

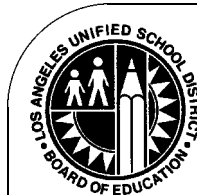
STUDENTS WITH DISABILITIES

Performance Assignments

Accommodations

Reference Guide

English-Language Arts
October 2000



**LOS ANGELES
UNIFIED
SCHOOL DISTRICT**

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Introduction

The following instructional strategies and assessment accommodations were designed by general education and special education teachers in order to provide all teachers with the necessary classroom practices for students with disabilities. The Individuals with Disabilities Education Act Amendments (IDEA, 1997) and the Rehabilitation Act of 1973 (Section 504) require that students with disabilities have equal access to the general education curriculum. The majority of students with disabilities require both instructional and testing accommodations in order to participate in district and state assessments.

This booklet is a reference guide for teachers. It provides suggestions and guidelines for implementing the following: **(1)** instructional strategies for best practices in everyday classroom assignments; **(2)** general performance assignment accommodations; and **(3)** specific accommodations for English-Language Arts performance assignments.

The instructional strategies are divided into the following categories: **(1)** the teacher's role in classroom practice; **(2)** time frame alterations for classroom assignments; **(3)** the introduction of assignments to students with disabilities; **(4)** general instructional strategies for classroom assignments; and **(5)** the specific instructional strategies for English-Language Arts performance assignments.

The general performance assignment accommodations address the following: **(1)** flexible scheduling; **(2)** flexible seating/location; **(3)** revised assignment format; **(4)** assignment clarification; and **(5)** teacher aids/aides to interpret or record student responses to assignments.

The specific accommodations for English-Language Arts performance assignments are to be used for introducing and administering the performance assignments at each grade level. These accommodations will not compromise the validity of the assignments.

The consistent use of the instructional strategies will provide students with disabilities the learning opportunities they require to participate in each English-Language Arts performance assignment. The use of general and specific accommodations for students with disabilities further facilitates this process. Optimal performance can be attained when a link is established (see Figure 1 on page 3) between the strategies used during everyday instruction and the general and specific accommodations provided during the administration of the performance assignment.

**Checklist for
Providing
Accommodations**

- Carefully read and review the student's Individualized Education Program (IEP) or Section 504 plan.
- Read and review the performance assignment booklet.
- Read and review the performance assignment supplement booklet.
- Read and review instructional strategies to be used in routine classroom practice prior to administering the performance assignment.
- Read and review the general and specific performance assignment accommodations.
- Discuss the appropriate performance assignment accommodations with members of the IEP team, Section 504 team, general education teachers, special education teacher(s), and/or parents.
- Select the appropriate accommodations for each student as necessary for the performance assignment.
- Design classroom activities that incorporate instructional strategies and performance assignment accommodations.
- Mark the selected accommodations on the Performance Assignment Accommodations Identification form.

