What if you were asked to prove your instruction, including assessment, is developmentally appropriate for age and nature of the students you teach.

*What would be your response?*

---

**For Example: Unique Needs of Young Adolescents**

1. Structure and clear limits
2. Physical activity every single day
3. Frequent and meaningful experiences with fine and performing arts
4. Opportunities for self-definition
5. Safe and inviting emotional atmosphere
6. Experiences in with real competence
7. Meaningful participation in families, school, and communities
9. To belong
It is counter-cultural, subversive, to implement equitable practices.

1892: The Committee of Ten:
• The Standardized Curriculum
• High School
• School Day made of 50-60 minute class periods

Popcorn kernels pop at different rates, but when each one pops, it’s accorded full status as a piece of popcorn, not something less than popcorn because it popped later than its fellow kernels.

Let’s end the false assumption that students all learn at a uniform rate and manner.

**Equity**

“Equity efforts...provide supports to give every young person and all groups of young people a full chance to develop their vast human talents. Equity efforts treat all young people as equally and infinitely valuable...[T]hey seek to remedy any situation where opportunities for some are insufficient or expectations low, particularly when young people have long been underserved by schools.”

— Pollock, p. 7, 2017
"The problem with that equity vs. equality graphic you're using," Paul Kuttner, culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/

This bureaucratic culture fosters the pervasive assumption that when students misbehave or achieve poorly, they must be "fixed" because the problem inheres in the students or their families, not in the social ecology of the school, grade, or classroom. For example, in response to the epidemic of obesity in our youth, public debate and proposed solutions frequently focus on individual behavior and character: If individuals would just say no to french fries or make healthy meals for their children, we could solve the crisis...[b]ut the social causes of childhood obesity are at least as important as individual failings and choices. Advertising aimed at children, the abundance of cheap fast food, and such school policies as eliminating recess to make time for more literacy and math instruction are powerful influences. A narrow focus on individual weaknesses obscures the importance of...other, more potent, factors....[A]ssumptions are especially powerful because they are unspoken."

Lois Weiner, Professor of Elementary and Secondary Education, New Jersey City University
From, "Challenging Deficit Thinking," ASCD's Education Leadership, September 2006
Volume 64, Number 1
Pages 43-45

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM. PLEASE
CLimb THAT TREE
Time is NOT immutable.

What do all these have in common?
- Put name, date, period in the top right corner of the paper
- Used a quiet, indoor voice while in the classroom
- Showed up to play in an evening musical concert
- Brought in permission slip signed by parents
- Donated a box of tissues to the classroom
- Completed a reading log of time read
- Had a nice, neat notebook in math
- Dressed out in gym uniform in p.e.
- Turned in work in a timely manner
- Did service for the school
- Worked collaboratively
- Tutored classmates

They have all been used by teachers to justify raising or lowering students’ grades — creating inaccurate reports of students’ performances with standards.

Public Curriculum

Hidden Curriculum
When working with disenfranchised, struggling, disadvantaged, or under-resourced students, spend time with enfranchised, thriving, advantaged, and well-resourced students.

“Most educators would continue to lecture on navigation while the ship is going down.”

– James H. Boren
There is no such thing as laziness.

“Is my purpose to select talent or develop it?...If your purpose as an educator is to select talent, then you must work to maximize the differences among students. In other words, on any measure of learning, you must try to achieve the greatest possible variation in students’ scores...Unfortunately for students, the best means of maximizing differences in learning is poor teaching. Nothing does it better.”

— Thomas R. Guskey, Education Leadership, ASCD, November 2011, Pages 16-21

“If, on the other hand, your purpose as an educator is to develop talent, then you...clarify what you want students to learn and be able to do. Then you do everything possible to ensure that all students learn those things well. If you succeed, there should be little or no variation in measures of student learning. All students are likely to attain high scores on measures of achievement, and all might receive high grades.

— Thomas R. Guskey, Education Leadership, ASCD, November 2011, Pages 16-21
Don't succumb to intellectual bias.  

Build Empathy.

Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

<table>
<thead>
<tr>
<th>Student</th>
<th>Dimension A</th>
<th>Dimension B</th>
<th>Total Score</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
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<tr>
<td>3</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. – Marzano, CAGTW, page 13

<table>
<thead>
<tr>
<th></th>
<th>Fiction</th>
<th>Non-Fiction</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>70</td>
<td>90</td>
<td>87</td>
<td>87</td>
<td>70</td>
</tr>
<tr>
<td>Student B</td>
<td>50</td>
<td>60</td>
<td>87</td>
<td>87</td>
<td>60</td>
</tr>
<tr>
<td>Student C</td>
<td>87</td>
<td>0</td>
<td>0</td>
<td>87</td>
<td>60</td>
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<tr>
<td>Student D</td>
<td>100</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fiction</th>
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<th>Writing</th>
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<td></td>
<td>70</td>
<td>90</td>
<td>87</td>
<td>87</td>
<td>70</td>
</tr>
</tbody>
</table>
Accountability also means that our grades will correlate significantly with the results of others testing our students on the same learner outcomes outside of our classes. Our grades have integrity, they mean what they say.

Tomlinson: “If I laid out on my kitchen counter raw hamburger meat still in its Styrofoam container, cans of tomatoes and beans, jars of spices, an onion, and a bulb of garlic [and told guests to eat heartily]… My error would be that I confused ingredients for dinner with dinner itself.”

Tomlinson: “One can make many different dishes with the same ingredients, by changing proportions, adding new ingredients, using the same ingredients in different ways, and so on.”
Be Principled:
Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles/Tenets Involved:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

(continued)

Principles Involved: (Continued)

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.

If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?

“They don’t differentiate instruction and assessment at the high school level, in university, or on the provincial exams, so we shouldn’t differentiate in elementary, grammar, or middle levels.”

Let me get this straight…
Responsive teaching, i.e. differentiating instruction, is doing what’s fair for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It’s whatever works to advance the student if the regular classroom approach doesn’t meet students’ needs. It’s highly effective teaching.

**Definition**

Universal Design for Learning

**Principle I:** Provide Multiple Means of Representation (the “what” of learning), multiple ways for students to perceive and comprehend information

**Principle II:** Provide Multiple Means of Action and Expression (the “how” of learning), multiple ways for students to interact and process content and skills, including how to express what they know

**Principle III:** Provide Multiple Means of Engagement (the “why” of learning), multiple ways to build and sustain motivation and perseverance

- www.udlcenter.org/aboutudl/whatisudl/3principles

**Critical questions of Differentiation AND PLC’s:**

1. What do we expect our students to learn?
2. How will we know they are learning
3. How will we respond when they don’t learn?
4. How will we respond if they already know it?
Clarify Thinking through Realistic Hypotheticals

- Some students get more work to do, and others less. For example, a teacher might assign two book reports to advanced readers and only one to struggling readers. Or a struggling math student might have to do only the computation problems while advanced math students do the word problems as well.” (Tomlinson, p. 7)
- Teacher uses many different group structures over time.

A science and math teacher, Mr. Blackstone, teaches a large concept (inertia) to the whole class. Based on “exit cards” in which students summarize what they learned after the whole class instruction, and observation of students over time, he assigns students to one of two labs: one more open-ended and one more structured. Those that demonstrate mastery of content in a post-lab assessment, move to an independent project (rocketry), while those that do not demonstrate mastery, move to an alternative rocketry project, guided by the teacher, that re-visits the important content. (Tomlinson, p. 24)

Quick Reference: Differentiated Lesson Planning Sequence

A. Steps to take before designing the learning experiences:

1. Identify your essential understandings, questions, benchmarks, objectives, skills, standards, and/or learner outcomes.
2. Identify your students with unique needs, and get an early look at what they will need in order to learn and achieve.
3. Design your formative and summative assessments.
4. Design and deliver your pre-assessments based on the summative assessments and identified objectives.
5. Adjust assessments or objectives based on your further thinking discovered while designing the assessments.
Learner Profile: Any Factor that might Influence Learning

<table>
<thead>
<tr>
<th>Factor</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family dynamics (if influential)</td>
<td>Transiency rate</td>
</tr>
<tr>
<td>SES</td>
<td>IEP</td>
</tr>
<tr>
<td>504</td>
<td>ELL</td>
</tr>
<tr>
<td>LD</td>
<td>Gifted/Advanced</td>
</tr>
<tr>
<td>Physical health</td>
<td>Emotional health</td>
</tr>
<tr>
<td>Speech and Language Issues</td>
<td>Behavior/Discipline</td>
</tr>
<tr>
<td>Nationality (if influential)</td>
<td>Diet (if influential)</td>
</tr>
<tr>
<td>Religious affiliation (if influential)</td>
<td>Technology access/comfort</td>
</tr>
<tr>
<td>Multiple Intelligences</td>
<td>Arts – comfort/proficiency</td>
</tr>
<tr>
<td>Personal background/experiences</td>
<td>Leadership qualities</td>
</tr>
<tr>
<td>EBIIC</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Personal interests: sports, music, television, movies, books, hobbies, other</td>
<td>Weekly schedule</td>
</tr>
<tr>
<td>Myers-Briggs Personality Inventory</td>
<td>Politics (if influential)</td>
</tr>
<tr>
<td>Bernice McCarthy’s 4MAT</td>
<td>Home responsibilities</td>
</tr>
<tr>
<td>Tourette’s Syndrome</td>
<td>ADHD</td>
</tr>
<tr>
<td>Down’s Syndrome</td>
<td>Asperger’s Syndrome</td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>Hearing Impaired</td>
</tr>
</tbody>
</table>

