

Assessment/Evaluation Strategies:

Should the assessment be formal or informal?

Some of both kinds is best. You need to ask yourself: How can I measure and track if and how well students are meeting the curriculum expectations I want to address? I would probably use a checklist that would allow me to track (on the fly) which students have achieved the curriculum expectations identified.

More formally, students could draw a picture, compose and notate a piece of music, fill in a chart, answer questions, etc. to show their achievement of the curriculum expectations. You could use these artifacts to measure the students' achievement levels, ideally with an assessment rubric of some sort.

Possible Accommodations

What kind of impairment should I take into consideration? *Behavioural, physical, and learning exceptionalities. You do not have to be comprehensive, but try to think what you might be likely to encounter. First, think carefully about what it is specifically that you want students to achieve. Then think what obstacles might get in the way and how you might help students get past them. E.g. a visual impairment would hinder a child if you show pictures, so you will ensure that you or students richly describe the pictures.*

General accommodations: Preferential seating, more time, working with partners, some students only do part of the lesson, more scaffolding/individualized support, chunking into smaller sections, repeating/re-teaching.