754X Peer Review

Skill: Sentence & Fragments

	Name	Name
Does the task provide the opportunity for students to **distinguish between sentence and fragment**?	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all
Does the task demand that students **demonstrate content knowledge** in the given subject in order to answer the question/ prompt?	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all
Considering what is developmentally appropriate for the grade-level and academy, **is the task a rigorous and complex Checking for Understanding** prompt? (e.g. students need to refer to textual evidence, apply vocabulary, and/or think critically in order to successfully change a fragment into a sentence without guessing or using prior knowledge)	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all
Does the **format of the task** follow the Hochman rules? (e.g. teacher did not capitalize or provide punctuation in the prompt)	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all	❍ Very much so ❍ For the most part ❍ Somewhat ❍ A little ❍ Not at all
How would you differentiate this activity for students who are **consistently struggling** with this skill? Provide 2-3 concrete suggestions.		
How would you differentiate this activity for students who have **demonstrated mastery** with this skill? Provide 2-3 concrete suggestions.		
What are some **next steps** to help your colleague deepen and extend the work by using Hochman as a way to assess students' understanding of a content area?		