

Assessment Modifications

Assessment should clearly communicate the target standards, with ensuing materials offering tools for ease of implementation that include systems for record keeping and follow-up. Establishing predictive benchmarks for fluency and vocabulary is also necessary, and should include reliable and valid methods of measurement.

All assessment aligned materials should provide teacher guidance, i.e., strategy guides and checklists, to provide scaffolding for students with tasks that can gradually remove the scaffolds and appropriate the bulk of learning responsibility to students within appropriate levels of complexity.

These are the basic rules for modification of assessments in the NYS Modules:

1. Analyze the grade level standards any given module and its assessments are designed to address.
2. Align new assessments with the same standards.
3. Assessments should match the rigor of the targeted standard
4. Collaborate with colleagues regarding criteria for any new assessments, ensuring alignment with criteria available from state-level assessments.
5. Ensure that students have the multiple opportunities to demonstrate independence in meeting the same standards using text not previously studied.
6. Consider time and focus on students' working toward mastery of the same standards.

Examples:

Adding additional questions that measure the same standards

Grade 3, Module 2A:

Assessment: Mid-unit 1 Assessment: Students have been practicing close reading of central text *Bullfrog at Magnolia Circle*. Students are required to respond to the prompt:

"After reading this excerpt from *Bullfrog at Magnolia Circle*, complete the recording form and answer the following questions based on your reading."

- Students take notes about main idea and key details
- Students answer text-dependent questions, including those that require them to figure out the meaning of words in context.
- Struggling writers are accommodated by dictating their answers or by drawing.

Standards assessed:

ELA CCSS RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key

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events occur).

W.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Modifications:

Additional questions: 1 question that focus on cause/effect, 1 question that focuses on textual evidence, neither of which take away additional time from other essential tasks

Grade 7, Module 1, Unit 3, Lesson 8:

Replacement performance task after analyzing the standard it was meant to address

Assessment:

Research-Based Two-Voice Poem

This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.

Standards assessed:

Final Performance Task: Research-based

Two-Voice Poem

RL.7.6 ,RL.7.1: W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2).

Modifications:

Replace performance task with Character Journals that reflect views and experiences of the two main characters from their point-of-view, incorporating factual information about Southern Sudan and the environment, political challenges and the Second Sudanese Civil War.

Reason for modification: Differentiate for struggling readers and writers

Grade 9, Module 2, Unit 2:

Assessment:

Evidence-based essay exploring how Sophocles develops conflict between Oedipus's guilt and his innocence. Students write the End-of-Unit Assessment should include introductory and concluding statements; well-chosen, relevant, and sufficient textual evidence; and precise language and domain-specific vocabulary. In addition, students should use proper grammar capitalization, punctuation, and spelling.

Standards assessed:

RL.9-10.2, RL.9-10.5, SL.9-10.1

Modifications:

Additional tools to differentiate with, and to scaffold and organize student thinking: DRTA organizer (directed reading-thinking activity), Frayer notes organizer.

Adaptations Sort Examples:

Modification	Effect on Alignment
Analyzing the standards any particular assessment measures and adding additional questions that measure students' acquisition of the same standards.	Unsure: Likely Maintains Alignment, unless it takes time away from other essential tasks.
Replacing texts in the modules with other texts at the same level of complexity, being sure to also develop text-dependent questions to accompany them and adjust the upcoming assessment if necessary.	Maintains Alignment
Redesigning the performance assessment without analyzing the standards it is designed to address.	Negatively Impacts Alignment
Analyzing the standards any particular assessment measures and adding additional questions that measure students' acquisition of standards they did not master on the previous assessment.	Maintains Alignment
Replacing a set of lessons with self-designed lessons without analyzing the upcoming assessment for the standards they are designed to assess.	Negatively Impacts Alignment
Read the module assessment aloud to students who may not be able to read the text independently.	Negatively Impacts Alignment The module assessments are designed to be ongoing formative assessment to determine how students are progressing toward meeting grade level standards. If a student can't read the assessment material independently, that's important data to have in terms of planning interventions. Please handle all 3-8 ELA module assessment scenarios with care. Students should not be made to feel as if they are "failing" if they are not successful with module assessments. Please consider the module assessments as a source of ongoing data about students' progress toward meeting specific, focused sets of standards

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Adapted from www.engageny.org: Guidelines for Adapting the 3-8 ELA Modules, Expeditionary Learning, 2013

Achievethecore.org: Revised Publishers' Criteria for the Common Core Standards in English Language Arts and Literacy, Grades K-2