

# Expected Student Adaptation Report – Math 8

## Expected Student Adaptation Report

\_In: Student Profile + IEP • Class • Unit • Assignment\_

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### Student & Context

- Student: Noah Williams
- PEN: 369 258 147
- Grade: 8
- Designation: Mild Intellectual Disability
- School: Cedar Ridge Middle School
- Teacher: Ms. Fraser
  
- Class: Grade 8 Mathematics
- Unit: Algebra & Functions
- Assignment: Worksheet1
- Focus: One-step equations, simple two-step equations, and basic function ideas using familiar real-world word problems.

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### Instructional Accommodations (Assignment-Specific)

- Level
- Use whole numbers 0–50 (extend toward 100 only as successful).
- Prioritize one-step equations; introduce simple two-step only with support.
  
- How to Teach
- Model 2–3 examples with manipulatives and think-aloud.
- Provide guided practice in small group or 1:1.
- Move to independent work on a reduced, similar set of questions.
  
- Content Design
- Use familiar contexts:
- Money up to \$20
- Days of the week
- Classroom tasks, simple games, interests
- Use visual equation frames (e.g. Start → Change → Result, or  $\blacksquare + 6 = 10$ ).
- Keep layout consistent across items and pages.
  
- Language
- Use short, concrete directions:
- “Solve for the missing number.”
- “How many more does he need?”
- Pre-teach and display small word bank:
- more, less, total, left.

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## Environmental Accommodations

- Seating
  - Seat near teacher/EA, facing instruction, reduced distractions.
- Grouping
  - Use small-group or 1:1 for instruction and initial item completion.
- Time
  - Allow extended time; permit completion over more than one session.
- Breaks
  - Provide brief movement/sensory breaks if focus or regulation declines.

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## Assessment Accommodations

- Reduced Load
  - Select 8–12 key questions:
    - Identifying the unknown
    - Matching story to equation
    - Solving one-step equations
  - Remaining items = practice only, not required for evidence.
- Simplified Language
  - Use literal, uncluttered wording with only relevant details.
- Response Options
  - Accept:
    - Oral responses to teacher/EA
    - Pointing, circling, matching
    - Adult scribing in equation frames if writing is a barrier
- Success Criteria (For This Assignment)
  - With visual and teacher support:
    - Matches a story to the correct equation in 4/5 attempts.
    - Solves one-step equations to 20 with  $\approx 80\%$  accuracy on selected items.
    - Aligned with IEP goal (operations within 100) at an accessible level.
- Evidence Collection
  - Quick checklist:
    - Identifies unknown? (Y/N)
    - Chooses operation with prompt? (Y/N)
    - Accuracy: /
  - One brief note on effective supports (e.g., “number line helpful”).

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## Technology Accommodations

- Use tablet for:
- Simple math apps (missing number, number line, basic operations).
- Provide mini visual schedule, e.g.:
  1. Learn with teacher
  2. Try 3 questions
  3. Short break/app
  4. Finish
- Allow Noah to photograph examples/anchor charts for reference.

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## Behaviour & Routine Supports

- Before
- Review short routine:
- “Pencil → Read with adult → Use blocks/number line → Answer.”
- During
- Use one quiet prompt as needed.
- Reinforce on-task behaviour and independence.
- After
- Quick reflection:
- “Which felt easy?” / “What tool helped?”
- Praise effort and strategy, not speed.

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## Communication & Social Supports

- Prompt Noah to use simple, complete requests:
- “Can you repeat that?”
- “I need help with this one.”
- Encourage sharing one answer/strategy in a small group (not required whole-class).
- All adults use consistent, clear, concrete language.

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