

New York Performance Standards Consortium

Accommodations for Students With Disabilities

Revised February 2013

Difference between a Modification and an Accommodation:

An accommodation circumvents the learning problem and helps to level the playing field for the student. We may not modify the system that we have in place to assess student performance, but we can make accommodations to support a child with an IEP to complete the required tasks. The accommodations must be included in the IEP.

We may not change the rubric since the rubric score is part of how the Consortium system works across all schools. The rubrics are part of our state approved assessment system and we may not alter parts of that system.

Some accommodations may be given to a student but at no time is any student expected to receive all accommodations listed below.

There are 2 ways to meet PBAT requirements: through written work and through the oral presentation. Below are accommodations for each.

I. Written paper and writing process

Accommodations addressed in "Academic Management Needs" of PLOP

Student's Paper may use headings to support transition sentences.

Primary and secondary sources will be differentiated for student's reading level.

Student may be provided with four check-in dates with the teacher to edit and assess progress on the PBAT/project/presentation of learning based on the student's outline.

Student will receive extra support in editing for consistency in conventions by an adult editor.

Student's research and topic will be differentiated to match student's reading and comprehension level.

Student may use dictation software if available.

Student will create an outline (before writing commences) with teacher guidance that details the logical thought processes and arguments for the entire paper. The outline may count towards the total page count for the paper.

Student will be provided extra scaffolding for writing that may include providing student with outline, using writing prompts, and/or graphic organizers.

Student will include a glossary (in the student's own words) to summarize relevant vocabulary

used in the project. The glossary may count towards the total page count for the paper.

In addition, for math and science:

Student's topic will be differentiated to match student's problem solving ability.

Student's math procedures can be hand written and not typed.

II. Oral presentation

Accommodations addressed in "Academic Management Needs" of PLOP

Please note: Because of confidentiality concerns, external evaluators should not be informed of a student's accommodations (with the exception of teachers from the student's school, who are required by law to know about IEP accommodations).

Student with documented anxiety may videotape his/her presentation and play it for panelists and answer their questions.

Student may use PowerPoint during oral presentation to help student organize and present.

Student may receive a selection of possible questions in advance of panel presentation according to his or her needs.

Student may receive only one-part questions from the panel.

Student may be provided with extra time and or memory prompts to answer questions.

Student may do oral presentation before written presentation to facilitate subsequent writing.

Time accommodations may be given Time ½, Double time, unlimited time.

Student may be provided extra scaffolding for oral presentation that may include providing student with outline, using verbal prompts, and/or graphic organizers.

If the oral presentation occurs first:

Permit student to tape record or videotape and use tape to produce draft for writing.

During oral presentation, have a scribe record questions asked and answers given by student.

This can be used as addendum to the student paper.

III. Additional accommodations

Accommodations addressed in "Academic Management Needs" of PLOP

After school instruction/tutoring

Homework help

Computer – laptop

Books on tape (CD)

Small group instruction

Word recognition software

Spell-check

Statement that understanding can be demonstrated in any manner

To temper anxiety, student can present to two teachers only rather than a full committee or panel.