

Expected Student Adaptation Report – Math 8

Expected Student Adaptation Report

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

Student & Context

- Student: Noah Williams
 - PEN: 369 258 147
 - Grade: 8
 - Designation: Mild Intellectual Disability
 - School: Cedar Ridge Middle School
 - Teacher: Ms. Fraser
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- 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.

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.

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.

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 ≈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”).

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.

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.

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.
