

Case 2: Does the worksheet show what Dec knows?

Content note

This case discusses disability, evaluations and support plans. No student should share their own grades, diagnosis or support plan, so keep the discussion on Dec’s situation.

Overview

Students read about Dec, a high school senior who explains a circuit well out loud but loses his place on a dense practice sheet. They sort the evidence into what is observed, what might explain it and what is not established, using a summary of the IDEA evaluation rule. They then redesign the practice sheet or draft a support request that Dec could approve.

Before this case

Students should already be able to:

- read a legal rule and restate it in plain words
- put the steps of a process in order
- write an explanation of about 300 words for a named reader

Objectives

Students will be able to:

- separate a classroom result, a formal evaluation, an eligibility decision and a plan
- describe Section 504 as a separate civil-rights route
- use Dec’s case as an example without concluding anything about him

Objectives, continued

- name who at school to ask and where district procedures vary

Materials

- This chapter, one copy per student
- Evidence A and B
- Plain-language paraphrases of 34 CFR § 300.304 and § 300.320, printed beside each rule
- The flowchart template with decision points

The task in this edition

Task: Write an explainer for students on the path from a classroom struggle to an IDEA evaluation, a 504 plan or neither.

Students make: Illustrated explainer, 300–400 words

Pacing

Opener (page 23): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 24 and 25): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 29 and 30): 10 min. Short on time: 8 min. Students fill in only the “What it shows” boxes.

Key idea (pages 31 and 32): 12 min. Short on time: 10 min. Skip the code of ethics card.

Pacing, continued

Sort the evidence (pages 33 and 34): 8 min. Short on time: skip. The flowchart covers who decides.

Practice (page 35): 6 min. Short on time: skip.

Your task (pages 36 and 37): 12 min. Short on time: 10 min. Fill in Step 1 of the flowchart together.

Your draft (page 38): 22 min. Short on time: 20 min. Students write the opening in class and finish the captions at home.

Check your work (pages 39 and 40): 8 min. Short on time: skip. Collect explainers and check them against the regulation paraphrases yourself.

Questions to discuss (pages 41 and 42): 10 min. Short on time: 4 min. Use question 3 as an exit ticket.

Talk about this case at home (page 43): at home.

Periods: full chapter 99 minutes; one period 60 minutes.

Standards

RI.11-12.1 Back up an analysis with the strongest evidence from the text, including where the text leaves things uncertain.

RI.11-12.7 Combine and evaluate sources in different media to answer a question or solve a problem.

Case 2 plan, continued

Standards, continued

W.11-12.1.a Introduce a precise, informed claim, show why it matters, distinguish it from opposing claims and organize the argument logically.

W.11-12.1.b Develop claims and counterclaims fairly and fully, with the best evidence for each, keeping the audience’s knowledge, values and possible biases in mind.

SL.11-12.1.c Keep a discussion moving with questions that probe reasoning and evidence, and make sure the full range of views is heard.

SL.11-12.1.d Respond to different views, pull together what each side says, resolve conflicts where possible and name what still needs research.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate the intended outcome of varied-measure rules and what can still go wrong in practice.

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students identify an appropriate school contact and a question as their action option.

Codes of ethics

- **CEC Ethical Principles and Practice Standards:** Special Education Standards for Professional Practice: Teaching and Assessment
- **CEC Ethical Principles and Practice Standards:** Special Education Professional Ethical Principles
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 8

Heat map

- ■ □ **Opener (page 23):** Medium
- □ □ **Key terms (pages 24 and 25):** Low
- □ □ **Look at the evidence (pages 29 and 30):** Low
- □ □ **Key idea (pages 31 and 32):** Low
- ■ □ **Sort the evidence (pages 33 and 34):** Medium
- ■ □ **Practice (page 35):** Medium
- □ □ **Check your work (pages 39 and 40):** Low

Try it at your school

Learn your school’s route for asking about support.

- Find your school’s student handbook or website page on learning support

Try it at your school, continued

- Write one question you’d want answered, without naming a classmate
- Ask a counselor who handles support requests and how parents or students start one
- If a friend is struggling, ask them what they want before doing anything

Who to ask: School counselor, special-education coordinator or a teacher you trust

Safety: Don’t share anyone’s grades, diagnosis or support plan. A parent or guardian usually has to be part of a formal evaluation request for students under 18.

