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| Student | Description | Disability Need Areas | Curriculum Barriers | Skills required to master curriculum content | adaptations, modifications, supports, accommodations and services  | Assessment considerations… |
| Charlie | Charlie knows how to compute math problems but is unable to meet the 5th grade standards for understanding and applying problem solving strategies to word problems. He scored at a 2.8 grade level on problem solving and a 4.8 grade level in computation on the Key Math assessment. In daily work, he performs at a 50% accuracy level on word problems. | Reading & problem solving | Content expectations | will apply problem-solving strategies to word problems …. | Consultant Teacher for math class; highlight important information in word problems …. | Time and ½ for tests measuring reading and word problems in math. Oral reading for tests that do not measure reading comprehension. |
| Daniel | Daniel has difficulty seeing objects in part of the visual field and difficulty recognizing objects if too many are presented at once or too rapidly. He performs poorly on worksheet assignments and multiple choice tests when there is a lot of information on a page.  | Visual perception | Materials | will cover parts of a worksheet to limit information on a page …. | limit the amount of information on a printed page in assignments and tests; place items in visual field….  | Increase spacing between test items; fewer items per page; use of templates to reduce visible print. |
| Damien | Damien has difficulty focusing attention and filtering out distractions. He had difficulty shifting easily from topic to topic. As a result, he often fails to follow teacher instructions, talks out of turn, introduces irrelevant topics or responds inappropriately, particularly during group activities such as class lectures.  | Attention | Environmental considerations | will re-focus on a task when prompted…. | provide study carrel for independent work; provide prompts to refocus his attention to task…. | On-task focusing prompts; record answers directly in test book. |
| Roberto | Roberto has difficulty organizing information into groups or sequences and into larger units (e.g., main ideas or themes). He shows understanding of parts of a text, but does not integrate the information to determine main ideas and write summaries.  | Organization  | Instructional approaches | will use a graphic organizer with who, what, when, where and why questions to form an outline of the main ideas of a text…. | will use a graphic organizer with who, what, when, where and why questions to form an outline of the main ideas of a text…. | Key words or phrases of directions highlighted |
| Maureen | Maureen’s written work shows letter reversals and misspelled words, to the extent her work is often difficult to read. She prints slowly, often reversing letters. Because of her memory problems, she often does not recall correct spelling of words. This results in a slower pace of progress (takes her on the average twice as long as her peers), impacts her ability to take notes in class and complete tests requiring written expression accurately and within a prescribed period.  | Memory, reading, writing | Expression of knowledge | will complete extended writing assignments using word processing software…. | provide copy of written notes from classes; assistive technology – word processor and software. Double time on tests requiring extended writing.  | Allow additional space for writing; scribe for extended writing; separate setting when using scribe. |