

Adapting Curriculum for Students with Special Needs Series

Part # IV - Strategies for Adapting Tests and Quizzes

A-Preparing for Tests and Quizzes

- Teach students strategies to prepare for a test or quiz
- Teach students what to look for in test questions; how to read a test
- Use a variety of formats to thoroughly review for several days before tests or quizzes including quiz bowls, small group review, question and answer periods and study buddies.
- Provide students with examples of test content and format.
- Provide study guides in advance of the test.
- Provide review time during or outside of the class, emphasizing key points to study.

B-Writing Tests or Quizzes

- Write clear, concise directions.
- Vary the test format (e.g., written, oral, short answer, essay, multiple choice, matching, yes/no, demonstration testing, open book/notes, take home, cooperative group testing).
- Underline or highlight important words in the test directions or on test items.
- Give more objective than subjective items.
- Increase allowable time for test completion.
- Review orally to ensure comprehension of essay questions.
- Give shorter tests, covering less information, more frequently.
- Avoid penalizing for grammar, handwriting, or spelling.
- Reduce the test items by starring those that are the most important concepts.
- Give the same test to all students, but score some students on the priority items only, giving extra credit for any additional questions answered correctly.

C-Administering and Scoring Tests and Quizzes

- Provide students with the opportunity to have tests read orally.
- Read test instructions aloud to any student who would prefer them read aloud.
- Allow students to take the test in the classroom during the scheduled time, then give opportunities to have it read to them orally and average the two scores.
- Tape record tests, using assistants, tutors, parent volunteers and others.

- Allow students to tape record answers.
- Allow students to use charts, calculators, or manipulatives that they have used on assignments for the exam.
- Create a modified grading scale or consider a pass/fail, satisfactory/ unsatisfactory grade on the test.
- Grade student effort and individual ability in addition to test scores.
- Allow students to retake the test and give credit for improvement.
- Provide feedback to students via teacher/student conferences.
- Encourage students to chart their progress.
- Take time to review corrected tests and allow students to make corrections on their test or a clean copy of the test.
- Provide partial credit for various correct steps in a problem-solving process.
- Correct tests immediately and reteach in skill groups.
- Give students opportunity to critique their own work based on your criteria before they hand it in.
- Allow students to grade their own tests immediately upon completion in a designated area; the teacher does the final scoring.
- Allow students to take the test in small groups; students may use a group answer or their own.

D -Providing Alternatives to Tests and Quizzes

- Provide a menu of options for students to demonstrate knowledge other than or in addition to tests:
 - Design collages, posters, timelines of events, story boards
 - Conduct interviews of individuals who have something to say about the unit of study
 - Find a guest speaker
 - Develop and conduct a survey
 - Create maps, graphs, diagrams
 - Design and play simulation game activities
 - Write and perform skits
 - Provide a packet of activities that students complete throughout the unit
 - Keep a journal
 - Participate in discussions
 - Point to a picture cue system for test/quiz responses
- Allow students to design their own project/demonstration
- Provide information on the standard report card indicating adaptations have been made.
- Vary the grading system; grade on items other than the tests (e.g., homework, special projects).
- Offer extra credit activities throughout the grading period.
- Use a grading contract, detailing the basis for grades.
- In secondary programs, consider an audit system to allow students to take classes that provide knowledge but do not result in a credit or grade.

E- Allow test partners

- Offer it as a student option
- Each student has his own set of notes and his own copy of the test
- Student partners are allowed to read and discuss questions, then each student writes her own answer
- Each student has her own test so that if there is disagreement each can write her own answer
- Both partners must be present on the day of the test or the test is taken alone art of their disability