Sources

- U.S. Department of Education, “IDEA regulations, 34 CFR § 300.304 (evaluation procedures),” No date listed
- CAST, “Universal Design for Learning Guidelines 3.0,” 2024

Case 2: Does the worksheet show what Dec knows?

Dec can explain a circuit out loud but gets lost on a crowded worksheet, so the crew asks what the task measures.

On your own Read What happened. Underline what Dec can do out loud and where he gets stuck. About 5 minutes.

Your role: You're the one who reads the goal line before anyone decides what Dec knows. **New skill:** Check what a task is meant to measure.



Dec points to a small light circuit on the table while Anika watches.

What happened

Anika, 16, and Dec, 17, are at the study table twenty minutes before theater rehearsal. They are building a light circuit for a school set. Dec can explain out loud how the current travels through the circuit. On the written practice sheet, he loses his place in the instructions.

The sheet has six dense paragraphs and one small diagram. Anika's first idea is to run the same timed practice sheet again. Then she draws a larger sketch, and Dec traces the whole circuit correctly.

Mari, 19, is on her break from the bookshop. She does not assume she knows why Dec is stuck. Dec wants help with this task, but he does not want a diagnosis from the group chat.

Your question: Does the practice sheet show what Dec knows, and what should Dec ask his teacher?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the opening question.

💬 Say this

“Dec can explain the circuit out loud. What could make a written sheet harder than talking?” — Set the norm first: nobody shares their own grades or support plans. Take two or three answers.

👁 Watch for

Misconception: Students decide Dec is not trying. **Listen for:** “He just needs to focus.” **Then:** Ask what the story says Dec can do. Write “explains the circuit out loud” on the board.

📎 Support

- Read What happened aloud while students follow along.
- Sketch a simple circuit on the board: battery, switch, LED.

🔥 Heat check

■ ■ □ **Medium.** Students may link Dec's struggle to their own diagnosis or a classmate's.

Cool-down: Restate the norm: we talk about Dec and the worksheet only. Nobody shares grades, diagnoses or support plans.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Learning goal A learning goal is the knowledge or skill that a task is meant to show.

En español: meta de aprendizaje

In this case: The practice brief names one goal: explain how a simple circuit works. It does not list speed or reading six dense paragraphs.

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.

En español: evaluación

In this case: Dec's practice sheet is not an evaluation. It is one observation the crew can describe to a teacher.

Eligibility Eligibility is meeting the requirements for a particular service or program.

En español: elegibilidad

In this case: A practice sheet cannot show whether Dec is eligible for special education. Under IDEA, no single measure can be the only basis for that decision.

Who is involved



Dec

Theater crew, working on the circuit sheet

"I can show you where the current goes. Then I get halfway through the written question and lose my place."



Anika

Studying the circuit with Dec

"I kept pointing at the page and saying 'it's right there.' I never looked at how the question was written."

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Write your first guess now. You will come back to it at the end." — Keep first guesses private unless a student wants to share.

👁 Watch for

Misconception: Students think "evaluation" means any test.

Listen for: "The worksheet was his evaluation." **Then:**

Reread the definition. An evaluation is a formal school process, not a practice sheet.

📖 Support

- Pair students who share a language to explain each term.
- Frame: "A learning goal is _____. In this case, the goal is _____."
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, why do you think Dec gets stuck on the worksheet?

➤ My first guess is that the sheet tests reading more than circuits, because Dec can explain the circuit out loud.

[illegible]

Reading passage

One score, two explanations

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Learning goal:** A learning goal is the knowledge or skill that a task is meant to show.
- **Evaluation:** An evaluation is a school's formal process for learning about a student's needs, using more than one measure.
- **Eligibility:** Eligibility is meeting the requirements for a particular service or program.
- **Context:** Context is the information around an event or a quote that you need to understand what it means.

The story: What the study table shows

Twenty minutes before rehearsal, the study table looks like a small workshop. Anika, a high school junior who helps build theater sets, and Dec, a senior who pulls the curtain at every show, are wiring a light circuit for a school set. Dec can narrate the path of the current without hesitating: out of the battery, through the switch and the LED, and back. The written practice sheet stops him. It asks students to read six dense paragraphs, use one small diagram and answer four questions in complete sentences. Partway through, Dec loses track of which line the question wants him to follow.