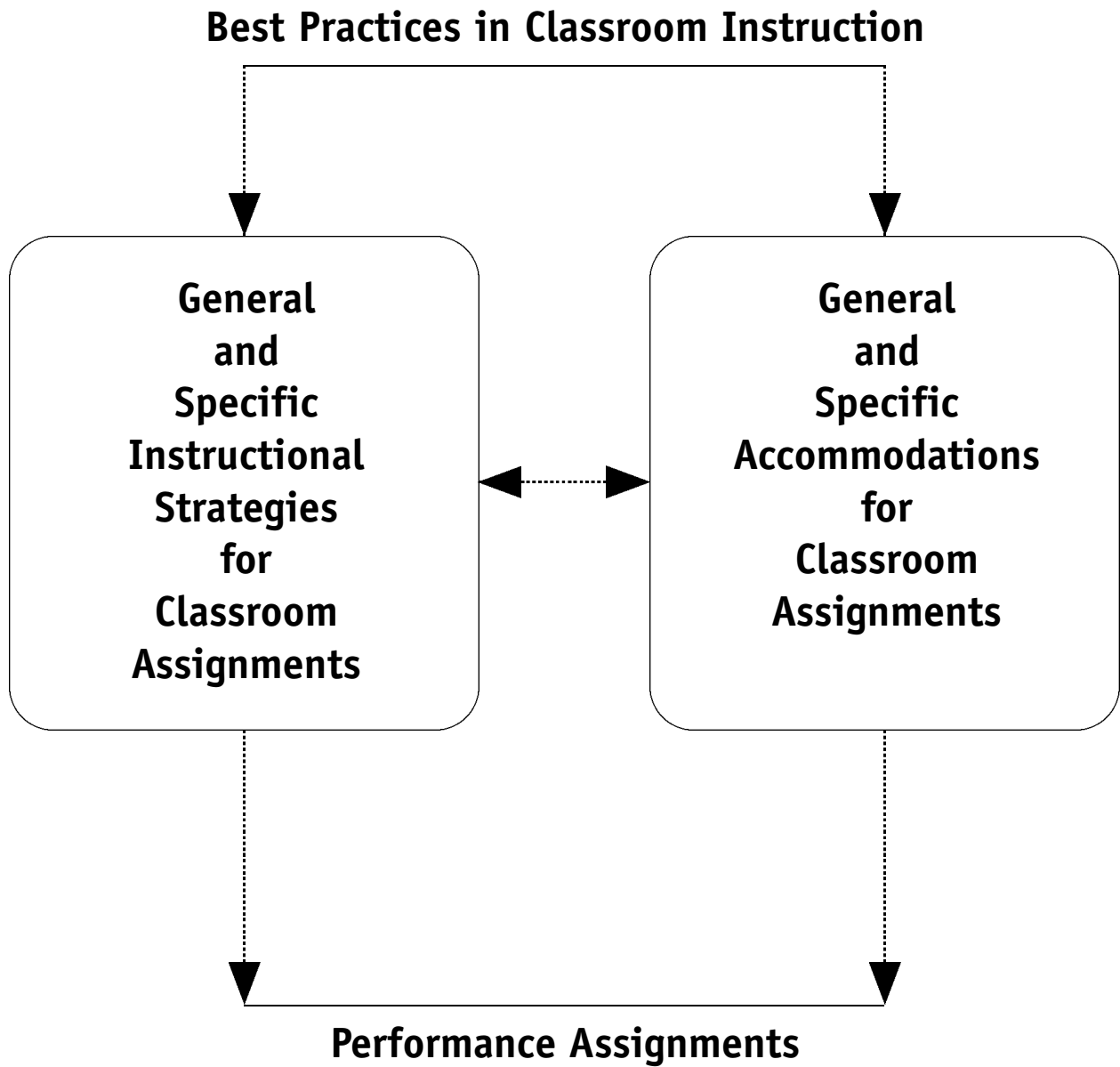


Figure 1: The link between best practices in classroom instruction, instructional strategies, accommodations, and performance assignments.

Instructional Strategies	
Teacher's Role in Classroom Practice	Refer to the student's current IEP/Section 504 plan when determining appropriate accommodations.
	Teach organizational skills and provide support materials (e.g., folders, colored dividers for different tasks).
	Provide work space for students who are easily distracted.
	Provide flexible seating.
	Make resources accessible for students to use (e.g., dictionaries, word charts, graphic organizers).
	Use different modalities to present assignment (e.g., read, paraphrase, use audio and video aids, sign/ASL, Braille or enlarged copy, auditory training services, hearing aids or noise buffers).
	Create activities that allow students to use varied modalities.
	Provide ongoing, individual student feedback.
Time Frame Alterations for Classroom Assignments	Identify each student's optimal working time.
	Provide flexible scheduling (e.g., frequent breaks from assignment, time segmented over the day or week).
	Provide extended time to complete task when necessary.
	Provide timelines to assist students in pacing their work.
Introduction of Assignments to Students with Disabilities	Display assignments in print large enough for every student to read.
	Break assignments into smaller, meaningful segments.
	Teach students to track their reading of an assignment (e.g., index finger, pointer, ruler).
	Identify and highlight key words and teach students to do the same.
	Rephrase and repeat instructions with simple and clear language.
	Check students' understanding of assignment (e.g., ask focused questions, have students paraphrase or explain the assignment).
	Provide examples of student work corresponding to all score points on the rubric (i.e., 4, 3, 2, 1).

