

Potential Adjustment Possibilities	
Possible Sources of Confusion	Sample Options for Instructional Adjustments
My explanation of the key content was not clear.	<i>Re-explain, using</i> ...different set of metaphors or examples ...different mode of instruction (visuals, graphs, using more or less technology)
Students don't understand what they're supposed to be working toward.	<i>Clarify the intended outcome of the instruction by</i> ...talking about the nature of the learning target ...talking about the criteria that will be used to judge the quality of the performance
My learning progression has shortcomings.	<i>Review learning progression choices</i> ...determining if key building blocks have been omitted ...deciding if adjustment level triggers were too low at previous decision points
Students have not received adequate modeling.	<i>Provide additional modeling by</i> ...distributing and using a detailed scoring guide ...conducting a demonstration ...assigning heterogeneous pairwork in which a struggling student works with a buddy who has mastered the content.
Students have not had sufficient time on task.	<i>Provide additional guided or independent practice</i> ...setting small groups practice activities ...assigning new homework activities
Class background knowledge and skill level is widely different.	<i>Set up a temporary grouping by</i> having several instructional days with a round robin with another teacher.
	Based on <i>Transformative Assessment in Action</i> by James Popham 2011