

CONSIDERATIONS FOR ADAPTING ASSESSMENTS

 Please note:
If an assessment cannot be appropriately adapted to meet a student's documented needs, it should be administered for data collection only and should not impact the student's grade. Diagnostic assessments should not be adapted.

1 Define the Purpose of the Assessment

- What do you want the student to demonstrate?
- Which essential skills or concepts must be assessed?
- What is the depth of knowledge required?

2 Understand Individual Student needs

- Review the student's IEP for strengths, challenges, and necessary adaptations (i.e. accommodations and modifications.)
- Consider the learner's profile such as processing speed, reading level, writing ability, and attention span across all content areas.

3 Ensure Instructional Alignment

- Align adaptations for the assessment with students IEP and instructional delivery.
- Scaffold to prerequisite TEKS if the student is not yet on grade level. (Lead4Ward)
- Ensure the assessment still targets the intended learning outcomes.

4 Adapt the Assessment

A= Accommodation (same expectation with support in place)
M= Modification (changes the rigor or content expectation)
Asterisk= Could be either depending on context or TEKS



Check out Magic School AI too! You can enter TEKS, reword for a new DOK, get lists or visual ideas of key vocabulary, and more!

- Start with accommodations that support access without changing the content when possible.
- Consider the use of modifications *only* when accommodations aren't enough to meet the student's needs & it's in their paperwork.
- Provide the amount of support necessary for them to participate meaningfully & fade supports as appropriate. (Be sure to communicate performance to the student's case manager.)

Content Adaptations

- Task analyze: Group similar or related questions together. (A)
- Reduce redundancy: Limit multiple questions testing the same skill. (A)
- Retain essentials: Keep at least one question per key concept when possible.(A)
- Reduce number of steps in multistep skills (M)
- Lower depth of knowledge: Remove or simplify complex questions. (M)
- Scaffold to prerequisite TEKS when needed.(M)

Format Adaptations

- Change question type: Open-ended to multiple choice/ Multiple choice to true-false/ or vice versa*
- Simplify answer choices: Reduce complexity(M) or number of options.
- Provide sentence stems or paragraph frames to support constructed responses.*
- Allow verbal responses as an alternative to written answers.*

Accessibility Supports

- Use **content clarifiers in Aware**: simplify a word, phrase, sentence in questions & answers/ Add definitions/ add visuals *
- Include a glossary of terms at the beginning or side of the test.*
- Indicate where to find answers: Provide paragraph numbers for reading passages (M)
- Include formulas next to questions *
- Offer a pre-test or review of key skills/concepts (A).

5 Evaluate Effectiveness

- Confirm the assessment measures intended outcomes for the student (s)
- Evaluate if the supports were successful & fade certain supports if no longer needed.
- Ensure alignment with the IEP and instructional goals while keeping the assessment clear and appropriately challenging. (Communicate with the case manager.)