

# Expected Student Adaptation Report – Math 10

Expected Student Adaptation Report – Math 10

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

---

Student & Context

- Student: Sofia Martinez
- PEN: 741 852 963
- Grade: 10
- Designation: Learning Disability – Written Expression; ELL
- School: Mountainview Secondary
- Teacher: Mr. Singh
- IEP Summary: Strong oral comprehension and ideas; difficulty with written organization, spelling, and editing under pressure. Benefits from visuals, sentence frames, exemplars, and assistive tech.  
:contentReference[oaicite:0]{index=0}
- Class: Mathematics 10
- Unit: Linear Relations & Functions
- Assignment: Worksheet1 – Solving linear equations, interpreting linear relations (tables/graphs/equations), and applying to real-world contexts, aligned with BC Math 10 curricular competencies and content.

---

Quick Teacher View

Key idea: She understands the math. Writing + language are the barrier. Strip down language load, scaffold written output, and let her show understanding through structured supports and tech.

---

Instructional Accommodations (Assignment-Specific)

- Language & Clarity
- Use short, direct instructions:
- “Solve for x.” / “Match the equation to the graph.”
- Bold/box key words & numbers in questions.
- Pre-teach and display key terms:
- \_slope, intercept, rate of change, table, graph, increasing, decreasing\_.
- Worked Models & Structure
- Provide 1–2 worked examples at top of each section:
- clearly labeled steps (1. Identify info, 2. Substitute, 3. Solve, 4. Check).
- Use step-by-step scaffolds:
- “Step 1: Find slope” → “Step 2: Find y-intercept” → “Step 3: Write equation.”

- Allow Sofia to explain steps orally before writing.
- Task Design
- Keep core set focused on:
- Solving linear equations.
- Connecting tables, graphs, and equations.
- Reading simple word problems tied to familiar situations (earnings, distance, phone plans).
- Group questions by type (no constant switching):
- Section A: Solve for x
- Section B: Match forms (table/graph/equation)
- Section C: Short word problems

---

#### Environmental Accommodations

- Offer quiet workspace or low-distraction spot during the assignment.
- Provide check-ins:
- At start: confirm she understands instructions.
- Midway: clarify any confusing language and adjust if needed.

---

#### Assessment Accommodations

- Reduced Writing Load
- Allow:
- Equations, numbers, and short phrases instead of full sentences.
- Pointing or circling for “match” items.
- Oral explanation with teacher/EA scribing key steps.
- Extended Time & Chunking
- Break Worksheet1 into small chunks (e.g., 5–6 questions at a time).
- Permit extra time without penalty.
- Mark What Matters
- Assess math thinking, not spelling/grammar.
- Provide clear success criteria at top in student-friendly language:
- “I can solve linear equations.”
- “I can match equations, tables, and graphs.”
- “I can explain how I know (with support).”

---

#### Technology Accommodations

- Laptop/Chromebook:
- Use word processor with spell-check and word prediction for any written explanations.
- Digital graphic organizers (e.g., input-output tables, step lists).
- Translation support:

- Allowed for key vocabulary checks (not full-question translation) to support understanding.

---

#### Communication & Routine

- Use consistent prompt sequence:
- “Read → Highlight info → Identify what’s needed → Choose strategy → Solve → Check.”
- Encourage Sofia to:
- Ask for clarification when wording is unclear (“Can you rephrase this?”).
- Verbally walk through solutions; normalize this as an approved method.
- Staff:
- Keep language clear, concrete, and consistent with her IEP tools.

---