The **SKILLS and CONCEPTS** students are concepts: expected to know and/or be able to do at the end of the lesson, unit or project the end of the lesson, unit or project.

Content for ALL students should be concept-based, relevant and transferable

Are all students expected to Do the students have a Does the topic or concept No Yes learn the same skills and wide variety of abilities and allow for students to focus background knowledge of concepts at the same level on one part of their choice? of difficulty/complexity? the topic or skills? Yes Yes No No Differentiation by Student **Differentiation by Academic Readiness:** Interest or Learning Style: Why it's Effective: Zone of Proximal Development Tools: Tools: **Related Strategies:** Interest Inventory DesCartes Compacting **Related Strategies:** Curriculum Ladders • Flexible grouping • Flexible Grouping Lesson Planning • Instructional Ladders Pages KWL Charts Jigsaw • Literature Circles • Multiple Intelligence options

Scaffolding

Varied Texts

Varied Questions

ASSESSMENTS:

The ways students demonstrate what they've learned, including end of unit/chapter tests and projects as well as smaller daily progress monitoring strategies

Orbitals

WebQuests

Assessments for ALL students should focus on - and require the use of – the skills and concepts being taught

Do I have data to help Can the students choose the Can the final product or identify the level at which No Yes assessment be provided at manner of demonstrating each student should begin what they've learned and still varying levels of difficulty or working and where I'd like focus on key ideas and skills? complexity? them to end up? Yes No Yes No **Differentiation by Student Interest Differentiation by Academic Readiness:** or Learning Style: Tools: Tools: Ways to Show What You Know Rubrics • Strategies to Monitor Progress (Formative Assessment) Provide students with a rubric that describes what they must include to show **Related Strategies:** their learning, but allow them to choose Alternative Assessments whether they make a poster, write a Questions Choices report, create a PowerPoint or complete Performance Assessments some other project that includes what's Tiered Rubrics required based on the rubric. **Varied Products**

ACTIVITIES & MATERIALS:

The activities, lessons, and materials the students will do or use to practice skills and gain information.

Activities and materials for ALL students should be purposeful and focused and should promote higher level thinking and authentic engagement with the skills and concepts

Do I have activities and materials at varying levels of difficulty/complexity available to me? No

Do I have data (such as scores from a pretest) to identify the level at which each student should begin working?

Would it make sense to allow students to choose how they work with the ideas or skills or to provide activities geared toward different learning styles or modalities?

Yes

No

Differentiation by **Academic Readiness:**

Yes

Tools:

- Lexile Framework
- Leveled Reading Articles

Related Strategies:

- Anchor Activities
- Appointment Clocks
- Centers/Stations
- Cubing
- Games
- Homework Options
- **Learning Contracts**
- Simulations
- Tiered Activities
- Menus/Agendas
- Think-Tac-Toe
- Varied Organizers
- Varied Pacing

Differentiation by Student Interest or Learning Style:

Yes

No

- Novel Study Example
- <u>Historical Fiction Example</u>

Related Strategies:

- Flexible Grouping
- Jigsaw
- Orbitals
- Multiple Intelligence options
- Audio recordings
- Videos
- WebQuests

Consider whole group instruction for this lesson/unit. Or give students a pre-assessment so that you'll have the data you need to effectively differentiate by academic readiness.