General Instructional Strategies for Classroom Assignments	Incorporate accommodations into the instructional process as indicated by the IEP/Section 504 plan (e.g., carbonless paper, Braille, tape recorder, pencil grips).
	Use students' prior knowledge and experiences to introduce assessments.
	Teach multi-modal (e.g., visual, auditory, kinesthetic, tactile) lessons.
	Teach cognitive strategies such as mnemonics, visual/auditory imagery, think-alouds, concept maps.
	Use reciprocal teaching strategies (e.g., clarifying, predicting, summarizing, and asking questions) to scaffold discussions.
	Scaffold instruction (i.e., systematically decreasing levels of support as needed).
	Provide opportunities for students to practice solving problems (such as showing work, writing/explaining answers in logical sequence, labeling answers, identifying questions to be answered).
	Provide students with individual and small group learning opportunities.
	Provide a template or graphic organizer, such as a Venn diagram, to assist students in organizing information when integrating new content and planning their responses.
	Explain and show examples of new vocabulary and key concepts.
	Provide extended practice for developing key concepts and vocabulary.
	Provide directions and assignments in increments.
	Provide completed student work samples to clarify assignment expectations.
	Provide appropriate transitions between steps of the assignment, checking for comprehension and mastery.
	Review and repeat frequently what has been taught.
Use concrete examples during lessons.	
Provide opportunities for students to create timelines in order to teach self-pacing skills.	

Specific Instructional Strategies for English-Language Arts Classroom Assignments
Instructional Strategies for English-Language Arts Classroom Assignments

Remind students of the writing process stages (e.g., prewriting, drafting, revising, and editing).

Provide strategies for each stage (e.g., have students draw pictures before writing, brainstorming for prewriting stage, add description details for revision stage).

Teach mini-lessons on various components of writing process when necessary.

Activate/connect students' prior knowledge on literary elements (e.g., setting, characterization, plot).

Provide opportunities for students to practice various writing styles (e.g., narrative and expository).

Have students develop word lists (e.g., for characterization, lists of personality traits and physical characteristics).

Model language patterns used in describing plot, setting, and characters and have students repeat the process.

Provide templates for developing paragraphs (e.g., for selecting topics, providing supporting ideas, and synthesizing ideas into conclusions).

Provide final editing checklist for writing conventions.

General Performance Assignment Accommodations

<p>Flexible Scheduling</p> <p>Time extension:</p> <p>Time of day:</p> <p>Breaks:</p> <p>Multiple days:</p> <p>Successive administrations:</p> <p>Multiple time segments:</p>	<p>Specify amount of extended time needed to complete the assignment or assignment sections (e.g., double the amount of time).</p> <p>Schedule assignment at optimal time for the student's maximum performance (e.g., in the morning or after student receives medication).</p> <p>Specify the number and length of breaks, for students, during the performance assignment.</p> <p>Administer assignment in sections over two or more days (e.g., one section of the task, or question per day).</p> <p>Administer same assignment or assignment sections over two or more sessions.</p> <p>Administer assignment in sections over two or more time periods throughout the day (e.g., one 15-minute segment in the morning and another 15-minute segment in the afternoon).</p>
<p>Flexible Seating/ Location</p> <p>Individual administration:</p> <p>Small-group administration:</p> <p>Adaptive or special equipment at the regular or a separate testing location:</p>	<p>Administer the assignment individually to the student in a separate location.</p> <p>Administer the assignment to small groups of students in a separate location.</p> <p>Provide a quiet location with special lighting (e.g., 75-watt incandescent light on desk) and noise buffers to minimize extraneous noises during the assignment.</p>
<p>Revised Assignment Format</p> <p>Braille editions:</p> <p>Large print editions:</p>	<p>Use Braille editions of assignments.</p> <p>Use large print editions of assignments.</p>