Quick Reference: Differentiated Lesson Planning Sequence

B. Steps to take while designing the learning experiences:

1. Design the learning experiences for students based on pre-assessments, your knowledge of your students, and your expertise with the curriculum, cognitive theory, and students at this stage of human development.
2. Run a mental tape of each step in the lesson sequence to make sure things make sense for your diverse group of students and that the lesson will run smoothly.
3. Review your plans with a colleague.
4. Obtain/Create materials needed for the lesson.
5. Conduct the lesson.
6. Adjust formative and summative assessments and objectives as necessary based on observations and data collected while teaching.

When Designing your Actual Lessons….

1. **Brainstorm** multiple strategies
2. **Cluster** into introductory, advanced, and strategies that fit between these two
3. **Sequence** activities in plan book
4. **Correlate** Class Profile descriptors, expertise in students at this age, Differentiation Strategies, and Cognitive Science Principles to lessons – What do you need to change in order to maximize instruction for all students?
Moving Content into Long-term Memory

Students have to do both,

Access → Sense-Making

Process → Meaning-Making

Quick Reference: Differentiated Lesson Planning Sequence

C. Steps to take after providing the learning experiences:

1. Evaluate the lesson’s success with students. What evidence do you have that the lesson was successful? What worked and what didn’t, and why?

2. Record advice on lesson changes for yourself for when you do this lesson in future years.
The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract...

Chronological Order

Definition and Key words: This involves putting facts, events, a concepts into sequence using time references to order them. Signal words include on (date), now, before, since, when, not long after, and gradually.

“Astronomy came a long way in the 1500s and 1600s. In 1531, Halley’s Comet appeared and caused great panic. Just twelve years later, however, Copernicus realized that the sun was the center of the solar system, not the Earth, and astronomy became a way to understand the natural world, not something to fear. In the early part of the next century, Galileo made the first observations with a new instrument – the telescope. A generation later, Sir Issac Newton invented the reflecting telescope, a close cousin to what we use today. Halley’s Comet returned in 1682 and it was treated as a scientific wonder, studied by Edmund Halley.”

Compare and Contrast

Definition and Key words: Explains similarities and differences. Signal words include however, as well as, not only, but, while, unless, yet, on the other hand, either/or, although, similarly, and unlike.

“Middle school gives students more autonomy than elementary school. While students are asked to be responsible for their learning in both levels, middle school students have more pressure to follow through on assignments on their own, rather than rely on adults. In addition, narrative forms are used to teach most literacy skills in elementary school. On the other hand, expository writing is the way most information is given in middle school.”
Cause and Effect

Definition and Key words: Shows how something happens through the impact of something else. Signal words include because, therefore, as a result, so that, accordingly, thus, consequently, this led to, and nevertheless.

"Drug abusers often start in upper elementary school. They experiment with a parent's beer and hard liquor and they enjoy the buzz they receive. They keep doing this and it starts taking more and more of the alcohol to get the same level of buzz. As a result, the child turns to other forms of stimulation including marijuana. Since these are the initial steps that usually lead to more hardcore drugs such as Angel Dust (PCP), heroin, and crack cocaine, marijuana and alcohol are known as "gateway drugs." Because of their addictive nature, these gateway drugs lead many youngsters who use them to the world of hardcore drugs."

Problem and Solution

Definition and Key words: Explains how a difficult situation, puzzle, or conflict develops, then what was done to solve it. Signal words are the same as Cause and Effect above.

