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| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| **Extension Activities**   * Allow students to pursue independent projects based on their individual interests * Provide enrichment activities that include more advanced material * Allow team-teaching opportunities and collaboration * Set individual goals * Conduct research and provide a presentation of appropriate topics. * Design surveys to generate and analyze data to be used in a discussion. * Use of Higher Level Questioning Techniques * Provide assessments at a higher level of thinking | **Modifications for Classroom**   * Pair visual prompts with verbal presentations * Repetition and practice * Model to be mastered   **Modifications for Homework/Assignments**   * Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) * Extended time for assignment completion as needed * Highlight key vocabulary * Use graphic organizers   Beginners:   * Use graphic models and visual examples to connect important ideas * Pair graphic representations with content vocabulary – math journals, vocabulary cards, and more * Utilize manipulatives – pattern blocks, paper money, tangrams, etc. Use manipulatives to help students make connections between concrete and abstract concepts * Use pictures or visuals wherever possible * Cue students before asking a questions during class discussions * Help students with background vocabulary * Use graphic organizer * Modify the length of reading passages, with extended time to complete them * Minimize homework to essential content and learning * Assign simplified homework with extended time to complete it * Simplify assessments:   + true/false   + Multiple choice ( only two choices)   + Matching   + decreased number of questions * Use of a bilingual dictionary * Focus on recognition work (listening, reading), rather than productive work (speaking and writing)   Intermediate:   * Use pictures or visuals wherever possible * Cue students before asking a questions during class discussions * Oral and written production expanded * Focus on main/core vocabulary only * Help students understand contextual terms * Extended time for assessments * Provide an outline of class notes so that students can focus on class discussion * Ask students to re-phrase key ideas in their own words * Check comprehension of directions by asking students to restate the information | ***(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 teams)***  **Modifications for Classroom**   * Pair visual prompts with verbal presentations * Ask students to restate information, directions, and assignments. * Repetition and practice * Model skills/techniques to be mastered. * Extended time to complete classwork * Provide a copy of class notes * Preferential seating to be mutually determined by the student and teacher * A student may request to use a computer to complete assignments. * Establish expectations for correct spelling on assignments. * Extra textbooks for home. A student may request books on tape / CD / digital media, as available and appropriate. * Assign a peer helper in the class setting * Provide oral reminders and check student work during independent work time * Assist student with long and short term planning of assignments * Encourage student to proofread assignments and tests * Provide regular parent/ school communication * Teachers will check/sign student agenda daily * Student requires use of other assistive technology device   **Modifications for Homework and Assignments**   * Extended time to complete assignments * Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases * Provide the student with clearly stated (written) expectations and grading criteria for assignments * Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).   **Modifications for Assessments**   * Extended time on classroom tests and quizzes Student may take/complete tests in an alternate setting as needed * Restate, reread, and clarify directions/questions * Distribute study guide for classroom tests * Establish procedures for accommodations / modifications for assessments | **Modifications for Classroom**   * Pair visual prompts with verbal presentations * Ask students to restate information, directions, and assignments. * Repetition and practice * Model to be mastered. * Extended time to complete classwork * Provide a copy of class notes * Preferential seating to be mutually determined by the student and teacher * A student may request to use a computer to complete assignments * Establish expectations for correct spelling on assignment * Extra textbooks for home   **Build Students’ Strengths and Multiple Intelligences**   * Verbal Linguistic * Logical – reasoning * Musical/ Rhythmic * Intrapersonal Intelligence * Visual Spatial Intelligence * Interpersonal Intelligence * Bodily Kinesthetic accommodations/modification sent may request books on tape / CD / digital media, as available and appropriate. * Assign a peer helper in the class setting * Provide oral reminders and check student work during independent work time * Assist student with long and short term planning of assignments * Encourage student to proofread assignments and tests * Provide regular parent/ school communication * Teachers will check/sign student agenda daily * Student requires use of other assistive technology device   **Modifications for Homework and Assignments**   * Extended time to complete assignments Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases * Provide the student with clearly stated (written) expectations and grading criteria for assignments   **Modifications for Assessments**   * Extended time on classroom tests and quizzes Student may take/complete tests in an alternate setting as needed * Restate, reread, and clarify directions/questions * Distribute study guide for classroom tests * Establish procedures for accommodations / modifications for assessments |