Each friend responds according to habit. Anika, who likes to solve a problem herself, suggests running the timed sheet again. Later she notices her own mistake. She kept pointing at the answer instead of at how the question was built. When she redraws the circuit at a larger size, Dec traces it correctly from start to finish. Mari, who is dyslexic and moves between print and audiobooks, does not claim to know what is happening for Dec. She asks him to explain it to her first, then compare that with the worksheet.

Dec sets the terms. He wants help with this assignment, and he wants his friends to describe what happened rather than announce what is wrong with him. Your role is to read the goal line before anyone decides what Dec knows.

Stop and think. Anika wants to avoid doing the thinking for Dec. How can a clearer format still test the learning goal?

Pacing

Reading: about 5 min (723 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: What the study table shows”:** Anika wants to avoid doing the thinking for Dec. How can a clearer format still test the learning goal?
2. **After “Measuring the goal, not the format”:** The notes record what happened but not why. Why is it important to keep those two things separate?
3. **After “The limits of a study session”:** IDEA forbids using a single measure as the only basis for eligibility. What risk is that rule designed to prevent?

Measuring the goal, not the format

Case 1 taught a habit that transfers directly: go back to the original source. Here that source is the practice brief. Its goal is to “explain how a simple circuit works.” It sets no time limit. A **learning goal** is the knowledge or skill that a task is meant to show, and naming it changes the question. The issue is no longer whether Dec can finish the sheet. It is whether the sheet measures the goal or something next to it, such as reading dense text under pressure.

The evidence is uneven, and that is useful. The study-table notes record two observations on the same afternoon. Spoken, with a larger sketch, Dec’s explanation was correct. Written, he skipped a line and answered a different question. Neither observation explains why. Case 1’s term **context** applies here. A written answer is real evidence, but like a cropped clip it shows one frame of a larger picture.

Anika’s revised plan is modest. She wants one clear diagram and one instruction at a time, followed by Dec explaining why the circuit works. She does not want to do the thinking for him. That last condition matters. A new format is only a fair test if it still requires Dec to show the learning goal.

? **Stop and think.** The notes record what happened but not why. Why is it important to keep those two things separate?

The limits of a study session

Schools have a formal process for questions the crew cannot answer. An **evaluation** is a school’s formal process for learning about a student’s needs, using more than one measure. **Eligibility** is meeting the requirements for a particular service or program. The federal IDEA regulations require a public school to use a variety of assessment tools and forbid using any single measure as the sole basis for an eligibility decision (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). As the law turned fifty, K-12 Dive traced where IDEA, evaluations and individualized education programs came from (K-12 Dive, December 3, 2025).

The same logic appears in design and in civil rights guidance. CAST’s guidelines encourage giving learners more than one way to take in information and show what they know (CAST, Universal Design for Learning Guidelines 3.0, 2024). A systematic review and meta-analysis examined how well that approach works in practice (Almeqdad et al., Cogent Education, May 29, 2023). The Department of Justice says testing accommodations should let a test measure skill rather than disability (ADA.gov, February 28, 2020).

Professional ethics adds a privacy boundary. The NEA code says educators “shall not disclose information about students obtained in the course of professional service” without a compelling professional purpose or a legal requirement (National Education Association, Code of Ethics, 1975). Friends are not bound by that code, but the crew follows its spirit. Dec decides what Ms. R hears, and a study session stays a study session.

This page continues page 26. The notes for both pages are on the sheet for page 26.

The limits of a study session, continued

The skill you practiced here, checking what a task is meant to measure, returns in later cases. You will ask it of a pay statement, a sample ballot and a school budget.

? **Stop and think.** IDEA forbids using a single measure as the only basis for eligibility. What risk is that rule designed to prevent?