"The carrying capacity of a habitat refers to the amount of plant and animal life its resources can hold. For example, if there are only 80 pounds of food available and there are animals that together need more than 80 pounds of food to survive, one or more animals will die – the habitat can’t "carry" them. Humans have reduced many habitats' carrying capacity by imposing limiting factors that reduce its carrying capacity such as housing developments, road construction, dams, pollution, fires, and acid rain. So that they can maintain full carrying capacity in forest habitats, Congress has enacted legislation that protects endangered habitats from human development or impact. As a result, these areas have high carrying capacities and an abundance of plant and animal life."

Proposition and Support

Definition and Key words: The author makes a general statement followed by two or more supporting details. Key words include: In addition, also, as well as, first, second, finally, in sum, in support of, therefore, in conclusion.

"There are several reasons that teachers should create prior knowledge in students before teaching important concepts. First, very little goes into long-term memory unless it's attached to something already in storage. Second, new learning doesn't have the meaning necessary for long-term retention unless the student can see the context in which it fits. Finally, the brain likes familiarity. It finds concepts with which it is familiar compelling. In sum, students learn better when the teacher helps students to create personal backgrounds with new topics prior to learning about them."
Enumeration

Definition and Key words: Focuses on listing facts, characteristics, or features. Signal words include to begin with, secondly, then, most important, in fact, for example, several, numerous, first, next finally, also, for instance, and in addition.

"The moon is our closest neighbor. It’s 250,000 miles away. It’s gravity is only 1/6 that of Earth. This means a boy weighing 120 pounds in Virginia would weigh only 20 pounds on the moon. In addition, there is no atmosphere on the moon. The footprints left by astronauts back in 1969 are still there, as crisply formed as they were on the day they were made. The lack of atmosphere also means there is no water on the moon, an important problem when traveling there."

Text Structures
[Taking Notes with Compare/Contrast]

Concept 1

Cornell Note-Taking Format

<table>
<thead>
<tr>
<th>Reduce</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Summarize in short phrases or essential questions next to each block of notes.]</td>
<td>[Write your notes on this side.]</td>
</tr>
</tbody>
</table>

Review -- Summarize (paragraph-style) your points or responses to the questions. Reflect and comment on what you learned.
Somebody Wanted But So
[Fiction]
Somebody (characters)...

wanted (plot-motivation)...

but (conflict)...

so (resolution)...

Something Happened
And Then
[Non-fiction]
Something (independent variable)...

happened (change in that independent variable)...

and (effect on the dependent variable)...

then (conclusion)...

Components of Blood Content Matrix

<table>
<thead>
<tr>
<th>Red Cells</th>
<th>White Cells</th>
<th>Plasma</th>
<th>Platelets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size &amp; Shape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nucleus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where formed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student’s rough draft:

Red blood cells carry oxygen and nutrients around the body. They are small and indented in the middle, like little Cheerios. There are 5 million per cc of blood. There is no nucleus in mature red blood cells. They are formed in the bone marrow and spleen.

Word Morphology:
Teach Prefixes, Roots, and Suffixes!

Mal – badly, poor
Meta – beyond, after, change
Mis – incorrect, bad
Mono – one
Multi – many
Neo – new
Non – not
Ob, of, op, oc – toward, against
Oct – eight
Paleo – ancient
Para – beside, almost
Penta – five
Per – throughout, completely
Peri – around
Poly – many
Post – after
Pre – before
Pseudo – false

Punctuate this one:

That that is is that
that is not is not
is that it is

— Daniel Keyes, Flowers for Algernon
“To a person uninstructed in natural history, his country or seaside stroll is a walk through a gallery filled with wonderful works of art, nine-tenths of which have their faces turned to the wall.”

---

Yes, teach students to memorize content.

---

Which one leads to more willingness to stick with a lengthy article and learn how microscopes work?

1. Kellen plays with the microscope, trying out all of its parts, then reads an article about how microscopes work and answers eight comprehension questions about its content.
2. Kellen reads the article about how microscopes work, answers eight comprehension questions about its content, then plays with the microscope, trying out all of its parts.
Journalistic vs. Encyclopedic Writing

“The breathing of Benbow’s pit is deafening, like up-close jet engines mixed with a cosmic belch. Each new breath from the volcano heaves the air so violently my ears pop in the changing pressure – then the temperature momentarily soars. Somewhere not too far below, red-hot, pumpkin size globs of ejected lava are flying through the air.”

