**Creating or Modifying Assessments for Eureka/Engage NY Math**

1. **Understand the Eureka / EngageNY Math Assessments**
	1. The assessments as provided in the Eureka/EngageNY Math modules are usually too long, rigorous, and time-intensive to use as given. Eureka Math writers have acknowledged this and stated that all problems were designed to be rigorous open-ended tasks. The writers have also advised schools and teachers to revise these assessments to best meet their needs.
	2. The Eureka/EngageNY Math Mid-module and End-of-module assessments do provide a rich source of rigorous problems that can be included on your assessment. Additionally, selected problems can be assigned for students to work on at different times throughout the module, as review during future modules, as part of group or pair work, or as extension activities for some students while other students are provided important small group support.
2. **Design Criteria for Your Assessments**
* Your assessments should meet the following criteria:
	+ - Assess the key concepts and skills from the related Module or Topics within the module.
		- Language challenges do not significantly prohibit students from demonstrating math proficiency
		- Include problems at multiply levels of rigor (Depth of Knowledge (DOK) levels 1, 2, and 3)
		- Be doable for most students in about 45 minutes.
1. **Other Considerations**
	1. If this is a long module it may be good to have more frequent assessments than just a mid-module and end-of-module assessment.
	2. What strategies can you plan that will help scaffold the assessment for struggling learners without doing the assessment for them? For example, preview the assessment with the class for a few minutes to answer questions, provide guidelines, and reduce stress.
2. **Creating and/or Modifying Assessments**
	1. Review the standards being taught and assessed (see the Focus Standards at the beginning of the Module).
	2. Look through the Exit Tickets, Problem Sets, and/or Homework in the Module.
		1. Identify key concepts and skills to assess.
		2. May identify problems to use on your assessment.
		3. Identify or create basic skills (DOK 1 level) problems so that student proficiency with DOK 1 problems is included on the assessment.
		4. Identify, choose, or create DOK 2-3 level problems from these sources or from the given mid-module and end-of module assessments.
	3. Choose problems from the Module Assessments. Decide which problems, if any, to use from the assessments that are provided in the Module.
3. Keep in mind that all the provided problems are assessing important concepts from the module. However, you cannot assess every important concept and skill through rigorous open-response multiple-level tasks within a 45-60-minute time frame.
	* Therefore, be ready to make some hard choices about which concepts to assess with DOK 2 and DOK 3 type problems. Remember to leave room for DOK 1 type problems and make the assessment doable in about 45 minutes.
4. Consider the following questions:
	* + 1. Is a problem too wordy? Can it be revised to be less wordy while still maintaining the math challenge?
			2. Do the numbers used in a problem need to be changed to allow greater accessibility for students? You may want a mix of levels of difficulty in terms of the numbers used in different problems.
			3. Should any graphics be included or modified?
			4. Should the layout of the problems and assessment be modified to make the assessment visually more accessible, such as sufficient white space.
			5. Which problems or parts of problems will be eliminated?