Sources

Real source | U.S. Department of Education | No date listed

IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

Real source | K-12 Dive | December 3, 2025

IDEA at 50: How the landmark law changed education

Real source | CAST | 2024

Universal Design for Learning Guidelines 3.0

Real source | Cogent Education (Almeqdad et al.) | May 29, 2023

The effectiveness of universal design for learning: A systematic review of the literature and meta-analysis

Real source | ADA.gov (U.S. Department of Justice) | February 28, 2020

ADA Requirements: Testing Accommodations

Real source | National Education Association (NEA) | 1975

Code of Ethics of the Education Profession

Notes

This page continues page 26. The notes for both pages are on the sheet for page 26.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

Evidence A | Practice brief, handed out Monday

The assignment

Goal: Explain how a simple circuit works. Read the six paragraphs below before you answer. Use the diagram to trace the path of the current from the battery through the switch and the LED and back. Answer questions 1–4 in complete sentences.

Look closely: Which skill does the goal line name, and which does it leave out?

What it shows

➤ One goal, explaining a circuit, but the page also demands reading six dense paragraphs.

What it leaves out

➤ How it is scored, and whether the reading load is part of what it means to test.

Evidence B | Study-table notes, Wednesday 3:40 p.m.

Dec's explanation

Out loud, with the larger sketch: traced the whole path, battery to switch to LED and back. Correct. Written sheet: skipped a line in the instructions and answered a different question from the one asked. Dec: the layout is hard to follow.

Look closely: What did Dec get right out loud that the sheet did not record?

What it shows

➤ A second observation: correct out loud, off track on paper, with Dec's own account.

What it leaves out

➤ Whether other students lose their place too, and what Dec wants to happen next.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Students fill in only the “What it shows” boxes.

💬 Say this

“Put your finger on the goal line in Evidence A. Now find what Dec did out loud in Evidence B.” — Ask students to compare the two before anyone explains why.

👁 Watch for

Misconception: Students read the notes as proof of a disability. **Listen for:** “So he has a learning disability.” **Then:** Ask what the notes record: two observations and Dec's own words. They do not record a cause.

📄 Support

- Give Evidence A with the goal line enlarged and the paragraphs numbered.
- Read Evidence B aloud.
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

🔗 Stretch

- Ask which parts of Evidence A a teacher could change without changing the goal line.

🔥 Heat check

■□□ Low.

This page continues page 29. The notes for both pages are on the sheet for page 29.

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 12 minutes.

Dec's written answer and his spoken explanation give the crew different information. A **learning goal** is the knowledge or skill that a task is meant to show. The practice brief names one goal: explain how a simple circuit works. It does not list speed, and it does not list reading six dense paragraphs. So the next question is what the sheet was meant to measure and what got in the way.

CAST's Universal Design for Learning Guidelines encourage giving learners more than one way to take in information and show what they know. For Dec, a larger diagram is a practice option to test. It is not a diagnosis, and it does not change an official test. Ask Dec what helped, and check that he can still explain the circuit.

An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. Under IDEA, a federal law, a public school must use varied tools in an evaluation. No single measure can be the only basis for deciding **eligibility**. Eligibility is meeting the requirements for a particular service or program. A study session is not an evaluation, so Dec decides whether to ask his school how that process starts.

Professional standards

Real source | Council for Exceptional Children (CEC)

CEC Ethical Principles and Practice Standards: Special Education Standards for Professional Practice: Teaching and Assessment

"Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured"

In plain words: Special educators who follow CEC's standards use assessments that measure the skill the task is meant to measure.

Question: The goal is explaining a circuit. Which parts of the sheet test something else, like reading six dense paragraphs?

Pacing

Full chapter: 12 min.

 Short on time: 10 min. Skip the code of ethics card.

Say this

"A learning goal names what a task should show. What does this sheet show besides the goal?" — Wait for "reading the paragraphs."

"The CEC standard asks for assessments that measure what they are meant to measure. Does this sheet?" — Take a thumbs vote, then ask for evidence.

Watch for

Misconception: Students treat the CEC code or IDEA as rules for every quiz. **Listen for:** "It's illegal to give that worksheet." **Then:** Say: "IDEA's rule covers formal evaluations. The CEC code guides special educators. Neither makes this sheet illegal."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the second CEC card. Ask how the crew can make sure Dec, not Anika, decides what his message says.

Heat check

■□□ Low.

Professional standards, continued**Your answer**

Besides its goal, the sheet measures ____, which means ____.

➤ Besides its goal, the sheet measures reading six dense paragraphs and keeping track of instructions. So a wrong answer may not show a gap in circuit knowledge.

In the news

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Asks the case's question in real life: does a test accommodation help students show what they actually know?



