

ALTERNATIVE ASSESSMENTS FOR STUDENTS WITH DYSLEXIA

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Students with dyslexia may understand concepts well but experience difficulty demonstrating their knowledge through reading and written English. Alternative assessments provide different ways for students to demonstrate mastery while maintaining the same learning objectives and academic expectations in the ASL classroom.

Expressive ASL Assessments

- Record a signed response instead of completing a written assignment.
- Demonstrate vocabulary one-on-one with the teacher.
- Participate in structured ASL conversations.
- Present an ASL story using lesson vocabulary.

Receptive ASL Assessments

- Picture-supported matching activities.
- Multiple-choice receptive quizzes.
- Identify signs from short video clips.
- Vocabulary sorting and categorizing activities.

Performance-Based Assessments

- Demonstrate targeted vocabulary in context.
- Complete role-play activities.
- Create visual projects that incorporate ASL concepts.
- Participate in teacher-guided conversations.

Flexible Assessment Options

- Allow additional time when reading is required.
- Reduce unnecessary reading that is not part of the learning objective.
- Present directions in both written English and ASL.
- Break larger assessments into smaller sections.

Teacher Considerations

- Assess ASL knowledge rather than English reading or spelling skills whenever appropriate.
- Maintain the same learning objectives for all students.
- Build on student strengths while reducing unnecessary reading barriers.
- Follow accommodations documented in the student's IEP or Section 504 Plan.

★ Key Takeaway

Alternative assessments should measure a student's understanding of ASL—not their ability to read or write English. When assessment methods align with the learning objective, students with dyslexia have meaningful opportunities to demonstrate what they know.