**Formative Assessment Fixer-Upper!**

Assignment Description and Grading Rubric

The purpose of this assignment is to provide you with the opportunity to practice differentiating a formative assessment to meet the needs of a specific student (or students). This assignment will help you develop prerequisite knowledge and skills in preparation for our upcoming HLP Lesson Study. Please read the assignment description carefully, paying particular attention to the steps required to complete the work.

**Step 1:** Choose a commonly used formative assessment from your K-12 classroom. This assessment can be any of the ones we reviewed as we studied HLP12,to include graphic organizers, quizzes, writing assignments, math problem set, exit ticket, etc.

**Step 2:** Think of a student (or group of students) who struggle to complete the assessment. Use your resources from the HLP13 presentation and the Equalizer tool to adjust the curriculum tasks or materials required to complete the formative assessment. Adjustments need to be visible and intentional, based on the needs of your students. (Make sure to utilize Carol Ann Tomlinson’s Equalizer; do not write a recap of the Denzel Washington movie series … although that would be a great read!). Here is an additional planning frame to assist you in the process:

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| --- | --- |
| **Type of Adaptation:**  | **Possible Adjustments:**  |
| Simplify task directions *(Differentiate by process)* | * Examine the directions for advanced vocabulary.
* Replace unknown words with familiar synonyms or phrases.
* Shorten the directions.
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| Alter amount of material *(Differentiate by product)* | * Examine why each piece of information is essential for understanding.
* Determine what can be removed (narrow multiple-choice options, fewer question items).
* Eliminate redundant items.
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| Alter difficulty level*(Differentiate by content)* | * Tiered assessments.
* Refer to the Equalizer (Tomlinson, 2009). Look here for a refresher: [EQUALIZER](https://pdo.ascd.org/LMSCourses/PD11OC138M/media/DI-Instruction_M5_Reading_Equalizer.pdf)
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| Provide content enhancements*(Differentiate by process)*   | * Use visual aids (pictures).
* Provide guided notes.
* Use graphic organizers.
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**Step 3:** Upload BOTH the original assessment and the new and improved assessment to Canvas with a three-paragraph explanation about why you made the adjustments you did. You may choose to address the following questions:

* What about your students allowed you to think about the assessment in a different way?
* How did you adjust or modify the assessment according to their needs?
* What do you think would happen if you continued to differentiate their assessments in a similar way?
* Were you able to provide any content enhancements?
* If you were able to have the student complete the new and improved assessment, what was the outcome?
* How would you envision differentiating the same assessment for students who might need an additional challenge or more rigorous task?

Y’all go ahead and make Joanna Gaines proud, you fixer-upper, you!

Be prepared to share your assessment revisions with your grade-level/content teams next week.

**Grading Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| *20-17 Points* | *16-13 Points* | *12-9 Points* | *9-0 Points* |
| Visible adjustments are evident with both the original and the new/improved assessment. Explanation includes thoughtful, reflective adjustments and appropriate rationale based on student needs. Text is cited according to APA 7 with no errors. | Assessments show some degree of change and adjustment, but a disconnect exists between student needs and the assessment adjustments made in the explanation. Text is cited according to APA 7 with minor errors.  | Assessments show minimal adjustments. The explanation is less than two paragraphs and does not yet show a connection to student needs. Text is cited according to APA 7 but with several errors.  | Assessment has not been adjusted or modified, and the explanation is less than one paragraph. Text is not cited according to APA 7.  |

**Examples:**

[Elementary Math](https://docs.google.com/document/d/17LpQTtRMghIby5k1DfF_KbqSWlVdI1koNQrwiOg2Kso/edit?usp=sharing)

[Elementary Writing](https://docs.google.com/document/d/1pd662fWcmttzD2SSqYK56CjBOni0JXgJK3FmQ_ePgng/edit?usp=sharing)

[Secondary Algebra](https://docs.google.com/document/d/1el9eN4yN46NxrQyShiKhGXQxER-aO1-ye2uwHhvRGS4/edit?usp=sharing)

[Secondary Science](https://docs.google.com/document/d/1X8wMghnU1qhSx9jevJuUTdVlBeM2Vw4ktTDWWdeSINQ/edit?usp=sharing)