Real source | K-12 Dive | December 3, 2025

IDEA at 50: How the landmark law changed education

Explains where IDEA, evaluations and IEPs came from and why schools must plan around each student's needs.

Notes

This page continues page 31. The notes for both pages are on the sheet for page 31.

Sort the evidence

On your own Read each decision in the diagram. Write who decides it in each blank box. About 8 minutes.

Sort who can decide each question. Which decision belongs to the teacher, which to a formal school process, and which only to Dec?

Try a clearer practice format for the circuit goal

Who decides

The teacher, who sets the practice format and the learning goal

Under which rule

Who lives with it

Dec, who decides what to share and whether to ask

Your way in

Start a formal IDEA evaluation or a Section 504 conversation

Who decides

The school's evaluation process, with a parent or guardian for a student under 18

Under which rule

IDEA evaluation rule: varied tools, no single measure as the sole basis

Who lives with it

Your way in

 A counselor or special-education coordinator explains how a request starts

Pacing

Full chapter: 8 min.

 Short on time: skip this page. Skip this page. The flowchart covers who decides.

Say this

“Each decision in the diagram has a different decider. Which decision belongs only to Dec?” — Model the teacher row together.

Watch for

Misconception: Students give the friends a decider role. **Listen for:** “Anika and Mari should ask for the IEP.” **Then:** Point to the diagram. The school’s process decides evaluations, and Dec decides what he shares.

Support

- Let students write T (teacher), S (school process) or D (Dec) before writing sentences.

Heat check

 **Medium.** The missing-perspective question can lead students to talk about their own support plans.

Cool-down: Keep it about Dec and Ms. R. Restate the norm, then return to what the diagram says each person decides.

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

Other students who use the same sheet. I would ask whether they also lose their place in this layout, without asking anyone about grades.

Notes

[illegible]

This page continues page 33. The notes for both pages are on the sheet for page 33.

Practice: choose a response

On your own Choose what the crew should try and explain why. Then fix the two marked lines. About 6 minutes.

What should the crew try at the study table?

- ☐ A Run the same timed sheet again so Dec gets more practice.
- ☒ B Let Dec explain with a larger diagram, then compare his reasoning with the sheet.
- ☐ C Tell Dec he probably needs an IEP.

Why I chose it

➤ B. Only B changes the format while it keeps the learning goal, so the crew learns what the sheet measures. C claims an eligibility decision no study session can make.

Improve a draft

A student's first draft

Hi Ms. R, Dec failed the circuit sheet again and we think the test is unfair to him. He obviously knows the material because he explained it to us perfectly. At the study table he went through the whole thing out loud with no mistakes. ① We think he might have a learning disability and should get an IEP so he can get extra time. My cousin has one and it helped her a lot. ② Can you give him an easier version? We really think this would help him pass. Thanks, Anika and Mari.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ He traced the circuit aloud but skipped a line on paper. We can't say why.

Rewrite phrase 2

➤ Could the same four questions be tried with a larger diagram?

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“Dec has twenty minutes before rehearsal. What should the crew try right now?” — Take a vote before any discussion.

👁 Watch for

Misconception: Students choose C because it sounds caring. **Listen for:** “He needs help, so tell him about an IEP.” **Then:** Ask who can decide eligibility. Only the school’s evaluation process can.

🔥 Heat check

■ ■ □ **Medium.** Option C can prompt stories about classmates’ IEPs.

Cool-down: Say that no student’s plan is discussed here. Ask what the evidence shows about Dec, then go back to the options.

➤ Answer key

A revised version: Hi Ms. R, I’m working on the circuit practice sheet. The goal says we should explain how a simple circuit works. When I talked it through with a larger diagram, I could trace the whole route. On the written sheet, I lost my place in the paragraphs and answered a different question. Could we talk about how the sheet checks the goal and what support options might help me show my reasoning? I can bring both attempts. Anika and Mari helped me write this, and I asked them to. Thanks, Dec

Grades 11–12**Your task**

On your own Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Write an explainer for students on the path from a classroom struggle to an IDEA evaluation, a 504 plan or neither.

Use: The IDEA excerpt (34 CFR § 300.304), the IEP contents rule (§ 300.320) and the case evidence.

