

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:

- summarize a short document accurately
- tell an observation from a conclusion
- write a short message for a named reader

Objectives

Students will be able to:

- name the learning goal before describing any result
- describe two observations without diagnosing
- ask a question the teacher can answer
- explain what they left out of the message, for accuracy and for privacy

Materials

- This chapter, one copy per student
- Evidence A and B
- The IDEA rule as summarized in the key idea
- The case rubric, printed on the Check your work page

The task in this edition

Task: Draft a message to the teacher in Dec’s voice, written with his permission, that describes the observations and asks about support options.

Students make: Email, 60–100 words, plus 2-sentence note on what you left out and why

Pacing

Opener (page 22): 6 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 23 and 24): 6 min. Short on time: skip. Define evaluation and eligibility aloud in one minute.

Look at the evidence (pages 28 and 29): 12 min. Short on time: 10 min. Read Evidence B aloud. Students fill in only the “What it shows” boxes.

Key idea (pages 30 and 31): 10 min. Short on time: 5 min. Read the third paragraph of the key idea aloud. Skip the code of ethics.

Pacing, continued

Sort the evidence (pages 32 and 33): 8 min. Short on time: skip.

Practice (page 34): 8 min. Short on time: 6 min. Vote on the options. Skip the draft fixes.

Your task (pages 35 and 36): 8 min. Short on time: 5 min. Students fill in only the two observation boxes.

Your draft (page 37): 18 min. Short on time: 15 min. Students write the email in class and the note at home.

Check your work (pages 38 and 39): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 40 and 41): 10 min. Short on time: 5 min. Use question 3 as an exit ticket.

Talk about this case at home (page 42): at home.

Periods: full chapter 94 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

RI.9-10.8 Evaluate an argument’s claims, reasoning and evidence, and identify false statements and faulty reasoning.

Case 2 plan, continued

Standards, continued

- W.9-10.1.a** Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.
- W.9-10.1.b** Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.
- SL.9-10.1.c** Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.
- SL.9-10.1.d** Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.
- 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

Codes of ethics, continued

- **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 22):** Medium
- □ □ **Key terms (pages 23 and 24):** Low
- □ □ **Look at the evidence (pages 28 and 29):** Low
- □ □ **Key idea (pages 30 and 31):** Low
- ■ □ **Sort the evidence (pages 32 and 33):** Medium
- ■ □ **Practice (page 34):** Medium
- □ □ **Check your work (pages 38 and 39):** 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
- 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

Try it at your school, continued

- 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: skip this page. Skip this page. Define evaluation and eligibility aloud in one minute.

💬 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 Dec needs more practice, because he loses his place on the written sheet.

[illegible]

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

Reading passage

Is the test measuring the right thing?

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: A cue sheet with no numbers

The study table is covered in wire, a battery pack and a drawing that is getting bigger by the minute. Anika, 16, and Dec, 17, are building a light circuit for a school set, and rehearsal starts in twenty minutes. Dec can trace the current out loud without a pause: battery, switch, LED and back. On the written practice sheet, he gets halfway through a question and loses his place. The sheet has six dense paragraphs and one small diagram. “It’s like a cue sheet with no numbers,” he says.

Anika’s first instinct is repetition. She suggests running the same timed practice sheet again. Later she admits she kept pointing at the page and saying “it’s right there” without ever looking at how the question was written. When she sketches the circuit larger, Dec traces the whole path correctly. Mari, 19, is on her break from the bookshop. She switches between print and audio in her own reading, and she does not assume she knows why Dec is stuck. She asks him to walk her through it first.

Dec is clear about one boundary. He wants help with this task, but he does not want his friends to diagnose him. Before anyone tells his teacher, Ms. R, what he needs, they have to ask him.

Stop and think. Anika’s first idea was to repeat the timed sheet. What would a second try on the same sheet show, and what would it miss?

Reading the goal line

In Case 1, you found the original source before trusting a cropped clip. The original source here is the practice brief. Its goal line reads: “Explain how a simple circuit works.” The brief lists no time limit.

