

Adaptations Checklist

Teachers: Please fill out this form for Ministry Designated Grade 7 students only. The selected universal adaptations must have been consistently needed and utilized within the classroom setting and the testing environment.

NOTE: This form is not for ELL students.

Elementary School:		Designation		LAC support?	Y/N
Student Name:		Pupil #:		Date:	
Behaviour Strategies			Instructional Strategies		
<input type="checkbox"/> Movement/Water breaks		<input type="checkbox"/> Provide alternate materials at students level			
<input type="checkbox"/> Simple, predictable directions/rules		<input type="checkbox"/> Teach notetaking, finding information in text			
<input type="checkbox"/> Visual- step-by-step instructions		<input type="checkbox"/> Consistent, structured classroom routines			
<input type="checkbox"/> Give choices (within parameters)		<input type="checkbox"/> Front loading upcoming material (chapters/tests)			
<input type="checkbox"/> Acknowledge flexibility and self-control		<input type="checkbox"/> Framework, outlines, rubric for longer projects			
<input type="checkbox"/> Behavior modification program		<input type="checkbox"/> Strategically assigning partners, groups, and roles			
<input type="checkbox"/> Positive praise & build positive rapport		<input type="checkbox"/> Allow for use of calculator			
<input type="checkbox"/> Other:		<input type="checkbox"/> Explicitly state the purpose of each lesson			
Physical Environment			<input type="checkbox"/> Vocabulary at the start of the lesson/unit		
<input type="checkbox"/> Preferential seating in quiet area of class		<input type="checkbox"/> Teach multi-modal (i.e. visual, verbal)			
<input type="checkbox"/> Vision- front of the class near the board		<input type="checkbox"/> Allow for extra wait time for student response			
<input type="checkbox"/> Allow for standing at desk/table		<input type="checkbox"/> Re-teaching of key concepts			
<input type="checkbox"/> Other:		<input type="checkbox"/> Other:			
Organizational Strategies			Assessment Strategies		
<input type="checkbox"/> Agenda / Planner Checks		<input type="checkbox"/> Reduce # of homework questions			
<input type="checkbox"/> Mini due dates to ensure task completion		<input type="checkbox"/> Allow for retests or test previews			
<input type="checkbox"/> Chunk longer projects/assignments		<input type="checkbox"/> Vary assessment type depending on need			
<input type="checkbox"/> Use highlighters for important directions		<input type="checkbox"/> Extra time to complete written tests/quizzes			
<input type="checkbox"/> Provide note taker or notes of each lesson		<input type="checkbox"/> Adapt tests (shorten, enlarge, revise format)			
<input type="checkbox"/> Graphic Organizers for written assignments		<input type="checkbox"/> Allow 1-page cheat sheet for tests			
<input type="checkbox"/> Use of "To-Do" Lists		<input type="checkbox"/> Break down tests into smaller parts			
<input type="checkbox"/> Other:		<input type="checkbox"/> Other:			

Test Accommodations

The selected supports must have been consistently used to demonstrate student's knowledge on assessments.

<input type="checkbox"/> Separate Setting	<input type="checkbox"/> Scribe
<input type="checkbox"/> Extra time	<input type="checkbox"/> Text-to-speech program
<input type="checkbox"/> Reduce number of questions	<input type="checkbox"/> Speech-to-text program
<input type="checkbox"/> Calculator	<input type="checkbox"/> Large Print (paper copy)
<input type="checkbox"/> Computer- No spellcheck	<input type="checkbox"/> Reader
<input type="checkbox"/> Computer- with spellcheck	<input type="checkbox"/> Supervised Breaks
<input type="checkbox"/> Supervised Breaks	<input type="checkbox"/> Teacher check-in for comprehension
<input type="checkbox"/> Alternate format for tests (oral tests, use of key visuals etc.)	<input type="checkbox"/> Other:

Other Comments:

According formal report card, the student is:

- not independently meeting grade level expectations in Math / Language Arts (circle one or both)
- independently meeting grade level expectations in Math / Language Arts (circle one or both)

Has this student required SSA support?

- Yes If so, specify the frequency and type of support: _____
- No

Have there been concerns with attendance/tardiness?

- Yes
- No

Is this student waitlisted for a district learning program?

- Yes If so, name of program: _____
- No

Would this student benefit from a Skills Block?

- Yes If so, specify the area of need: _____
- No

Skills Block is a time-tabled class in which students receive remedial academic and organizational support. Students who are not meeting grade-level academic expectations across multiple subject areas and/or have significant executive functioning needs are eligible for a Skills block.

Please blue bag the completed form to Lord Byng Secondary School: Attn: Smita Srivastava by March 30th, 2022

Thank you for all that you do!

Lord Byng Articulation Team