You'll make: Illustrated explainer, 300–400 words

Time: 60 minutes

- 1 Reread the key idea. List the terms evaluation, eligibility, IEP and Section 504.
- 2 Fill in the flowchart from a classroom struggle to an evaluation, a 504 plan or neither.
- 3 Mark each step that a district may handle in its own way.
- 4 Write one sentence that uses Dec's case as an example without deciding anything about him.
- 5 Draft the opening and the flowchart captions on the Your draft page.
- 6 Finish the explainer, 300 to 400 words, in the online workspace.
- 7 Check your explainer with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Step 1: in the classroom

➡ **A student struggles on a task. The teacher and student talk about the goal and try a clearer format.**

Step 2: asking about support

➡ **The student or a parent asks a counselor or special-education coordinator how a request starts.**

Case 2 | Your task | Grades 11–12 educator edition**⌚ Pacing**

Full chapter: 12 min.

✂ Short on time: 10 min. Fill in Step 1 of the flowchart together.

💬 Say this

“Evaluation, eligibility, IEP and 504 are four different steps. Who decides each one?” — Build the list on the board before students fill in the flowchart.

👁 Watch for

Misconception: Students treat 504 as a lighter IEP under the same law. **Listen for:** “If you don’t get an IEP, you get a 504.” **Then:** Say: “Section 504 is a separate civil-rights law. A school may consider it. It is not automatic.”

📄 Support

- Flowchart template with decision points
- Plain-language paraphrase of each regulation provided alongside
- Read each regulation paraphrase aloud next to the rule.

🔗 Stretch

- Distinguish IDEA eligibility from Section 504 coverage accurately and flag where district procedures vary.

📋 Standards

Common Core: RI.11-12.1; RI.11-12.7; W.11-12.1.a; W.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d.

C3 Framework: D2.Civ.13.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Step 3: a formal evaluation

Step 4: the result

Dec's case as an example

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a dark vertical border on the left side, suggesting it might be part of a bound notebook or folder. The paper is otherwise blank, with no writing or markings.

07 Answer key

- Accurately separates evaluation, eligibility and plan
- Notes 504 as a separate civil-rights route
- Uses Dec's case as an example without overreaching
- Names who at school to ask

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 22 minutes.

Your explainer's opening

👉 If you are struggling on a task, you may hear the words evaluation, eligibility, IEP and 504. They name different steps, and different people decide each one. Take Dec, who traced a circuit correctly out loud but lost his place on a written sheet. That is a classroom observation. It is not an evaluation, and it does not show whether he is eligible for anything.

Captions for your flowchart

👉 1. In class: a teacher and a student check the task's goal and try a clearer format. 2. Asking: a student or parent asks a counselor or special-education coordinator how a request starts. 3. Evaluation: the school uses varied tools, and no single measure decides eligibility. 4. Result: an IEP if the student is eligible under IDEA, a 504 plan as a separate civil-rights route, or neither. Procedures vary by district, so ask your school.

⌚ Pacing

Full chapter: 22 min.

✂ Short on time: 20 min. Students write the opening in class and finish the captions at home.

💬 Say this

“Your reader just heard the word evaluation for the first time. What do they need first?” — Ask for one sentence that says who to ask.

👁 Watch for

Misconception: The explainer promises a result. **Listen for:** “If you struggle, you’ll get an IEP.” **Then:** Ask what decides eligibility: a formal evaluation with varied tools.

👉 Answer key

What to notice in the sample:

1. Uses Dec as an example without deciding anything about him.
2. Paraphrases the IDEA rule accurately.
3. Separates Section 504 from IDEA.
4. Flags where local procedure takes over.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Does your explainer separate evaluation, eligibility and a plan?	☒ Yes ☐ No
Does it describe Section 504 as a separate route?	☒ Yes ☐ No
Does it use Dec's case without concluding anything about him?	☒ Yes ☐ No
Does it name who at school to ask?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Mentions only the score.	☐ Describes Dec's explanation vaguely.	☐ Cites the goal and two specific observations.	☐ Uses observations and notes what they cannot show.
Reasoning	☐ Concludes Dec has a disability or the test is illegal.	☐ Suggests easier content without linking to the goal.	☐ Connects a possible format barrier to the learning goal.	☐ Distinguishes classroom support from IDEA evaluation accurately.
Audience & purpose	☐ Message speaks for Dec without his input.	☐ Mentions Dec but ignores his voice.	☐ Written in Dec's voice with his permission.	☐ Respects Dec's control and gives the teacher a clear next step.