⌚ Pacing

Reading: about 5 min (589 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. After “The story: A cue sheet with no numbers”:

Anika’s first idea was to repeat the timed sheet. What would a second try on the same sheet show, and what would it miss?

2. After “Reading the goal line”:

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

3. After “Where the crew’s power ends”:

Why does a study session fall outside the IDEA evaluation rule?

Reading the goal line, continued

A **learning goal** is the knowledge or skill that a task is meant to show. Once you know the goal, you can ask a sharper question. Is the sheet measuring circuit understanding, reading speed or both? Dec's study-table notes answer part of it. Out loud, with the larger sketch, he traced the whole circuit correctly. On paper, he skipped a line in the instructions and answered a different question from the one asked.

Case 1 also gave you the word **context**, the information around an event or a quote that you need to understand what it means. A single written answer is a little like a cropped clip. It is real, but it leaves out the spoken explanation that shows what Dec knows.

? **Stop and think.** How would you know that a new format shows Dec's learning more clearly instead of giving away the answer?

Where the crew's power ends

The crew can change a practice plan. It cannot decide what support Dec qualifies for. 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. Under IDEA, a federal law, a public school must use varied tools in an evaluation, and no single measure can be the only basis for deciding eligibility (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). Special educators hold themselves to a similar standard. The Council for Exceptional Children asks them to use assessments that "accurately measure what is intended to be measured" (CEC Ethical Principles and Practice Standards, no date listed).

Federal guidance on testing makes the same point from another side. Tests should measure a person's skill, not their disability (ADA.gov, U.S. Department of Justice, February 28, 2020). Reporters are still asking whether common supports, such as extended time, help students show what they know (Education Week, October 13, 2025).

So the crew does what it can. Dec tries the clearer diagram and explains his reasoning again. Anika changes the study plan. Dec decides for himself whether to ask Ms. R about more support. Your role is to read the goal line before anyone decides what Dec knows.

? **Stop and think.** Why does a study session fall outside the IDEA evaluation rule?

Sources

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

IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

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

[illegible]

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

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 explaining a circuit. The page has six dense paragraphs and a small diagram.

What it leaves out

➤ How the sheet is scored, and what the six paragraphs are 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

➤ Out loud, Dec traced the circuit correctly. On paper, he skipped a line.

What it leaves out

➤ Why the layout is hard for him, and whether he wants formal support.

⌚ 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.

This page continues page 28. The notes for both pages are on the sheet for page 28.

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 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: 10 min.

✂ Short on time: 5 min. Read the third paragraph of the key idea aloud. Skip the code of ethics.

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 circuits, the sheet tests ____.

➤ Besides circuits, the sheet tests reading six dense paragraphs in order and following a small diagram.

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 30. The notes for both pages are on the sheet for page 30.

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 how the sheet is scored and whether reading counts toward the goal.

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 sheet of stationery.

This page continues page 32. The notes for both pages are on the sheet for page 32.

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 circuit goal and gathers a second observation. A does not test the layout problem Dec described, and C decides something only a school evaluation can decide.

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

➤ On the sheet, he lost his place and answered a different question.

Rewrite phrase 2

➤ Could we talk about how the sheet checks the goal and about support options?

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 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 9–10

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Draft a message to the teacher in Dec's voice, written with his permission, that describes the observations and asks about support options.

Use: All three evidence cards, including the IDEA evaluation excerpt.

You'll make: Email, 60–100 words, plus 2-sentence note on what you left out and why

Time: 50 minutes

- 1 Underline the goal line in Evidence A.
- 2 List two observations from Evidence B: one spoken and one written.
- 3 Write one question the evidence cannot answer.
- 4 Write an email of 60 to 100 words in Dec's voice on the Your draft page.
- 5 Finish the email with one question Ms. R can answer.
- 6 Write a two-sentence note that explains what you left out and why.
- 7 Check your email with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

The learning goal

🔗 Explain how a simple circuit works.

