

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:

- find the main point of a short set of directions
- tell what someone did from why they did it
- write three to five sentences that explain a choice

Objectives

Students will be able to:

- name the learning goal of a task in their own words
- separate a task’s goal from its format
- redesign the format so the same goal is easier to show

Objectives, continued

- explain why the new version still tests the same goal

Materials

- This chapter, one copy per student
- Evidence A and B on half-pages, with the goal line enlarged
- A large printed circuit diagram to mark up, one per pair

The task in this edition

Task: Redesign Dec’s practice sheet so it still checks circuit understanding, then explain your changes to a partner.

Students make: Annotated sketch plus 3—5 sentence explanation

Pacing

Opener (page 20): 6 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 21 and 22): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 25 and 26): 12 min. Short on time: 10 min. Read Evidence B aloud. Students fill in only the “What it shows” boxes.

Pacing, continued

Key idea (pages 27 and 28): 8 min. Short on time: 3 min. Say the IDEA rule in one sentence. Skip the code of ethics.

Sort the evidence (pages 29 and 30): 8 min. Short on time: skip.

Practice (page 31): 8 min. Short on time: 5 min. Vote on the options. Skip the draft fixes.

Your task (pages 32 and 33): 18 min. Short on time: 15 min. Students sketch in pairs and write two sentences each.

Check your work (pages 34 and 35): 6 min. Short on time: skip. Check sketches against the success criteria yourself.

Questions to discuss (page 36): 8 min. Short on time: 5 min. Use question 2 as an exit ticket.

Talk about this case at home (page 37): at home.

Periods: full chapter 80 minutes; one period 45 minutes.

Standards

RI.6.1 Use evidence from the text to support what it says directly and what you can infer from it.

RI.6.7 Combine information from words, images and numbers to build a clear understanding of a topic.

Case 2 plan, continued

Standards, continued

W.6.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.6.1.b Support a claim with clear reasons and relevant evidence from credible sources.

SL.6.1.c Ask and answer specific questions with details that add to the discussion.

SL.6.1.d Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.

RI.7.1 Use several pieces of evidence from the text to support what it says directly and what you can infer.

RI.7.8 Trace an argument in a text and judge whether its reasons and evidence are sound and sufficient.

W.7.1.a State your claim, recognize opposing claims and put the reasons and evidence in a logical order.

W.7.1.b Support a claim with logical reasoning and relevant evidence from accurate, credible sources.

SL.7.1.c Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.

SL.7.1.d Take in new information from others and change your view when the evidence calls for it.

Standards, continued

RI.8.1 Use the evidence that most strongly supports your analysis of what a text says and implies.

RI.8.7 Weigh the strengths and weaknesses of presenting a topic in print, video or other media.

W.8.1.a State your claim, show how it differs from opposing claims and put the reasons and evidence in a logical order.

W.8.1.b Support a claim with logical reasoning and relevant evidence from accurate, credible sources.

W.8.1.c Use words and phrases that show how claims, counterclaims, reasons and evidence connect.

SL.8.1.c Ask questions that connect several speakers' ideas, and respond with relevant evidence and observations.

SL.8.1.d Take in new information from others and qualify or defend your view based on the evidence.

D2.Civ.12.6–8 Judge specific rules and laws, actual or proposed, as ways to address public problems. In this case: Students assess how the IDEA evaluation rule addresses the problem of one-score decisions.

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 20):** Medium
- □ □ **Key terms (pages 21 and 22):** Low
- □ □ **Look at the evidence (pages 25 and 26):** Low
- □ □ **Key idea (pages 27 and 28):** Low
- ■ □ **Sort the evidence (pages 29 and 30):** Medium
- ■ □ **Practice (page 31):** Medium
- □ □ **Check your work (pages 34 and 35):** 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

Case 2 plan, continued

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 6 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: 6 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: 3 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.

Your first guess

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

I think Dec gets stuck because ____.

🔑 I think Dec gets stuck because he does not understand circuits yet.

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 vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

This page continues page 21. The notes for both pages are on the sheet for page 21.

Reading passage

The circuit Dec can explain

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: Twenty minutes before rehearsal

Anika and Dec 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 from the battery, through the switch and the LED, and back.