-- National Geographic, November 2000, p. 54

“A volcano is a vent in the Earth from which molten rock (magma) and gas erupt. The molten rock that erupts from the volcano (lava) forms a hill or mountain around the vent. Lava may flow out as viscous liquid, or it may explode from the vent as solid or liquid particles…”

-- Global Encyclopedia, Vol. 19 T-U-V, p. 627

Read complex text aloud with proper vocal inflection and pacing. Students can understand text in readabilities above their own independent, silent reading proficiency when the complex text is read aloud by someone who understands the material.
Worthy they were, 
Rafael, Leonardo, Michelangelo, and Donatello. 
Their's a chromatic and plumed rebirth, 'A daring reflection upon man. 
Beyond Hastings and a Wive’s tale in Canterbury, 
Galileo thrust at more than Windmills, 
He, Copernicus Gravitas. 
And for the spectre of debate, 
religion blinked then jailed, errant no more, 
thereby errant forever. 
Cousin to Pericles, Son of Alexander, 
The cosmology of Adam fanned for all, 
feudal plains trampled by trumpeters, 
man and woman lay awake -- 
calves on wobbly legs, 
staring at new freedom and Gutenberg's promise.

Creating Background Where There is None

- Tell the story of the Code of Hammurabi before discussing the Magna Charta.
- Before studying the detailed rules of baseball, play baseball.
- Before reading about how microscopes work, play with microscopes.
- Before reading the Gettysburg Address, inform students that Lincoln was dedicating a cemetery.

Creating Background Where There is None

- Before reading a book about a military campaign or a murder mystery with references to chess, play Chess with a student in front of the class, or teach them the basic rules, get enough boards, and ask the class to play.
- In math, we might remind students of previous patterns as they learn new ones. Before teaching students factorization, we ask them to review what they know about prime numbers.
- In English class, ask students, "How is this story's protagonist moving in a different direction than the last story's protagonist?"
- In science, ask students, "We've seen how photosynthesis reduces carbon dioxide to sugars and oxidizes water into oxygen, so what do you think the reverse of this process called 'respiration,' does?"
He shoplifts a Snickers bar even when he has the cash to pay for it.

He swears he can wake up and be ready to go to school 10 minutes before the bus arrives, and he does — but he forgets to bring three assignments and one permission slip due today, so after he arrives, he calls Mom to see if she can bring those items to school on her way to work, and oh, could she bring some lunch money, too?
• She makes unsupported claims in an information essay and says she was never told to support them with facts even though the requirement was underlined in her printed directions and you emphasized it with her orally three times.

• She reasons well through tricky word problems last week, but can’t figure out similar ones this week using the same processes.

• When doing a Web search on the speed of light, she gives up when she inputs, “light” in the search box and gets 2,220,000 possible websites.

• On multiple occasions she misjudges how long tasks will take and is perpetually behind and asking for extensions.

• He can’t break down large tasks into “doable” sections and proceed through them in an orderly manner, nor can he perceive when he’s made progress in a large project.

• She doesn’t see how letting her 5 year-old brother for whom she is babysitting for an hour be alone with the hamster in a plastic cup while she goes in another room to talk to friends via Google Hangout could pose any problem for the hamster.

Executive Function skills:

(Guare, Dawson, Guare, 2013, p. 15-17)

• Response inhibition
• working memory
• emotional control
• flexibility
• sustained attention
• task initiation
• planning/prioritizing
• organization
• time management
• goal-directed persistence
• metacognition
And How Do We Build These Skills in Students?

There's no one strategy that works.

And even more interesting:
The strategies will need to change as the students mature.

Study Executive Function!

Late, Lost, and Unprepared
Joyce Cooper-Kahn, Laurie Dietzel

Smart, but Scattered
Peg Dawson, Richard Guare

Also, Smart, but Scattered for Teens!

We can learn without grades, we can’t learn without descriptive feedback.
Two Ways to Begin Using Descriptive Feedback:

“Point and Describe”
(from *Teaching with Love & Logic*, Jim Fay, David Funk)

“Goal, Status, and Plan for the Goal”

1. Identify the objective/goal/standard/outcome
2. Identify where the student is in relation to the goal (Status)
3. Identify what needs to happen in order to close the gap

Effective Protocol for Data Analysis and Descriptive Feedback found in many Schools: Here’s What, So What, Now What

1. Here’s What: (data, factual statements, no commentary)
2. So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)
3. Now What: (Plan of action, including new questions, next steps)
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic or Subtopic</th>
<th>Right</th>
<th>Wrong</th>
<th>Single Mistake?</th>
<th>Really Don't Understand</th>
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<td>1</td>
<td>Dividing fractions</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>2</td>
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<td>4</td>
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<td>✔</td>
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<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>Reducing to simplest terms</td>
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<td>✔</td>
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</tr>
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Date

Mr./Mrs./Miss ________________________,

I understand….

