Discussion Activity 1

Participation of Students with Disabilities in Standards-Based Instruction and Assessment

Directions: This activity can be completed in small discussion groups. Each person in a small group could answer one question and then share responses with the group.

1. What benefits have you seen for students with disabilities as a result of access to academic content standards?

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2. Are your state's academic content standards readily available to all school staff? If not, what are your suggestions for improvement?

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3. Do all students have access to instruction on academic content standards? If not, what are your suggestions for improvement?

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4. Think of a student with disabilities who has met proficiency on your state tests. What did it take to bring this student to proficiency?

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5. Think of a student who has not met proficiency on your state tests. What would it take to bring this student to proficiency?

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Discussion Activity 2

Identifying Roles and Responsibilities

Directions: This activity can be completed in small groups. Complete the columns below and discuss roles and responsibilities in the provision of standards-based education to students with disabilities.

Your Role as You See It	The Role of Other Colleagues as You See Them
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Discussion Issues

1. Is your role in the provision of standards-based education to students with disabilities clear?
2. What appear to be similarities and differences between perceived roles and responsibilities of IEP team members?
3. To what extent does collaboration between IEP team members occur in your building or district? What are some of the barriers or obstacles?
4. Are our boundaries clear? What are you doing now that you feel may be “out of your jurisdiction”?
5. What are some opportunities or barriers that can either facilitate or hinder future opportunities for general and special education teacher collaboration

Discussion Activity 3

Consequences of Accommodations on State Assessments

1. Choose a state test, content area, and grade level:

State test..... Content Area ..... Grade Level.....

2. Place each of the accommodations listed below into the correct shape provided:

- Alternative keyboard and software
- Audio amplification devices
- Audio tape or CD
- BIG Mack – a single-message communication device
- Bilingual dictionary
- Braille
- Calculation devices
- Change location
- Change testing schedule or order of subtests
- Cue student to begin working and stay on task
- Express response to a scribe through speech, pointing, or AT device
- Extended time
- Have student repeat and explain directions to check for understanding
- Human reader for test items
- Large print
- Magnification devices
- Multiple or frequent breaks
- Native language test version
- Oral interpretation of test items in native language
- Screen reader
- Short segment test booklets
- Sign language
- Spelling and grammar assistive devices
- Tactile graphics
- Talking materials
- Type on Brailler
- Use graph/scratch paper
- Video tape and descriptive video

Use Has No Consequences

Use Has Consequences

List Possible Consequences

Guidance Provided by State