General Performance Assignment Accommodations

<p>Assignment Clarification</p> <p>Read prompt, directions, and rubric:</p> <p>Rephrase prompt, directions, and rubric:</p> <p>Emphasize key words:</p> <p>Smaller segments:</p>	<p>Read the prompt, directions, and rubric to students one sentence at a time and in meaningful segments.</p> <p>Simplify/clarify language in the prompt, directions, and rubric. Provide additional examples, if needed. Make sure that any rephrasing of the prompt does not change its meaning.</p> <p>Highlight, underline and explain key words in directions and prompt.</p> <p>Break assignments into smaller segments.</p>
<p>Teacher Aids/Aides to Interpret or Record Student Responses to Assignments</p> <p>Supplies:</p> <p>Special equipment:</p> <p>Equipment to record responses:</p> <p>Tutors:</p> <p>Proctor assistance/readers:</p> <p>Scribes:</p>	<p>Provide highlighter pens; special grip pencils; graph paper; paper with wider lines and margins; paper with dark, heavy raised lines; labeled folders to organize assignment sections; and tape/magnets to secure papers to desk or folder.</p> <p>Provide visual magnification devices and auditory amplification devices; provide audiotape of prompt, directions, and rubric; provide masks to cover portion of the assignment or place-markers to maintain place during reading.</p> <p>Use tape recorder, typewriter, word processor, or computer to record student responses to assignment items.</p> <p>Pair student with adult or cross-age tutor rather than a peer (adult may not make specific corrections).</p> <p>Read or sign (ASL) prompt, directions, and rubric to students; provide cues to maintain on-task behavior.</p> <p>Record answers on paper or test booklet.</p>

Specific Accommodations for the Grade 2 English-Language Arts Performance Assignment**Introducing the Assignment**

- Highlight and clarify key words and phrases from the prompt (e.g., interesting, fun, exciting, story, where the events took place, what happened, explain, people, animals, things, characters, facts, details).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Display books read during the year and review stories with students.
- Provide students with picture cues and lists of stories read during the year.
- Allow students to draw pictures for first drafts.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.
- Provide a graphic organizer on story elements (where, who, what, when).

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling devices.
- Provide word boards (magnetic or felt material) for student to arrange words into sentences prior to writing the sentences on paper.
- Provide a highlighter for revising and editing.
- Provide a checklist for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student's response (e.g., Student writes: "This story is fun because it is about a boy and his dog." Teacher probes: "What happened in the story?" or "What exactly did you find fun in this story?"). Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as "I clearly described what happened in the story."
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 3 English-Language Arts Performance Assignment

Introducing the Assignment

- Highlight and clarify key words and phrases from the prompt (e.g., problem, solution, solved, describe, facts, details, explain, clearly).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Display books read during the year and review stories with students.
- Provide students with picture cues and lists of stories read during the year.
- Discuss problems and solutions.
- Discuss facts and details.
- Use a storyboard to retell the story. After retelling the story have students place a circle around the problem depicted and a square around the solution.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling devices.
- Provide a template or graphic organizer for multi-paragraph structure.
- Provide word boards (magnetic or felt material) for students to arrange words into sentences prior to writing the sentences on paper.
- Provide a highlighter for revising and editing.
- Provide a checklist, graphic organizer or mnemonics (e.g., “COPS” = “capitalization, organization, punctuation, spelling”) for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student’s response (e.g., Student writes: “Brian in this story had a problem.” Teacher probes: “What was Brian’s problem?” and “What did he do to solve it?” Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as “I clearly described the problem in the story.”
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 4 English-Language Arts Performance Assignment

Introducing the Assignment

- Highlight and clarify key words and phrases from the prompt (e.g., describe, why, character, interesting, relates to others, personality, examples from the story, examples from your own experiences).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Display books read during the year and review stories with students.
- Provide lists of interesting characters from different stories.
- Discuss characterization.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.
- Provide a graphic organizer for character analysis (e.g., characteristic map, “Open Mind,” character webs).
- Provide a template or graphic organizer for multi-paragraph structure.
- Allow students to draw pictures on first drafts.

