photographs, video clips, and screen capture
 - For students who use augmentative communication devices, program the student's personal communication device so that it can effectively present the demonstration. Prepare transparencies of the text messages so students can read along during the presentation.
- When preparing for questions with the student, it is helpful to anticipate areas of possible confusion. The student may need you to write answers to possible questions, prepare the class to ask questions in a yes/no or multiple choice format, and ask a peer or adult to assist with answering questions.