

Task Adaptation Guidelines

Use this checklist as a guideline for modifying and/or replacing FSS-aligned tasks.

Text Alignment to Standards Designed Into Lessons and Tasks

- ☐ Analyze the quantitative and qualitative complexity factors of the lesson or unit texts.
- ☐ Analyze content knowledge and vocabulary to be gained by students.
- ☐ Analyze standards the texts were chosen to address.
- ☐ Text intent: ☐ close reading | ☐ independent reading | ☐ research
- ☐ Replacement texts are similar to text in complexity.
- ☐ Replacement texts enable the building of world knowledge and acquisition of new vocabulary.
- ☐ Replacement texts offer opportunities for students to meet the same standards.
- ☐ Any text replacements serve the same purpose.

Majority of Time in Text Reading, Speaking, Writing, Listening

- ☐ Greater percentage of time has students working in lessons versus listening to teacher explain or model/demo.
- ☐ Lessons maintain a similar proportion of student work time.
- ☐ High-quality text-dependent questions are used for any text replaced.
- ☐ All text-based questions and tasks require reading analysis of text.
- ☐ Tasks and activities are replaced with tasks that serve the same instructional purpose and maintain the same level of rigor (for example, a couple/contrast chart for a Venn diagram).

Student Thinking is Supported With Evidence:

- ☐ Questions and tasks require students to work directly from texts.
- ☐ Follow-up questions are consistently asked: *Where in the text...what in the text made you think of that...what evidence do you have for that answer?*

Students Write to Express and Support Opinions and Claims:

- ☐ Standards the writing tasks are designed to address are analyzed
- ☐ Daily and sustained writing that students do in a given lesson is analyzed for purpose and type
- ☐ Writing tasks are replaced with tasks that meet the same standards, serve a similar purpose and provide the same balance of types.

Building of Student Capacity and Independence Over Time:

- ☐ Lessons and tasks build on each other to scaffold students' skills and understanding over time.
- ☐ Students have ample opportunities to return to the text, task, and/or answer questions.
- ☐ Lessons and tasks are analyzed for the ways they create opportunities for students to productively struggle.
- ☐ Lessons and tasks are analyzed for ways students tap into peer thinking.
- ☐ Lessons are analyzed for the ways in which students reflect on their own progress and celebrate their growth.
- ☐ Lessons are adapted in different ways that introduce additional scaffolding for students who need it.
- ☐ Lessons similarly build upon each other for seamless scaffolding.

Comments/Notes: