

SPECIAL EDUCATION	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS								
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	
CONTENT/MATERIAL																																	
Access to accurate notes		x	x	x			x	x			x	x			x	x	x			x	x			x	x			x	x			x	x
Provide copy of class notes		x	x	x			x	x			x	x			x	x	x			x	x			x	x			x	x			x	x
Additional time to complete tasks/long-term projects with adjusted due dates		x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Allow extra time for task completion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Allow verbal rather than written responses	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Modify curriculum content based on student's ability level									x	x	x	x	x								x	x	x	x									
Reduce readability level of materials	x	x	x	x					x	x	x	x	x	x	x	x					x	x	x	x									
Allow typed rather than handwritten responses		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Use of calculator					x	x	x	x	x	x	x	x																					
Use of a math grid					x	x	x	x	x	x	x	x																					
Access to electronic text (e.g. Downloaded books)	x	x	x	x	x	x	x	x					x	x	x	x																Some	
Provide books on tape, CD or read aloud computer software	x	x	x	x					x	x	x	x	x	x	x	x																Some	
Modified homework assignments (modify content, modify amount, as appropriate)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
ORGANIZATION																																	
Assistance with organization of planner/schedule	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Assistance with organization of materials/notebooks	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Use a consistent daily routine	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Assist student in setting short-term goals		x	x	x			x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Break down tasks into manageable units	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide benchmarks for long-term assignments and/or projects		x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Use of checklists	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x							x	x	
Use of an assignment notebook or planner	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x									
Check homework on a daily basis	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
Provide timelines for work completion		x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Provide organizational support through teacher websites	x	x	x	x			x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Enlarge work space areas		x	x	x	x	x	x	x					x	x	x	x															x	x	
Require classroom notebooks and/or folders	x	x	x	x	x	x	x	x			x	x			x	x															x	x	
INSTRUCTION																																	
Frequently check for understanding	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Simplify task directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Provide hands-on learning activities	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide modeling	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Provide guided instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Provide small group instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Present information via the visual modality (written material to supplement oral explanation, models, illustrations, assignments written on board)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Provide outline in advance of lecture			x	x									x	x	x	x	x	x	x	x											x	x	
Demonstrate directions and provide a model or example of completed task	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Emphasize multi-sensory presentation of data	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Encourage use of mnemonic devices	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Provide oral as well as written instructions/directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Allow for repetition and/or clarification of directions, as needed	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Reinforce visual directions with verbal cues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Give direct and uncomplicated directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Orient to task and provide support to complete task	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide easier tasks first	x	x	x	x	x	x	x	x					x	x			x	x	x	x									x	x			
Help to develop metacognitive skills (self-talk and self-correction)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x											x	x	
Directions repeated, clarified or reworded	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Have student demonstrate understanding of instructions/task before beginning assignment	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
Allow wait time for processing before calling on student for response	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Read directions aloud	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Administer work in small segments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide visual models of completed tasks	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
Give verbal as well as written directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Use interests to increase motivation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

