



Authentic Assessment

Small Group Discussion. Accommodations and modifications are designed for individuals diagnosed with disabilities. Imagine one of the characters from the movie is your student. Using the provided template, create a list of accommodations and modifications for the student. Also, add a research-based strategy you think will work once the student joins your class. Be guided by the rubric found on the next page.

Student Name / Movie Character: Sam Dawson
Subject Matter and Grade Level: Makabansa Grade 1

LEARNING CHARACTERISTICS

- 1 Sam is eager to learn but easily confused when given complex or abstract directions. Because his thinking is concrete and childlike(7 years old), he benefits from step-by-step guidance and visual or hands-on demonstrations that make learning clear and manageable.
- 2 Sam is well-meaning but forgetful, often needing to repeat tasks before fully mastering them. Regular practice and immediate feedback strengthen his understanding and help him remember new information.
- 3 Sam is gentle, sensitive, and highly emotional, which makes encouragement and positive feedback essential. Supportive relationships help him stay confident, motivated, and engaged, especially when he struggles or feels anxious about not keeping up

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Instructions: Giving short, clear directions and showing examples, such as greeting elders with "po" and "opo," helps him follow routines and remember steps since he can get confused by long or complex instructions.

Activities: Using story cards, puppets, or pictures helps Sam understand lessons better because he learns best through visual and concrete examples rather than abstract ideas.

Assessment: Allowing oral responses or performance tasks lets him express what he knows in simpler ways, avoiding the stress of written tests that might not reflect his real understanding.

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Instructions: Limiting objectives keeps lessons focused and manageable, preventing confusion and helping him concentrate on one idea at a time.

Activities: Simplifying lessons with practical examples helps Sam connect learning to real-life situations, making it easier for him to understand and remember values.

Assessment: Checking participation and behavior shows his understanding through actions, which is more accurate for a learner who struggles with written work.



RESEARCH-BASED strategy:

Studies have shown that UDL enhances engagement and accessibility for students with disabilities. According to Rao, Ok, and Bryant (2021), UDL helps reduce learning barriers by designing lessons that meet diverse needs from the start. Similarly, CAST (2018) emphasizes that UDL promotes equitable access to learning opportunities for all students, not just those with special needs.

Multiple Means of Representation: Use visuals, songs, and storytelling to teach values like respect and love for family this help make lessons more concrete and easier to understand, especially for learners who struggle with abstract ideas (Jittiboon & Chatwattana, 2023; Smith & Lloyd, 2010)

Multiple means of Action and Expression: Allow learners to demonstrate understanding through art, performance, or verbal sharing instead of written work this way it gives them flexible ways to express understanding, especially if writing is difficult for them (Ariyanti & Wahyuni, 2022; Siew & Wong, 2023; Smith & Lloyd, 2010)

Multiple means of Engagement: Encourage group activities and moral role-plays to make lessons meaningful while keeping learners interested and involved helping them practice values through real interaction (Ariyanti & Wahyuni, 2022; Marini & Subekti, 2021; Jittiboon & Chatwattana, 2023; Siew & Wong, 2023)

Ariyanti, E., & Wahyuni, S. (2022). The effectiveness of role-playing methods for early childhood emotional social development and independence. *Journal of Primary Education*, 11(3), 257–265. <https://journal.unnes.ac.id/sju/jpe/article/view/48326>

CAST. (2018). Universal design for learning guidelines version 2.2.
CAST, Inc. <https://udlguidelines.cast.org>

Jittiboon, W., & Chatwattana, P. (2023). The effects of storytelling with role play activity provision to develop relationship skills of young children. *Journal of Multidisciplinary Academic*, 7(1), 39–47. <https://so04.tci-thaijo.org/index.php/JMA/article/view/265117>

Marini, A., & Subekti, M. (2021). The influence of role-play simulation on the moral development of children aged 8–9 years old. *Indian Journal of Forensic Medicine & Toxicology*, 15(3), 3040–3045.
<https://medicopublication.com/index.php/ijfmt/article/view/14655>

Nelson, J. (Director). (2001). *I Am Sam* [Film]. New Line Cinema.

Rao, K., Ok, M. W., & Bryant, B. R. (2021). A review of research on Universal Design for Learning in postsecondary education: An update from 2012 to 2019. *Remedial and Special Education*, 42(3), 140–152. <https://doi.org/10.1177/0741932520908018>

Siew, N. M., & Wong, S. L. (2023). The effectiveness of role-play on primary students' communication skills: A quasi-experimental study in moral education. *European Journal of Education Studies*, 10(6), 85–99.
<https://oapub.org/edu/index.php/ejes/article/view/6314>

Smith, V., & Lloyd, P. (2010). Expressive vocabulary acquisition in children with intellectual disability: A two-year longitudinal study. *Journal of Speech, Language, and Hearing Research*, 53(6), 1629–1643. <https://pubmed.ncbi.nlm.nih.gov/20705745/>



RUBRIC

Small Group Discussion. How do we compare and contrast accommodations and modifications in handling learners with disabilities in the regular classroom? If Lito happens to be your pupil in the class, how will you teach him?

Check the ratings below to evaluate the group work with the given scale:

- 5 = Excellent
- 4 = Above Average
- 3 = Satisfactory
- 2 = Needs Improvement
- 1 - Inadequate



Category	5	4	3	2	Comments
<i>Identification of Character with Disability</i> The person with disability (PWD), along with the disability, was correctly identified from the movie					
<i>Identification of Learning Needs</i> The three listed characteristics present the specific characteristics and educational needs of the fictional character.					
<i>Knowledge of Accommodation Concept</i> The listed activities, instructions, and assessments show the concepts of accommodation					
<i>Knowledge of Modification Concept</i> The listed activities, instructions, and assessments present the concepts of modification					
Total Score	/20		%		