

## Instructions for Classification

Please use the AMS Rubric to classify the accommodations listed below. To classify the accommodation, choose the appropriate selection from the dropdown menu.

### Classification

By using ample visuals and planned supports (fraction strip drawings), the ELL can visually see and model fraction concepts without getting confused by a language barrier.

Likewise, an ELL student will also be placed with a student as a shoulder partner who will be more likely to use the vocabulary and demands appropriately to model for the ELL student.

ELL: There are two ELL students present within the class. To help these students during the opening and group activities, I have implemented a series of nonverbal responses (e.g. thumbs up, thumbs down and modeling)

The ESL student will receive all instructions for the lesson both written and orally.

The teacher will model how to solve subtraction problems with the number line, plenty of practice will be given.

ELL's can be provided with language supports. Manipulatives, journals and wall resources can be used at any time during the lesson.

Also, exit tickets are modified to meet student's needs based on their ability levels.

For my ELL and lower performing students, I will be modeling what I am asking them to do and answer.

The teacher will provide visuals.

The teacher will also use Spanish words for numbers if necessary.

### Classification Rubric Feedback

Please review the materials and the rubric and provide your general thoughts below. There will be other items related to specific aspects of the rubric later on in this form. For now, what are your impressions or general thoughts after reviewing the PPT and rubric?

Please use the Likert-like scale below to indicate how you feel about the proposed hierarchy of how plans are scored. As a review- generic = 0, specific =1, superficial = 2, substantial = 3.

The rubric is designed to classify accommodations into the categories listed on the right-hand side of the table. Please review the categories and make a selection regarding your thoughts.

- ☐ There are too many options. I would be overwhelmed trying to score accommodations using this rubric.
- ☐ There is an adequate number of options. I could score accommodations using this rubric.
- ☐ There are not enough options. I would not be able to score accommodations with these limitations.

The most difficult item to score was item:

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

The least difficult item to score was item:

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

Which items do you have questions about or want to discuss?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

What other feedback would you like to share regarding the rubric or the scoring process?

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