The written practice sheet is a different story. It has six dense paragraphs and one small diagram. Halfway through a question, Dec loses his place. He says it is like a cue sheet with no numbers.

Anika's first idea is to run the same sheet again with a timer. Then she tries something else. She draws the circuit bigger, and Dec traces the whole path correctly. Mari, on her break from the bookshop, asks Dec to walk her through it first. She does not guess why he is stuck.

Dec wants help with this task. He does not want a diagnosis from the group chat. "Say what happened," he tells his friends, "not that you've figured out what's wrong with me."

Stop and think. Why do you think Dec can explain the circuit out loud but gets lost on the page?

What is the sheet checking?

In Case 1, you learned to go back to the original source. Here, the original source is the practice brief itself. Its goal line says: "Explain how a simple circuit works."

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

Pacing

Reading: about 5 min (443 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Twenty minutes before rehearsal":** Why do you think Dec can explain the circuit out loud but gets lost on the page?
2. **After "What is the sheet checking?":** What is the learning goal on the sheet, and what else does the sheet seem to test?
3. **After "What real schools and laws say":** Why should Dec, and not his friends, decide what his teacher hears?

What is the sheet checking?, continued

The goal does not mention speed. It does not mention reading six dense paragraphs either. So when Dec gets lost on the page, the sheet may be testing reading and layout as much as circuits.

This is a lot like the cropped clip in Case 1. One written answer, without **context**, can give the wrong picture. Dec's spoken explanation is the missing context. Together, the two answers tell you more than either one alone.

The crew also knows what it cannot decide. 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. Anika says it plainly: "We're not an evaluation team." Dec decides whether to ask his teacher, Ms. R, how that process starts.

? **Stop and think.** What is the learning goal on the sheet, and what else does the sheet seem to test?

What real schools and laws say

A federal law called IDEA says a public school must use a variety of tools in an evaluation. No single measure can be the only basis for deciding eligibility (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). Design guides for teachers also suggest giving students more than one way to show what they know (CAST, Universal Design for Learning Guidelines 3.0, 2024).

Your role in this case is to read the goal line before anyone decides what Dec knows. That habit, checking what a task is meant to measure, is the new skill you will carry into later cases.

? **Stop and think.** Why should Dec, and not his friends, decide what his teacher hears?

Sources

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

IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

Real source | CAST | 2024

Universal Design for Learning Guidelines 3.0

This page continues page 23. The notes for both pages are on the sheet for page 23.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 12 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

➤ The goal is to explain how a simple circuit works.

One question I still have

➤ What are the six paragraphs meant 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

➤ Dec traced the whole circuit correctly out loud with the larger sketch.

One question I still have

➤ Why is the layout hard for Dec to follow?

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Read Evidence B aloud. 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.

Look at the evidence, continued

What is still missing from the evidence?

○ We don't know if Dec wants help from the school, or how the sheet is scored.

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's part of a bound notebook or folder. The paper is otherwise blank, with no handwriting or other markings.

This page continues page 25. The notes for both pages are on the sheet for page 25.

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 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: 8 min.

 Short on time: 3 min. Say the IDEA rule in one sentence. Skip the code of ethics.

Say this

"Here is the rule in plain words: a school deciding about special education has to use more than one measure." — Say it once, then ask a student to repeat it.

"Is a study session with friends one of those decisions?" — Wait for "no." It is practice, not an evaluation.

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**

The part that tests something else is ____.

→ The six long paragraphs test reading. The small diagram makes the circuit hard to see.

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 27. The notes for both pages are on the sheet for page 27.

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.

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 _____.

Ms. R's view is missing. I would ask her what the six paragraphs are for.

Notes

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

Practice: choose a response

On your own Choose what the crew should try and explain why. Then fix the two marked lines. About 8 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. It keeps the same goal and lets Dec show what he knows. A repeats the problem, and C guesses at a diagnosis.

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

➤ When we used a bigger diagram, Dec explained the whole circuit out loud.

Rewrite phrase 2

➤ Could Dec try the same questions with a bigger diagram?

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Vote on the options. Skip the draft fixes.

💬 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 6—8**Your task**

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

Redesign Dec’s practice sheet so it still checks circuit understanding, then explain your changes to a partner.

