

The assessment I chose to evaluate was a summative assessment on integers. I have found the book assessments are either too hard or too easy depending on the chapter; therefore, I create my unit test. I also cover topics in different orders than the book. The assessment covered identifying integers, absolute value, compare and ordering integers, and computing integers. Students will have had practice work, graded assessments, and a few quizzes before getting this test. The test follows the same format as the quiz, so students will be used to the format before they see the final test.

The first change was in the directions. During math class, I use math terms as much as possible. Students hear the terms often, but in reviewing the directions, I did not think I was using the math terms students hear in class. When students hear the words in class but they do not appear on the test, they may feel it is not important to use the correct terms. The other change in directions was to make the first set of directions into a vertical list. I have students with executive function disorders, and a vertical list is easier for them to read and understand.

In the first section, I changed the first phrase because it has a connection to football. Some students know there is a connection, therefore, think since they do not understand football, they can not figure out how to answer the problem. I changed the words yards to points since all students have played a game earning points (we play games in math class as a review).

The last change came to the word problems. I added definition to banking terms in the first question. These are words students (and some parents) do not use often and they have a hard time understanding the question. I have added questions about tide and temperature. As a coastal state, students do projects and talk about the coastline and are familiar with the terms. Also, as we usually cover this section around January, the topic of temperature is brought up often and how much the temperature has changed. For names in my word problems, I also select students

names from the class. To make sure I do not use a name too often or skip a name, I have a list in my grade book and put a checkmark next to a students name when I use them. For the remainder word problems, I selected topics that are familiar to the students in my class. The words problems can be adapted each year to fit the interests and names of new students.