Strategies for Accessibility -*Annotated Version*

Step 1: Define the Task

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| *Restate the initial task as written.* |

Step 2: Determine the Initial DOK Level of the Task

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| What level? *Use DOK resources to determine the level of the initial task.* |
| Why? *Justify your level determination based on the cognitive rigor and expected level of autonomy.* |

Step 3: Identify the Standard(s) Addressed

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| *Use the Pennsylvania Core to determine which standard(s) is/are being addressed in the task AND whether or not the standard(s) are essential to the core (eligible content or a power standard).* [*http://www.pdesas.org/Standard/PACore*](http://www.pdesas.org/Standard/PACore)  □ Essential □ Important |

Step 4: Adjust the DOK Level

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| □ Yes □ No *Does the DOK level need to be adjusted to provide the necessary cognitive rigor for ALL students?* |

Step 5: Develop Supported Enrichment Tasks

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| Entry Level | Advanced Level | Most Challenging Level |
| *This is the level at which we expect ALL students to perform or the task that ALL students should be able to do.* | *This level has increased rigor OR decreased the level of support provided in order for the student(s) to perform the task.* | *This level has increased rigor to a level 4 OR decreased the level of support provided in order for the student(s) to perform the task autonomously and with the highest degree of complexity.* |
| □ By the Lesson *How often or for what period of time will this task take place?*  □ By the Week  □ By the Unit  \*\**Students who demonstrate through pre-assessment that they already have secured the (some or all) skills necessary to complete the task do not need the instruction or practice that Below or On Level learners may need.* | | |