Use: The practice brief and Dec’s study-table notes; the legal rule is summarized by the teacher.

You’ll make: Annotated sketch plus 3—5 sentence explanation

Time: 45 minutes

- 1 Find the goal line in Evidence A. Say it in your own words.
- 2 List two parts of the sheet that got in Dec’s way.
- 3 Sketch a new sheet with a bigger diagram and numbered steps.
- 4 Label two changes on your sketch.
- 5 Write three to five sentences in the Your draft box that explain your changes.
- 6 Check that your sheet still asks for an explanation of how the circuit works.

Show it your way

Write it: Write 3—5 sentences with the frame “The goal is __. I changed __ so that __.”

Say it: Explain your redesigned sheet to a partner in one minute: the goal, two changes and why the goal stays the same.

Show it: Sketch the new practice sheet with a larger diagram and numbered steps, and label your two changes.



Prefer typing? Scan to open the online workspace.

Case 2 | Your task | Grades 6—8 educator edition**⌚ Pacing**

Full chapter: 18 min.

✂ Short on time: 15 min. Students sketch in pairs and write two sentences each.

💬 Say this

“Change how the sheet looks, not what it asks.” — Describe the sheet, not Dec.

📎 Support

- Large printed diagram to mark up
- Frames: “The goal is __. I changed __ so that __.”
- Vocabulary cards: goal, barrier, format
- Talk first, write second

🔗 Stretch

- Explain why your version still tests the same goal and isn’t just easier.

📋 Standards

Common Core, grade 6: RI.6.1; RI.6.7; W.6.2; W.6.1.b; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; RI.7.8; W.7.1.a; W.7.1.b; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; RI.8.7; W.8.1.a; W.8.1.b; W.8.1.c; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.12.6–8.

The Case plan sheet gives each code in plain words.

Your task, continued

The learning goal, in my words

The goal is ____.

➤ The goal is to explain how a simple circuit works.

What got in the way: 1

➤ Six dense paragraphs to read first.

What got in the way: 2

➤ One small diagram that is hard to follow.

Change 1 on my sketch

➤ A bigger diagram of the circuit.

Change 2 on my sketch

➤ Numbered steps, one at a time.

Your draft

Your explanation

The goal is _____. I changed ____ so that ____.

➤ The goal is to explain how a simple circuit works. I changed the small diagram to a bigger one so that the path of the current is easy to see. I changed the six paragraphs to numbered steps so that Dec can keep his place. The questions still ask him to explain the circuit, so the goal stays the same.

This page continues page 32.

➤ **Answer key**

A strong response:

- States the learning goal
- Makes at least two format changes
- Explains why the goal stays the same
- Does not say what Dec's diagnosis is

What to notice in the sample:

1. Starts with the learning goal.
2. Explains why the new sheet is not just easier.

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 6 minutes.

Does your explanation name the learning goal?	☒ Yes ☐ No
Did you make at least two changes to the format?	☒ Yes ☐ No
Does your new sheet still ask how the circuit works?	☒ Yes ☐ No
Did you leave out any guess about a diagnosis?	☒ 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: 6 min.

 Short on time: skip this page. Skip this page. Check sketches against the success criteria 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 educator checks the sketch and explanation against the four success criteria and listens for the goal being restated during partner talk.

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.

How your work is scored, continued

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.

One change I made

I changed ___ because ___.

➤ I added “the goal stays the same” because my partner asked if my sheet was just easier.

Notes

[illegible]

This page continues page 34. The notes for both pages are on the sheet for page 34.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

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

➤ It is meant to check circuits. But the six long paragraphs also test reading, even though no time limit is listed.

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

➤ If Dec still has to explain how the current travels, the new sheet is not giving him the answer.

My take

I think the crew should ___ because ___.

➤ I think the crew should try a bigger diagram because Dec could explain the circuit that way.

The evidence that changed my first guess is ___.

➤ The study-table notes changed my first guess. Dec traced the whole circuit out loud.

One question I still have is ___.

➤ One question I still have is what the six paragraphs are supposed to test.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Use question 2 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

🔥 Heat check

■□□ Question 1: Low.

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 6—8 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.