K-12

VARIETY OF RESPONSES

Keep the thinking target. Vary how students make their thinking visible.

CHOOSE IT



Multiple choice • Point • Select an image • True/false • Example/non-example

MARK IT



Circle • Highlight • Underline • Color-code • Annotate the evidence

MOVE IT



Sort • Match • Sequence • Rank • Label • Build with manipulatives

SAY IT



Speak • Turn and talk • Record audio • Use a sentence stem • Explain to a partner

SHOW IT



Draw • Diagram • Act it out • Demonstrate • Create a model • Use gestures

WRITE IT



Speech-to-text • Fill in the blank • Cloze notes • Word bank • Guided notes • Type

QUICK CHECK



What evidence will show the student understands?
Choose a response method that removes an unnecessary barrier.

K-6

RESPONSES BY CONTENT

Same learning target. Different ways to show understanding.

READING & WRITING

Highlight, circle, or underline • Sequence events • Match one item to another, such as character to trait or word to meaning • Draw and label • Give a verbal response for comprehension • Record an oral summary • Fill in the blank • Type • Use speech-to-text

EXAMPLE | Match the character to a trait. Highlight or underline one supporting detail, then respond verbally, type, or use speech-to-text: "This shows ___ because ___."

MATH

Build it • Draw a model • Select the matching equation • Use a number line • Explain aloud • Find and fix an error

EXAMPLE | Build 36 ÷ 4 with counters, then choose the matching equation.

SCIENCE

Label a diagram • Sort examples • Sequence a process • Build a model • Demonstrate • Record an observation

EXAMPLE | Sort pictures into solids, liquids, and gases, then explain one choice.

SOCIAL STUDIES

Label a map • Build a timeline • Match cause and effect • Sort sources • Rank importance • Respond as a historical figure

EXAMPLE | Place three events on a timeline, then explain which caused the next.

KEEP THE TARGET. REMOVE THE BARRIER.

What do I want students to demonstrate?
What barrier might prevent them from showing it?
Which response option removes the barrier without changing the learning target?

7-12

VARIETY OF RESPONSES BY CONTENT

Same learning target. Different ways to show understanding.

READING & WRITING (RLA)

- Select evidence, best answer, or claim
- Annotate text with symbols (★, ?, !, →) or highlight key information
- Sort or match sequence events, ideas, or themes
- Complete a graphic organizer, timeline, or visual representation
- Record an oral response or discussion
- Explain a claim or author's perspective
- Write a short response using a stem
- Type or use speech-to-text

EXAMPLE Read two texts on the same topic. Annotate each with symbols to identify evidence, sort the evidence by the authors' perspectives, then explain your reasoning orally or in writing.

MATH

- Select the equation, solution, or representation
- Circle/annotate key information with symbols
- Sort examples and non-examples
- Match equations, graphs, tables, or models
- Sequence solution steps
- Model with algebra tiles, a graph, or other manipulatives
- Analyze a completed example or error-analysis card
- Explain your strategy or reasoning aloud
- Write a short justification using a stem
- Type or use speech-to-text

EXAMPLE Analyze a completed example, identify the error using a symbol, correct the step, then explain your reasoning verbally, in writing, or using speech-to-text.

SCIENCE

- Select the best claim, conclusion, or model
- Annotate a diagram, data set, or text with symbols (↑, ↓, +, −, ?, !)
- Sort or categorize data, evidence, or examples
- Sequence a process or procedure
- Match structure to function
- Create or complete a model, diagram, or investigation plan
- Explain an observation, prediction, or relationship
- Record an explanation orally
- Write a summary or conclusion using a stem

EXAMPLE Review a model of a system. Label and annotate the important parts, use arrows or symbols to show relationships, then explain how one change would affect the system.

SOCIAL STUDIES

- Select the most relevant source, claim, or cause/effect
- Annotate a primary or secondary source with symbols
- Sort sources or evidence
- Sequence events on a timeline
- Match cause and effect or compare perspectives
- Rank the significance of events or evidence
- Explain a perspective or defend a claim
- Explain a perspective or defend a claim
- Write a short evidence-based response using a stem
- Type or use speech-to-text

EXAMPLE Review a set of sources, annotate each for evidence using symbols, rank them by credibility, then explain your reasoning orally or in writing.

KEEP THE TEKS.IN FOCUS. VARY THE PATH TO THE EVIDENCE.

- What does the TEKS require students to know or do?
- What evidence would demonstrate that thinking?
- Is the response mode part of the skill being measured?
- Which response option removes an unnecessary barrier while preserving the intended learning target?