Expected Student Adaptation Report – Template

Expected Student Adaptation Report – {{Course_Name}}

In: Student Profile + IEP • Class • Unit • Assignment

Student & Context

• Student: {{Student_Name}}
• PEN: {{PEN}}
• Grade: {{Grade}}
• Designation: {{Designation}}
• School: {{School}}
• Teacher: {{Teacher_Name}}
• IEP Date: {{IEP_Date}}
• Profile Summary: {{1–3 sentences: strengths, key learning needs, relevant diagnoses/assessments}}

Course & Task

• Class: {{Class_Name}}
• Unit: {{Unit_Title}}
• Assignment: {{Assignment_Title}}
• Task Summary: {{1–2 sentences: what students are expected to do}}
• Curricular Alignment: {{Brief link to BC curriculum goals/competencies relevant to the task}}

Quick Teacher View

Key Idea: {{1–2 sentences that summarize how this student can best show success on this assignment, based on IEP. Focus on barriers + supports in plain language.}}

Instructional Accommodations (Assignment-Specific)

• Access & Clarity
• {{Short, concrete instructions tailored to student: simplify wording, highlight key info, etc.}}
• {{Any pre-teaching of vocabulary or concepts needed.}}

• Scaffolds & Supports
• {{Worked examples / models to include.}}
• {{Graphic organizers / step lists / frames to use.}}
• {{Whether to allow oral rehearsal before writing / responding.}}

• Task Design
• {{How to adjust complexity while keeping core outcome (e.g., chunking, focusing on specific question types, maintaining concept but simplifying language/numbers).}}
• {{Examples of acceptable contexts or formats aligned to student interests/strengths.}}

Environmental Accommodations

• Seating / Setting
• {{Preferred seating (e.g., near teacher, low distraction, small group).}}

• Timing
• {{Extended time? Multiple sessions? Specific timing notes.}}

• Monitoring
• {{Check-in points: start/mid/end to confirm understanding and reduce confusion.}}

Assessment Accommodations

• What to Mark
• {{Define what knowledge/skill is actually being assessed (e.g., comprehension, interpretation, equation solving) and what NOT to penalize (e.g., spelling, slow reading).}}

• Adjusted Load
• {{If reduced number of questions/items; which ones count as evidence.}}

• Response Formats
• {{Permitted alternatives: oral response, scribed response, bullets, matching, multiple-choice, visuals, etc.}}

• Success Criteria (For This Assignment)
• {{3–5 clear "I can…" statements aligned with IEP + assignment.}}
• {{Simple measurable targets, e.g., "Student completes X of Y with support Z."}}

• Evidence Collection
• {{Quick checklist items the teacher can use.}}
• Example:
• Identified key idea/main element? (Y/N)
• Used provided supports? (Y/N)
• Accuracy/quality: /
• Notes: {{1 short observation}}

Technology Accommodations

• {{List approved tools: e.g., text-to-speech, speech-to-text, spell-check, calculator, tablet apps,

visual schedule, etc.}}
• {{Specify when/how to use them on this assignment.}}

Behaviour & Routine Supports

• Pre-Task
• {{2–4 step routine relevant to this assignment (e.g., "Read → Highlight → Plan → Answer").}}

• During Task
• {{Type of prompts allowed (quiet cue, visual reminder, timer, etc.).}}
• {{Reinforcement focus: effort, use of strategy, persistence.}}

• Post-Task
• {{One quick reflection question or routine.}}

Communication & Social Supports

• Student
• {{Scripted or encouraged phrases for asking for help/clarification.}}
• {{Opportunities to share ideas in low-pressure formats (pair/small group/recording).}}

• Adults
• {{Expectations for consistent, concrete language and use of agreed supports.}}