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling devices.
- Provide word boards (magnetic or felt material) for student to arrange words into sentences prior to writing the sentences on paper.
- Provide a highlighter for revising and editing.
- Provide a checklist, graphic organizer or mnemonics (e.g., “COPS” = “capitalization, organization, punctuation, spelling”) for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student’s response (e.g., Student writes: “Elizabeth is the interesting character I picked to write about.” Teacher probes: “What does Elizabeth do that is interesting?” or “Does Elizabeth relate to others in an interesting way?” Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as “I clearly described what the character does.”
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 5 English-Language Arts Performance Assignment

Introducing the Assignment

- Highlight and clarify key words and phrases from the prompt (e.g., imagine, persuasive essay, best choice for a class trip, describe, explain everything clearly).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Provide picture prompts of possible field trip locations (post-cards, pictures from advertisements, brochures, newspapers).
- Provide a list of field trip locations from brainstorming activity.
- Distinguish between facts and opinions.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.
- Provide a graphic organizer for structuring a persuasive argument (e.g., pro/con list, sequence chart for field trip activities).
- Provide a template or graphic organizer for multi-paragraph structure.
- Provide a semantic map.

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling devices.
- Provide word boards (magnetic or felt material) for students to arrange words into sentences prior to writing the sentences on paper.
- Provide a highlighter for revising and editing.
- Provide a checklist, graphic organizer or mnemonics (e.g., “COPS” = “capitalization, organization, punctuation, spelling”) for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student’s response (e.g., Student writes: “We can learn a lot at the museum.” Teacher probes: “What kinds of things can we learn?”). Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as “I clearly described what the class will do on the field trip.”
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 6 English-Language Arts Performance Assignment

Introducing the Assignment

- Highlight and clarify key words and phrases from the prompt (e.g., turning point, moment when an important change occurs, important event, well-organized essay, describe, explain, affects, characters, course of events, details, impact).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Provide picture prompts and lists of novels, plays, and short stories read during the year.
- Review pieces of literature and identify turning points.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.
- Provide a template or graphic organizer for multi-paragraph structure.

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling device.
- Provide a highlighter for revising and editing.
- Provide a template, graphic organizer or mnemonics (e.g., “COPS” = “capitalization, organization, punctuation, spelling”) for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student’s response (e.g., Student writes: “One turning point is when the mother in the story buys a new house for her family.” Teacher probes: “How does having a new house change the lives of the family members?”). Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as “I clearly described the turning point.”
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 7 English-Language Arts Performance Assignment**Introducing the Assignment**

- Highlight and clarify key words and phrases from the prompt (e.g., clear theme, well-organized essay, describe, events, reveal, examples and details).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Provide picture prompts and lists of novels, plays, and short stories read during the school year.
- Review pieces of literature and identify themes.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.
- Provide a template or graphic organizer for multi-paragraph structure.

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling devices.
- Provide a highlighter for revising and editing.
- Provide a template, or graphic organizer or mnemonics (e.g., “COPS” = “capitalization, organization, punctuation, spelling”) for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student’s response (e.g., Student writes: “The theme is that people should challenge themselves.” Teacher probes: “What are some events in the story that show this theme?”). Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as “I clearly described events from the story that show the theme.”
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 8 English-Language Arts Performance Assignment

Introducing the Assignment

- Highlight and clarify key words and phrases from the prompt (e.g., heroic character, extraordinary courage, noble deeds, sacrifices, extraordinary challenges, personality traits, motivations, the character's impact on the story).
- Provide key words and phrases from the prompt on separate cards or organizers.
- Provide picture prompts and lists of novels, plays, and short stories read during the year.
- Review pieces of literature and identify heroic characters.
- Use graphic organizers for brainstorming, outlining, and clustering ideas.
- Provide a graphic organizer for character analysis (e.g., characteristic map, "Open Mind," character webs).
- Provide a template or graphic organizer for multi-paragraph structure.

