

GRADING and REPORTING when there are ADAPTATIONS

Grading for students who have been provided with adaptations should be in relation to the provincial curriculum. If the learning outcomes that a student is working toward are from the curriculum of a grade level lower than the current grade placement, this should be indicated in the IEP or Student Learning Plan and in the body of the student's progress report. Further information on this subject is available in the Ministry document: *Reporting Student Progress: Policy and Practice*:

http://www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

TODAY'S CLASSROOMS are DIVERSE and INCLUSIVE by NATURE

Differentiation of instruction and assessment for learning and the principles of universal design for learning (UDL) are now recognized practices by teachers.

ADAPTATIONS are ACCOMMODATIONS

Adaptations are accommodations that may include, but are not limited to:

- * Environment
- * Curriculum
- * Organization
- * Presentation
- * Motivation
- * Materials

FURTHER RESOURCES ON ACCOMMODATIONS

Further information is available from the Ministry:

Reporting Student Progress: Policy and Practice:

www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

A Guide to Adaptations and Modifications
www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

IEP Resource Guide for Teachers
www.bced.gov.bc.ca/specialed/docs/iepssn.pdf

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- * BC Council of Special Educators (BC CASE),
- * Learning Assistance Teachers' Association (LATA),
- * Special Educators' Association (SEA),
- * Office of the Inspector of Independent Schools, and
- * British Columbia Teacher's Federation (BCTF)

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Success for All Students

ADAPTATIONS

An Information Pamphlet for Schools, Parents and Students.



3 Principles of Learning Guide our Teaching Practice in BC:

- * Learning requires the active participation of the student.
- * Students learn in a variety of ways and at different rates.
- * Learning is both an individual and a group process.

A GUIDE TO ADAPTATIONS

ADAPTATIONS

All students should have equitable access to learning opportunities for achievement and the pursuit of excellence in all aspects of their educational programs. (Source: BC Ministry of Education: A Guide to Adaptations and Modifications).
www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

Adaptations are teaching and assessment strategies especially designed to **accommodate** a student's needs so he or she can achieve the prescribed learning outcomes of the BC curriculum subject or course and to demonstrate learning. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through the use of adaptations.

Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

EXAMPLES OF ADAPTATIONS

Accommodations in the form of **adaptations** occur when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment. *For example, a student could be working on below grade level BC curriculum prescribed learning outcomes in Language Arts and at grade level in all other subject or courses, some of which require reading materials at the lower reading level. (Guide p.2)*

Adaptations include, but are not limited to:

- * audio tape/CD/MP3 recordings, electronic texts, or a peer helper to assist with assigned readings
- * access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
- * alternatives to written assignments to demonstrate knowledge and understanding
- * advance organizers/graphic organizers to assist with following classroom presentations
- * extended time to complete assignments or tests
- * support to develop and practice study skills; for example, in a learning assistance block
- * use of computer software which provides text to speech/speech to text capabilities
- * pre-teaching key vocabulary or concepts; multiple exposure to materials
- * working on BC provincial curriculum prescribed learning outcomes from a lower grade level

Best practice in teaching suggests that a record of successful adaptation for any student should be kept within a student's file to both document current practice and support future instructional needs and may be documented in a Student Improvement Plan.

For students with special needs who have an **Individual Education Plan (IEP)** or students who have English as a Second Language or English as a Second Dialect who have an **Annual Instructional Plan (AIP)**, successful adaptations are recorded in these plans in order to document how the student is being supported currently and also so other teachers in the future will know what works well for the student.

For students with special needs, adaptations that are used for tests and exams must be included in the IEPs in order for them to be considered for adaptations to their provincial exams. This process is known as **adjudication**. Students whose education programs include adaptations will generally be working toward graduating with a Dogwood Diploma.