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Use marker (e.g. index card, ruler) for visual tracking	x	x	x	x					x	x	x	x	x	x	x	x	x	x			x	x	x	x				
Enlarge print	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
ASSESSMENT																												
Additional time to complete classroom tests/quizzes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Announce test with adequate prep time		x	x	x			x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x				
Small group administration of classroom tests/quizzes	x	x	x	x			x	x					x	x	x	x	x	x										
Provide larger white work space on quizzes and tests, particularly in math	x	x	x	x	x	x	x	x	x	x	x	x					x				x	x	x	x				
Modified tests/quizzes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Modify the content of tests/quizzes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Adjust test format to student's ability level	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Provide manipulative examples	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x										
Develop charts, visual outlines, diagrams, etc.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x										
Verbally guide student through task steps	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x				
Allow for oral rather than written responses on tests	x	x	x	x	x	x			x	x	x	x	x	x	x		x	x	x	x	x	x	x	x				
Allow for oral follow-up for student to expand on written response	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x										
Allow use of a computer	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Allow dictated responses in lieu of written responses	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x								
Do not penalize for spelling errors	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Allow typed rather than handwritten responses		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Allow student to circle responses directly on test rather than use Scantron			x	x			x	x			x	x			x	x			x	x			x	x				
Provide word banks for recall tests	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Read test aloud	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x								
Mark answers in test booklet	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x			x	x	x	x				
Alternate test-taking site	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
ATTENTION/FOCUS																												
Seat student near front of room	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Preferential seating	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Monitor on-task performance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Arrange private signal to cue student to off-task behavior	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Establish and maintain eye contact when giving oral directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Stand in proximity to student to focus attention	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide short breaks when refocusing is needed	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Arrange physical layout to limit distractions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Frequently ask questions to engage student	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Refocusing and redirection	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Behavior/time management system	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
WRITTEN LANGUAGE																												
Include brainstorming as a pre-writing activity	x	x	x	x											x	x			x	x								
Edit written work with teacher guidance	x	x	x	x					x	x	x	x			x	x			x	x	x	x	x	x				
Allow use of word processor	x	x	x	x					x	x	x	x			x	x			x	x	x	x	x	x	x	x	x	x
Use graphic organizers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x				
SOCIAL/BEHAVIORAL																												
Discuss behavioral issues privately with student	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide opportunities for peer interactions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Utilize student in development of tasks/goals	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Encourage student to self-advocate	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Minimize negative behavior	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Present alternatives to negative behavior	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Desensitize student to anxiety causing events	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Monitor for overload, excess stimuli	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Help student manage antecedents	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop signal for when break is needed	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Give student choices to allow control	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide positive reinforcement	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide consistent praise to elevate self-esteem	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Model and role play problem solving	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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Provide counseling									x	x	x	x																

ENGLISH LANGUAGE LEARNERS	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS			
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
GRADING																												
Standard Grades vs Pass/Fail																												
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT																												
PreK-K WIDA CAN DO Descriptors														x														
Grades 1-2 WIDA CAN DO Descriptors														x														
Grades 3-5 WIDA CAN DO Descriptors															x													
Grades 6-8 WIDA CAN DO Descriptors																x												
Grades 9-12 WIDA CAN DO Descriptors																	x											
SIOP COMPONENTS AND FEATURES																												
PREPARATION																												
Write content objectives clearly for students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Write language objectives clearly for students														x	x	x	x	x	x	x	x							
Choose content concepts appropriate for age and educational background levels of students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify supplementary materials to use	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Adapt content to all levels of students proficiency	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Plan meaningful activities that intergrade lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
BUILDING BACKGROUND																												
Explicitly link concepts to students' backgrounds and experiences	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Explicitly link past learning and new concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Emphasize key vocabulary for students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
COMPREHENSIBLE INPUT																												
Use speech appropriate for students' proficiency level	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Explain academics tasks clearly	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
STRATEGIES																												
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Use scaffolding techniques consistently throughout lesson	x	x	x	x										x	x	x	x	x	x	x								
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	x	x	x	x										x	x	x	x	x	x	x								
INTERACTION																												
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Use group configurations that support language and content objectives of the lesson	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide sufficient wait time for student responses consistently	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text														x	x	x	x	x	x	x								
PRACTICE/APPLICATION																												
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide activities for students to apply content and language knowledge in the classroom	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide activities that integrate all language skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LESSON DELIVERY																												
Support content objectives clearly	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Support language objectives clearly	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Engage students approximately 90-100% of the period	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Pace the lesson appropriately to the students' ability level	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
REVIEW/EVALUATION																												