Administering the Assignment

- Record first drafts on tape recorder. Allow student to listen to tape for revision.
- Provide letter tiles as manipulative spelling devices.
- Provide a highlighter for revising and editing.
- Provide a template or graphic organizer of mnemonics (e.g., "COPS" = "capitalization, organization, punctuation, spelling") for revising and editing.
- Provide a color-coded system to differentiate drafts.
- Ask focused questions that extend the student's response (e.g., Student writes: "My hero is Chente from the book *Always Running*" Teacher probes: "What does Chente do that makes him a hero?"). Write and display focused questions on a chart or cue card.
- Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as "I clearly described why the character is a hero."
- All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

Specific Accommodations for the Grade 9 English-Language Arts Performance Assignment

<p style="text-align: center;">Introducing the Assignment</p>	<ul style="list-style-type: none"> • Highlight and clarify key words and phrases from the prompt (e.g., conflict, opposing forces, well-organized essay, main character's desires or values, clash, forces in the environment, inner struggle, how elements contribute to conflict, examples, details). • Provide key words and phrases from the prompt on separate cards or organizers. • Review pieces of literature and identify themes. • Provide picture prompts and lists of novels, plays, and short stories read during the year. • Review pieces of literature and identify conflicts. • Use graphic organizers for brainstorming, outlining, and clustering ideas. • Provide a template or graphic organizer for multi-paragraph structure.
<p style="text-align: center;">Administering the Assignment</p>	<ul style="list-style-type: none"> • Record first drafts on tape recorder. Allow student to listen to tape for revision. • Provide letter tiles as manipulative spelling devices. • Provide a highlighter for revising and editing. • Provide a template, graphic organizer or mnemonics (e.g., "COPS" = "capitalization, organization, punctuation, spelling") for revising and editing. • Provide a color-coded system to differentiate drafts. • Ask focused questions that extend the student's response (e.g., Student writes: "Romeo went through many struggles to be with his love, Juliet." Teacher probes: "What kind of struggles did Romeo go through?" and "Were these struggles with other characters?" and "Or, was this an inner struggle?"). Write and display focused questions on a chart or cue card. • Explain the performance assignment rubric to your students. You may provide students with a checklist that includes pertinent items they check off when writing and revising their work. This checklist could include items such as "I clearly described elements of conflict." • All drafts of the assignment must be in written/printed form. Students with physical disabilities may have their assignments scribed according to their IEP/Section 504 plan.

ENGLISH-LANGUAGE ARTS PERFORMANCE ASSIGNMENT ACCOMMODATIONS IDENTIFICATION FOR STUDENTS WITH DISABILITIES

Student Name: _____

School: _____

Grade Level: 2 3 4 5 6 7 8 9

Date: _____

Instructions: Please mark the bubble beside the accommodation(s) this student requires in order to participate in this assignment. If a student does not require accommodations, please mark the bubble "No Accommodation(s) Required." Please return this form to the Standards-Based Assessment Coordinator at your school.

CHECK ALL THAT APPLY:

No Accommodation(s) Required

Flexible Scheduling

- Time extension
- Time of day
- Frequent breaks during administration
- Multiple days
- Successive administrations
- Multiple time segments
- Other _____

Assignment Directions

- Read/re-read prompt, directions, and rubric
- Simplify/clarify prompt, directions, and rubric
- Highlight key words
- Smaller segments
- Other _____

Flexible Seating

- Individual administration
- Small-group administration
- Adaptive or special equipment at the regular location
- Adaptive or special equipment at a separate location
- Other _____

Revised Assignment Format

- Braille
- Braille note taker
- Braille writer
- Other _____

Large Print

- Changes in presentation of assignment items
- Other _____

Teacher Aids/Aides to Interpret or Record Student Responses

- Supplies
- Special equipment
- Equipment to record responses
- Computer
- Adult or cross-age tutor
- Proctor assistance/readers
- Sign language interpreter
- Scribes
- Other _____

Introducing the Assignment

- Picture prompts
- Book display
- List of books read in class
- List of potential field trips
- Other _____

- Template or graphic organizer for multi-paragraph structure
- Graphic organizer for structuring a persuasive argument
- T-Chart
- Semantic map
- Other _____

Administering the Assignment

- Tape recorder for drafts
- Letter tiles for spelling
- Word boards
- Highlighter for revising and editing
- Mnemonics for revising and editing
- Color-coded system for different drafts
- Focused questions that extend the student's response
- Other _____

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