Mekayla Cook

EDF 4430

**Task 4: Adapting and Accommodating Assessments**

ESOL Student: Eduardo

Assessment: Task 2: Performance Assessment

Recommended Accommodations:

1. Accommodation – The Performance Assessment student hand out will be given translated to the Spanish language, but the worksheet will remain in English. Since the student’s English vocabulary is 1,000 receptive words, but only 10% are expressed, Eduardo will benefit from a reference during the assessment. Eduardo will be given a list of key terms from the assessment and their Spanish translations, including: estimate, measurement, ruler, yardstick, meter stick, measuring tape, difference, thumbnail, forearm and leg. A visual aid will accompany the translations.

2. Accommodation – Eduardo will dictate his responses orally to a proctor who speaks his native language, as suggested by Beech (2003) for students who struggle with writing during tests, which Eduardo may exhibit difficulty writing in his nonnative language. According to the ESOL levels of second language acquisition, the student will often respond in one-word responses or short utterances. So, with consideration for Eduardo’s abilities in his current stage of language acquisition, he will be encouraged to offer one-word responses and short utterances in English, but the proctor will allow for elaboration in Spanish.

3. Accommodation – According to Eduardo’s level of language acquisition, the strategy Total Physical Response will accommodate the student while completing the performance task. TPR allows the language learner to respond to teacher prompts with physical actions that will express understanding, as well as assist in his language development through the early production stage. Eduardo will work with a trusted aide that will allow him to point to the measuring device chosen to be utilized and mark the measurement with a pencil. Then, in response to inquiry from the aide, the student will point to where the measurement belongs on the performance assessment table.

ESE Student: George

Assessment: Task 2: Performance Assessment

Recommended Accommodations:

1. Accommodation – George’s memory problems may contribute to difficulty following directions when confronted with the challenge of an independent performance task. In order to support George’s memory during the performance assessment, the teacher will reread and explain the directions during the task. In addition to the prior accommodation, Beech (2003) recommends having the student paraphrase the directions and highlight or underline important words in the directions. After the student paraphrases to the teacher, they will work together to review important details in the directions. The student will be guided to highlight the words that are bolded in the performance assessment student hand out, including “thumbnail,” “forearm (from your elbow to your wrist),” “leg (from your ankle to your hip),” “ruler,” “yardstick,” “meter stick,” and “measuring tape.” Additionally, the student will recognize “why you chose each measuring tool,” and “how much longer your forearm is than your leg,” as important parts of the task and acknowledge the requirements by highlighting the phrases. Finally, the student will underline “First,” “Choose,” “tell,” and “measure,” to guide the student so that work in the correct order.

2. Accommodation – The attention problems that George experiences may be remedied by Beech’s (2003) suggestion of providing verbal encouragement to the student, but not providing clues to answers. Encouraging phrases like, “You glow when you show what you know,” “Take your time,” “Answer every question,” and “Keep working,” will motivate George and focus his attention on the performance task. The teacher could also consider staying in character by dressing as Dr. Frankenstein’s fellow scientist (wearing a white lab coat) and telling students their work is very valued by the Doctor and he expects nothing but the best! This playful, but stern attitude will encourage students to enjoy themselves and provide their best work. Also, allowing George to “take breaks during the test period” may alleviate attention problems (Florida Department of Education, 2004, p. 51). If George’s attention problems are strongly interfering with his performance, the setting of the task may be accommodated to George’s needs by providing the student with an environment of reduced stimuli (Florida Department of Education, 2004).

3. Accommodation – To ensure that George’s poor reading ability will not hinder the student’s demonstration of knowledge during the assessment, Beech (2003) advocates reading the test items aloud to the student. This accommodation is suitable, as the assessment is measuring learner’s math expertise. Reading the performance task with George is practiced while paraphrasing and highlighting the assessment (see Accommodation 1). So, to further George’s performance by accommodating his low reading ability, Beech (2003) proposes allowing the student to read the test items aloud to himself during the assessment. During the performance task, George will be permitted to think aloud while working and repeat the directions orally when he feels the need to.