I need assistance in….

I suggestion the following four steps for me to take in order to learn these content and skills:

Sincerely,

______________________________

When providing descriptive feedback that builds perseverance and helps those who struggle with EF,

...comment on decisions made and their impact, NOT quality of work.
If an "F" on a project really motivated students to work harder and achieve, retention rates would have dropped by now. They haven't; they've increased. We need to do something more than repeatedly document failure.

A child is attempting to ride a bicycle, and the bike falls over. Another child, learning to walk, loses her balance and lands on her bottom. A baby's green peas slide off his spoon as he moves it toward his mouth. How do their parents respond? Good parents don't say, "You fail, you're not able to meet bicycling standards," "I'll develop a rubric for walking without falling," or, "We need a Common Core curriculum to help you keep your food in your spoon." ... [They] simply say, "Try again."

- Richard L. Curwin, Education Leadership, ASCD, September 2014, p.38

Students should be allowed to re-do assessments until they achieve acceptable mastery, and they should be given full credit for having achieved such.
Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It’s a false assumption that giving a student an “F” or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

Re-Do’s & Re-Takes with students and their teachers: Are They Okay?

More than “okay”! After 10,000 tries, here’s a working light bulb. Any questions?

Thomas Edison

Pilot training United States Air Force Training Manual
If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

• This assignment had no legitimate educational value.
• It’s okay if you don’t do this work.
• It’s okay if you don’t learn this content or skill.

None of these is acceptable to the highly accomplished, professional educator.

Consider Tiering Tests

• Level 1: A Subset of Standards in a Given Unit
• Level 2: All Standards in a Given Unit
Grading Inclusion Students

Question #1:
"Are the learner outcomes set for the whole class also developmentally appropriate for this student?"

- If they are appropriate, proceed to Question #2.
- If they are not appropriate, identify which outcomes are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

Grading Inclusion Students

Question #2:
"Will these learning experiences (processes) we’re using with the general class work with the inclusion student as well?"

- If they will work, then proceed to Question #3.
- If they will not work, identify alternative pathways to learning that will work. Then go to Question #3.
Grading Inclusion Students

Question #3:

“Will this assessment instrument we’re using to get an accurate rendering of what general education students know and are able to do regarding the learner outcome also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same learner outcome?

- If the instrument will provide an accurate rendering of the inclusion student’s mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student’s mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as you are asking of the other students.

Three types of learning criteria related to standards (see Guskey, 2006):

“Product criteria address what students know and are able to do at a particular point in time. They relate to students’ specific achievements or level of proficiency as demonstrated by final examinations; final reports, projects, exhibits, or portfolios; or other overall assessments of learning.”

“Process criteria relate to students’ behaviors in reaching their current level of achievement and proficiency. They include elements such as effort, behavior, class participation, punctuality in turning in assignments, and work habits. They also might include evidence from daily work, regular classroom quizzes, and homework.

“Progress criteria consider how much students improve or gain from their learning experiences. These criteria focus on how far students have advanced, rather than where they are. Other names for progress criteria include learning gain, value-added learning, and educational growth.”
15 Accountability Moves for a Successful Differentiated Class

- Teach in a developmentally appropriate manner. Do it as warranted.
- Commit to student equity.
- Embrace marks and grades as ways to cultivate students and their talents, not to sort among them.
- Accept marks and grades as communication, not compensation/bribery/reward.
- Stop hiding behind the false assumptions of uniform learning sequence premise for all students.

- Disaggregate scores/topic evaluations to see strong and weak areas.
- Accept grades as reports of what students know and can do at journey’s end, not how they got there - Report work habits, efforts, character elements separately from academic progress and performance.
- Accept the demanding nature of alternative assessments – Rally around evidence of the learner outcome, not the vehicle used to convey it.
- End “Credit Recovery” programs in which students don’t really demonstrate learning.

- Incorporate more formative/descriptive feedback, and students’ self-monitoring.
- Let gradebooks be cumulative for the year.
- Allow/Require re-do’s for full credit, let time become a variable.
- Distinguish between formative and summative assessments and their role in learning.
- Develop a constructive response to late work.
- Make sure grades correlate with the results of testing of the same learner outcomes on measures outside of class.
As highly accomplished professional educators, we have a responsibility to be courageous advocates of educational equity, even in politically tough times, and we help others do the same.

For further conversation about any of these topics:

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