Potential Access Point Ideas to Support All Learners

Choices in design *must* be based on knowing the student and what they need, not just generalizing for each group.

	Multilingual Students	Students With Learning Disabilities	Students Who Have Mastered the Standard or Are Gifted
Structure	• White space • Paper versus electronic access • Scaffolded tasks	• White space • Paper versus electronic access • Scaffolded tasks	• Less structure: for example, choice in how to organize and craft an essay (no required graphic organizer or outline)
Form	• More targeted or limited choice task • Graphic organizers to help guide responses • Targeted instruction on the form (how to read a graphic organizer, design a slideshow, or annotate a text)	• More targeted or limited choice task • Graphic organizers to help guide responses • Targeted instruction on the form	• More choices in task • More open-ended tasks or questions where the student makes choices about solving or responding
Context or process	• Sentence frames provided • Additional time for partner or group dialogue about key concepts, reading, topics, learning, and so on • Less quantity, more quality	• Sentence frames provided • Different environment or multiple read-throughs • Additional time • Cues	• Opportunities to make connections or patterns in other situations with the same focus • Authentic audiences or situations • Research or development of new solutions for current local and global problems • Development of new problems, tasks, or questions for others to engage in
Instruction	• Assessments chunked, offering section-at-a-time opportunities, especially in practice • Tier 1, 2, and 3 vocabulary words targeted to teach directly (Slavin, Calder, & Calderón, 2012)	• Assessments chunked, offering section-at-a-time opportunities, especially in practice • Videos produced so students can watch to relearn the process or information	• Faster paced • Questions, tasks, and connections created to share and facilitate with other classes or peers, or to record and post online
Text	• Audio of the reading • Audio of the reading and another video for background knowledge • More accessible readings if available on the same topic (be careful of reducing reading level too often)	• Audio of the reading • Audio of the reading and another video for background knowledge • More accessible readings if available on the same topic (be careful of reducing reading level too often)	• More expert-like readings on the same topic • Choice in research or finding another text on the same topic

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Interest and relevance	• Information obtained about what students are interested in and what they have experienced, including their cultural background, communication patterns, and general life experiences. Teachers should use information to make connections to content and instruction.		

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