ENGLISH LANGUAGE LEARNERS	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS							
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
Give a comprehensive review of key vocabulary	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Give a comprehensive review of key content concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide feedback to students regularly on their output	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS			
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
ACADEMICS																												
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	x	x	x											x	x	x												
Literacy Support Interventions (Appendix B of IS forms)																												
Prompt before directions/questions are verbalized with visual cue between teacher and student	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Task list laminated and placed on desk for classroom routines and organization					x	x								x	x	x		x	x									
Preferential seating	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide structure and positive reinforcements	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Sustained working time connected to reward (If/Then statement)	x	x			x	x							x	x	x		x	x										
Frequently check for understanding	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Graphic organizers	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x								
Tracker																												
Slant board														x	x	x		x	x									
Access to accurate notes	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x							x	
Additional time to complete tasks/long-term projects with adjusted due dates	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	
Limit number of items student is expected to learn at one time														x				x	x	x	x							
Break down tasks into manageable units	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Directions repeated, clarified, or reworded	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Frequent breaks during class	x	x			x	x							x	x	x		x	x	x	x								
Allow verbal rather than written responses	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							x	
Modify curriculum content based on student's ability level														x	x	x	x	x	x	x								
Reduce readability level of materials	x	x	x	x	x	x			x	x	x	x		x	x	x												
Allow typed rather than handwritten responses		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x			x	
Use of calculator					x	x	x	x	x	x	x	x																
Use of a math grid					x	x	x	x																				
Provide models/organizers to break down independent tasks	x	x	x		x	x			x	x	x	x	x				x	x	x	x								
Access to electronic text (e.g. Downloaded books)	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x							Some	
Provide books on tape, CD, or read aloud computer software	x	x	x	x					x	x	x	x	x	x	x	x											Some	
Provide opportunities for using a Chromebook as well as assistive technologies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Provide buddy system	x	x			x	x								x	x	x	x	x	x	x								
Adjust activity, length of assignment, and/or number of problems, including homework	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Provide assessments in a small group setting	x	x	x		x	x	x	x						x	x	x	x	x										
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		
Communication with parents	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	x	x	x											x	x			x	x	x	x							
Rubric-based checklist	x	x	x		x	x	x	x	x	x	x	x		x	x			x	x								x	
Target specific number of details and focus on organization with post-its																												
Accept late work/homework without penalty	x	x	x		x	x	x	x						x	x	x											x	
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)		x	x	x	x	x	x	x	x	x	x	x		x	x						x	x	x	x			x	
SOCIAL/EMOTIONAL																												
Children's books addressing presenting problem	x	x												x	x													
Student jots down presenting problem and erase when it goes away																												
Meet with guidance counselor	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x				x	x	x	x				
Utilize nurse during episodes of presenting problem														x	x	x	x										x	
Provide short breaks					x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Attendance plan																												
Communication with parents					x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Assign "jobs" to reduce symptoms									x	x	x	x		x	x						x	x	x	x				
Counseling check-ins														x	x	x												
Praise whenever possible														x	x	x	x										x	
ATTENTION/FOCUS																												
Seat student near front of room					x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Preferential seating	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Monitor on-task performance	x	x							x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS											
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12				
Arrange private signal to cue student to off-task behavior	x	x			x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x											x	x
Establish and maintain eye contact when giving oral directions	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							x	x
Stand in proximity to student to focus attention	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Provide short breaks when refocusing is needed	x	x			x	x			x	x	x	x	x	x	x		x	x	x	x	x	x	x	x												
Use study carrel	x												x	x	x																					
Arrange physical layout to limit distractions	x	x			x	x							x	x	x																					
Frequently ask questions to engage student	x	x	x		x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
Refocusing and redirection	x	x	x		x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Behavior/time management system	x	x			x	x							x	x	x																					
Group directions 1 step at a time	x	x											x	x	x	x																				
Assign "jobs" to reduce symptoms	x	x							x	x	x	x	x	x	x						x	x	x	x												
Arrange physical layout to limit distractions													x	x	x																					
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance									x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x								
Extended time on assignments/assessments	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x								
Provide assessments in a small group setting	x	x											x	x	x	x																				
Provide buddy system	x				x	x							x	x	x	x																				
Permit the use of headphones while working	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x												
SCHOOL REFUSAL/ELEVATED ABSENTEEISM																																				
Attendance plan													x		x																					
SUBSTANCE ABUSE																																				
HIB																																				

GIFTED AND TALENTED STUDENTS	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS							
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
CURRICULUM																																
Acceleration																x																
Compacting													x	x		x																
Telescoping																x																
Advanced Placement Courses				x								x				x				x												
INSTRUCTION																																
Grouping													x	x	x				x	x												
Independent Study				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x								x
Differentiated Conferencing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x				
Project-Based Learning			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							x	x
Competitions		x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x												
Cluster Grouping Model with Flexible Grouping	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x												
Differentiated Instruction	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Summer Work			x	x	x	x	x	x				x				x	x	x	x	x												
Parent Communication	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CLASSROOM MANAGEMENT																																
Georgia Dept of Ed													x																			