Pacing

Full chapter: 8 min.

 Short on time: skip this page. Collect explainers and check them against the regulation paraphrases yourself.

Say this

“Would Dec agree to your work as written? Mark your level honestly. Then make one change.” — Circulate and ask for one removed guess or one added observation.

Watch for

Misconception: Students make surface edits only. **Listen for:** “I fixed the spelling.” **Then:** Point to the Revision row. Ask students to replace one diagnosis with an observation.

Heat check

 Low.

Answer key

How to assess: The explainer is checked for legal accuracy against the regulation paraphrases, for a correct separation of IDEA and Section 504, and for restraint when applying the rules to Dec.

Proficient looks like:

- **Evidence:** Cites the goal and two specific observations.
- **Reasoning:** Connects a possible format barrier to the learning goal.
- **Audience & purpose:** Written in Dec's voice with his permission.
- **Revision:** Replaces the diagnosis with an observation.

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes one problem line.	☐ Replaces the diagnosis with an observation.	☐ Explains how each change protects Dec's privacy and agency.

I changed ___ because ____.

☛ I changed “Dec qualifies for a 504 plan” to “the school may consider a 504 plan,” because only the school can decide that.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 39. The notes for both pages are on the sheet for page 39.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 10 minutes.

- 1 Is the practice sheet checking circuit understanding, reading speed or both?

➤ Officially it checks circuit understanding, and speed is not listed. In practice, the layout also measures sustained reading and tracking of instructions, so one score mixes two skills.

- 2 How would you know a new format shows Dec's learning more clearly instead of giving away the answer?

➤ Compare both formats against the goal line. If both still require an explanation of how the circuit works, the change removes a barrier, not the task.

- 3 What does the IDEA evaluation rule cover, and why does a study session fall outside it?

➤ It covers IDEA evaluations: varied tools, and no single measure as the only basis for eligibility. A study session is not an evaluation, so the rule does not apply to it.

My take

My claim: ____.

➤ The sheet mixes its stated goal with a reading load, so one score cannot show what Dec knows.

The best evidence is ____, because ____.

➤ The brief's goal line, because it names only the circuit and lists no time limit.

Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. Use question 3 as an exit ticket.

Say this

“Answer with a detail from the brief or the notes, not a story about someone you know.” — Post the question numbers and call on one student per question.

Stretch

- Design a universal design version of a real quiz from another class. Keep its learning goal the same.
- Going further: Write down your first guess about why Dec got stuck. Then compare the two observations in the evidence, and write what changed your mind.
- Going further: Design two practice sheets that keep the same learning goal: explaining how a simple circuit works. Ask a classmate which one makes the goal easier to show.
- Going further: Find the IDEA evaluation rule in its federal source, 34 CFR § 300.304. Quote the part about using more than one measure, and name where it comes from.
- Going further: Find your school's handbook or web page on learning support. Write one question you want answered, without naming a classmate. Then ask a counselor how students or parents start a request.
- Research how your state describes the timeline for an initial evaluation after a parent consents
- Design a UDL version of a real quiz from another class

My take, continued

Someone who disagrees might say ____.

➤ Every test involves reading, so the layout is a fair part of the task.

The limit of the evidence is ____.

- Two observations at one study table cannot show why Dec loses his place.

I would change my mind if ____.

Dec lost track the same way with numbered steps and a larger diagram.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 41.

Heat check

Question 3: Medium. Students may bring up their own IEP or 504 plan, or a classmate's.

Cool-down: Restate the norm: nobody shares their own or anyone else's support plans. Then return to what the rule says.

Talk about this case at home

Case 2: Does the worksheet show what Dec knows?

In this case, a student can explain a light circuit out loud but gets lost on a crowded worksheet. Your student compared the worksheet's goal with notes from a study session and thought about what the worksheet really measures.

Questions to talk about

- 1 Can one test show everything a person knows? Why or why not?
- 2 What makes the directions on a worksheet or a form easy to follow?
- 3 Who at a school can students ask about help with schoolwork?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 2 | Talk about this case at home | Grades 11–12 educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share a personal story to complete it.