**Appendix C**

Scenario three response results.

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| **Approach** | **Action** | **All (n=453)** | **Elementary****(n=253)** | **Secondary****(n=200)** | **Effect Size (*d)*** |
| **AoL** | Provide the 4 identified students with accommodations on all summative assessments. | 5.02(1.06) | 5.05(1.01) | 4.98(1.10) | .06 |
| **AfL** | Implement scaffolded formative assessments with all of your students based on their individual learning needs, leading up to the final accommodated unit test. | 5.03(.90) | 4.92(.93) | 5.12(.85) | .22 |
| **AaL** | Allow each student to develop a personal learning plan based on his/her strengths, learning needs, and the learning goals. | 4.75(1.04) | 4.79(1.08) | 4.74(.98) | .05 |
| **Design** | Design a variety of assessment tasks and allow students to choose how they will demonstrate their achievement of learning expectations. | 4.96(.98) | 5.04(.96) | 4.91(.99) | .13 |
| **Use/Scoring** | Accommodate your rubrics and scoring guides to reflect identified students’ IEPs. | 4.69(1.15) | 4.91(1.09)\* | 4.50(1.17)\* | .36 |
| **Communication** | Explain to students and parents the purpose of accommodations and how they will be implemented and communicated on students’ report cards. | 5.06(.93) | 5.21(.89) | 4.93(.94) | .31 |
| **Standard** | Grade students based on the same assessments including homework, quizzes, and a unit test. | 3.52(1.35) | 3.06(1.25)\* | 3.88(1.31)\* | .64 |
| **Equitable** | Ensure students with identified learning exceptionalities are provided with accommodations on all assessment tasks. | 5.11(.97) | 5.20(.93) | 5.04(.99) | .17 |
| **Differentiated** | Provide a variety of assessment options for all students based on their individual learning needs. | 5.01(.94) | 5.11(.90) | 4.96(.95) | .16 |
| **Consistent** | Use the same scoring rubric for all students. | 3.50(1.39) | 2.98(1.25)\* | 3.90(1.35)\* | .71 |
| **Contextual** | Develop different scoring rubrics for identified students. | 3.94(1.25) | 4.32(1.07)\* | 3.63(1.31)\* | .58 |
| **Balanced** | Use the same scoring rubric for all students but use professional judgment to apply criteria differently based on individual student ability. | 4.60(1.26) | 4.37(1.34) | 4.76(1.17) | .31 |

# Note: 6-point scale; \* indicates significance at alpha = 0.0008