STUDENTS WITH 504 PLANS	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS				
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	
ACADEMICS																													
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Preferential seating	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide structure and positive reinforcements	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Frequently check for understanding	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Graphic organizers	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	
Tracker																													
Slant board																													
Access to accurate notes	x	x	x	x	x	x	x	x	x	x	x	x	x																
Provide enlarged copies of notes/textbooks	x	x	x	x	x	x	x	x																					
Access to notes ahead of time		x	x	x	x	x	x	x																					
Provide a print out of weekly assignments																													
Additional time to complete tasks/long-term projects with adjusted due dates	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Limit number of items student is expected to learn at one time					x	x	x	x																					
Break down tasks into manageable units	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Directions repeated, clarified, or reworded	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Frequent breaks during class	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide books on tape, CD, read aloud computer software, or electronic text	x	x	x	x																									
Provide opportunities for using a Chromebook as well as assistive technologies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Use of closed captioned videos/film/television		x	x																										
Provide buddy system	x	x			x	x																							
Modify schedule				x																									
Modify deadlines	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Adjust activity, length of assignment, and/or number of problems, including homework	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Modification in grading system																													
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Communication with parents	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Recommended use of Tutorial Center/Extra help from teachers				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Allow verbal rather than written responses	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Modify curriculum content based on student's ability level					x	x																							
Reduce readability level of materials	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Allow typed rather than handwritten responses	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Use of calculator					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Use of a math grid					x	x	x	x																					
ASSESSMENTS																													
Utilize dictionary on assessments																													
Use paper-based assessments or assignments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide assessments in a small group setting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide oral assessments	x	x			x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Permission to elaborate orally on written assessments	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Permit use of scrap paper on assessments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Permit to write directly on assessments in lieu of using Scantron forms		x	x	x	x	x	x	x	x	x	x	x	x																
Option to retake assessments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide a study guide		x	x	x	x	x	x	x																					
Modify spatial layout of assessments	x	x			x	x	x		x	x	x	x																	
SOCIAL/EMOTIONAL																													
Children's books addressing presenting problem	x	x																											
Meet with guidance counselor	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Student jots down presenting problem and erase when it goes away																													
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem																													
Provide short breaks	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Attendance plan																													
Communication with parents	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Assign "jobs" to reduce symptoms	x	x			x	x																							

STUDENTS WITH 504 PLANS	ELA				MATH				SCIENCE				SOCIAL STUDIES				WORLD LANGUAGE				HEALTH & PE				VISUAL AND PERFORMING ARTS			
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
Behavior management system	x	x			x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x				
ATTENTION/FOCUS																												
Seat student near front of room	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x
Preferential seating	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x
Monitor on-task performance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Arrange private signal to cue student to off-task behavior	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Establish and maintain eye contact when giving oral directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Stand in proximity to student to focus attention	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide short breaks when refocusing is needed	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x				
Use study carrel	x												x	x	x													
Arrange physical layout to limit distractions	x	x			x	x	x	x	x	x	x	x	x	x	x													
Frequently ask questions to engage student	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Refocusing and redirection	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Behavior/time management system	x	x			x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x				
Group directions 1 step at a time	x	x											x	x	x	x	x	x	x	x	x	x	x	x				
Assign "jobs" to reduce symptoms													x	x	x													
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Extended time on assignments/assessments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Provide assessments in a small group setting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x													
Provide buddy system	x	x			x	x							x	x			x	x	x	x								
PHYSICAL																												
Preferential seating	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Arrange physical layout	x												x	x	x													
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Utilize nurse during episodes of presenting problem	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Attendance plan													x	x	x													
Communication with parents	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Use of alternative settings	x	x			x	x	x						x	x	x													
Excessive physical activities kept to a minimum													x	x	x						x	x	x	x				
Excused from activities that affect presenting issue													x	x	x						x	x	x	x				
Include in emergency plans of presenting issue	x	x	x		x	x	x						x	x	x		x	x	x	x	x	x	x	x				
Allow use of assistive devices	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Monitor presenting issue	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x