Bridging the Gap

Test Adaptations

*This section deals with creating or modifying tests to provide accessibility
for students with LD, AD/HD and ED; focus on testing concepts
without penalizing for low undergirding skills*

Directions:

- ➤ Keep them short and simple

- ➤ Write them at the beginning of each section, give example of responses

- ➤ Read them orally

- ➤ Check for understanding. Circulate and ensure that directions are being followed

Computation and Problem Solving

- ➤ Allow calculators, number lines, manipulatives, etc. where appropriate

- ➤ Test for understanding of concepts *(area of a trapezoid, converting to improper fraction, etc.)*. Keep computation simple *(use 12 x 20, not 61.7 x 8.46)*.

Matching:

- ➤ Put the list with the shortest items on the right

- ➤ Put the whole matching set on the same page

- ➤ Limit the matching set to five items dealing with a single topic

- ➤ Have students indicate correct answer by matching letter and number, not by drawing lines

Multiple Choice:

- ➤ Use direct questions *(Who was our first President?)*.

- ➢ Avoid incomplete statements *(The father of our country was…..)*
- ➢ Keep question and answer options short. Use clear, simple language *(Why do green plants need sunlight?………to photosynthesize)*
- ➢ If testing definitions, give the term and offer definitions as choices *(Democracy means……………)*
- ➢ Offer only three answer choices
- ➢ Put only one answer choice on a line
- ➢ Keep white space between sets of question and answer choices *(Skip a line)*
- ➢ Let students circle the correct answer. Avoid writing responses on Answer Sheet or filling in Scantron spaces

True-False:

- ➢ Avoid negative questions as much as possible. Underline any negatives used
- ➢ Don't use double negatives
- ➢ Be specific. Avoid unclear or equivocal words *(some, rarely, many)*
- ➢ Have students write "true" or "false", not "T" or "F"

Essays:

- ➢ Use simple, clear language to explain essay topic.
- ➢ Provide thesis statement
- ➢ Offer choice of topics to write about

Modifying existing tests:

- ➢ Allow student to answer fewer questions *(Solve 2 of the 3 equations, answer 7 of 10 short answer questions, write 1 of 2 paragraphs, etc.)*
- ➢ Decrease number of choices on multiple choice questions *(cross out 1 response)*
- ➢ Divide matching questions into sections of 5 by using highlighters to color-code question and answer choices *(first 5 questions and choices A, C, F, G, J colored green. Next 5 questions and B, D, E, H, I colored pink)*
- ➢ Give word banks for fill-in questions. No more than 5 questions per word bank.

➢ Break long exams into sections by topic or unit. Before administering each section, help students transfer topical information into short-term memory *("Take a minute and think about birds. Picture the adaptations that make them able to fly. Remember how they reproduce. Recollect whether they're warm or cold blooded etc)*

➢ On essay questions

1) offer student choice between two or three topics
2) simplify language explaining essay topic. Provide thesis statement
3) provide graphic organizers for students to fill in
4) furnish topic sentence, have student write supporting details and concluding sentences
5) provide scribe, word processor or *(pre-trained)* voice-activated dictation program
6) Read essay back to allow student to make necessary corrections
7) allow student to choose between answering in essay format or illustrating ideas with captioned pictures

Modifying test administration:

➢ Students may not listen to you once the test is in their hands, so do all talking, explaining, direction-giving before giving out the tests

➢ Administer test in location with minimal distractions (this may be resource room, regular ed classroom, media center or other setting

➢ Allow extra time (*Possibly administer test in several sessions during the day)*

➢ Read/rephrase directions

➢ Read/rephrase questions

➢ Give additional examples

➢ Highlight directions, key words in questions

➢ Increase spacing between items

➢ Enlarge print

➢ Record answers directly on test

➢ Provide word banks

➢ Provide scribe

➢ Allow use of calculator

➢ Allow use of spell checker

➢ Allow use of spell checker

- ➢ Don't count spelling errors
- ➢ Omit questions, prorate grade
- ➢ Omit selected parts of test, prorate grade
- ➢ Read written compositions back to allow student to make necessary corrections
- ➢ Read answers back to allow student to make necessary corrections