Observation 1: spoken

🔗 Out loud, with a larger sketch, Dec traced the whole circuit correctly.

Observation 2: written

🔗 On the sheet, he skipped a line and answered a different question.

Case 2 | Your task | Grades 9–10 educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Students fill in only the two observation boxes.

💬 Say this

“Whose message is this? It is Dec's. What does he want Ms. R to know first?” — Wait for “the goal.” Then write goal, observations, question on the board.

👁 Watch for

Misconception: The email leads with the score. **Listen for:** “Dec failed the sheet again.” **Then:** Point to the annotated draft. Start with what the sheet is meant to measure.

📄 Support

- Model message with blanks
- Checklist: goal, two observations, one unknown, one question
- Glossary: evaluation, eligibility, IEP, 504
- Frame: “The goal says _____. When I _____, I _____. Could we talk about _____?”

🔗 Stretch

- Add a sentence that shows you know a classroom support conversation is not a formal evaluation.

📋 Standards

Common Core: RI.9-10.1; RI.9-10.8; W.9-10.1.a; W.9-10.1.b; SL.9-10.1.c; SL.9-10.1.d.

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

The Case plan sheet gives each code in plain words.

One question the evidence cannot answer

➤ Why is the layout hard for Dec to follow?

Notes

[illegible]

This page continues page 35.

Key Answer key

A strong response:

- Names the learning goal
- Describes two observations without diagnosing
- Asks a specific question the teacher can answer
- Keeps private records out

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 18 minutes.

Your email to Ms. R, 60 to 100 words

Hi Ms. R,

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 traced the whole circuit correctly. On the written sheet, I skipped a line in the instructions 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? Thanks, Dec

What I left out, and why: two sentences

I left out ___ because ____.

I left out any guess about a diagnosis, because two observations cannot show why Dec loses his place. I also left out his grades, because they are his private information.

Case 2 | Your draft | Grades 9–10 educator edition

Pacing

Full chapter: 18 min.

 Short on time: 15 min. Students write the email in class and the note at home.

Say this

“Read your email as Dec. Is there any line he would not want Ms. R to see?” — Partners mark one line to cut or rewrite.

Watch for

Misconception: The email asks for easier content. **Listen for:** “Can he get an easier version?” **Then:** Ask what the notes point to: the layout, not the difficulty of the circuit.

Answer key

What to notice in the sample:

1. Leads with the learning goal, not the score.
2. Describes what happened without naming a cause.
3. Gives Ms. R a specific question she can answer.
4. Explains an omission with a reason about the evidence.

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 email name the learning goal first? ☒ Yes ☐ No
- Does it describe two observations without a diagnosis? ☒ Yes ☐ No
- Does it ask Ms. R a question she can answer? ☒ Yes ☐ No
- Would Dec agree to send it as written? ☒ 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 drafts and score them with the rubric 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 email is scored with the case rubric's Evidence, Reasoning and Audience rows, and the two-sentence note is checked for a defensible reason behind each omission.

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 after feedback

I changed ___ because ___.

✶ I replaced “I think I might have ADHD or something” with a sentence about the six long paragraphs, because the notes support that sentence.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. 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 38. The notes for both pages are on the sheet for page 38.

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?

➤ The goal line names only circuit understanding, and no time limit is listed. But six dense paragraphs mean the sheet also checks reading, so a wrong answer can come from either.

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

➤ Check that the new sheet still asks Dec to explain the path of the current in his own words. A bigger diagram shows the circuit, but it does not explain it for him.

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

➤ It covers formal evaluations by a public school, which must use varied tools. A study session is friends practicing, not a school evaluation.

My take

My claim: ____.

➤ The sheet may be measuring reading as much as circuit knowledge.

The best evidence is ____, because ____.

➤ The study-table notes, because Dec traced the circuit out loud but went off track on paper.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 5 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 ____.

☞ Dec just needs more practice with the same timed sheet.

I would change my mind if ____.

- Dec could not explain the circuit out loud either.

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 40.

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 9–10 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.