Meeting the Needs of All: Differentiating Instruction & Assessment

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A Thought...

“The teacher, if indeed wise, does not bid you to enter the house of her/his wisdom, but leads you to the threshold of your own mind.”

Kahlil Gibran – Lebanese poet, (1883-1931)
Another Thought...

“Do not confine your children to your own learning, for they were born in another time.”

-Hebrew Proverb
Father Guido Sarducci
WHY DO WE HAVE TO LEARN THIS STUFF ANYHOW?

IT'S GOOD FOR YOUR MENTAL DISCIPLINE, SKYLER.

AND IT'LL HELP YOU IN LATER LIFE...

RIGHT.
BY JEFF MACNELLY

IN CASE I LAND
A JOB IN A VERB
CONJUGATION
PLANT.
3 Stages of “Backward” Design

1. Identify desired results

2. Determine acceptable evidence

3. Plan learning experiences & instruction
1. Identify desired results

Content Standards — What should students know & be able to do?

Performance standards - How well?
Communities:
• Language use both within and beyond the school
• Language use for personal enjoyment

Comparisons:
Comparisons between the target and native languages and cultures

Connections:
• Knowledge of other disciplines
• Distinctive viewpoints from language and culture

Communication:
• Interpersonal
• Interpretive
• Presentational

Cultures:
The relationship between the practices & perspectives and the products and perspectives of the target culture.
The FL NAEP Assessment Framework Visual
Inverted Pyramid representing the ACTFL Rating Scale
¿Qué hora es?
2. Determine acceptable evidence

Good Assessment

• Mirrors classroom instruction – in both content and form;

• Focuses on what students know and are able to do;

• Is meaningful to students;

• Is challenging and integrates a variety of skills;
Good Assessment

• Consists of many different components in order for students to demonstrate what all they can do;

• Reflects clear and concise scoring criteria which are understood by students;

• Provides students with meaningful feedback on their progress;
Good Assessment

• Allows for dialogue between student and teacher to facilitate growth;

• Does not threaten the students’ feeling of self-esteem or psychological safety;

• Improves learning.
Performance Assessment Units:
A Cyclical Approach

I. Interpretive Communication Phase
Students listen to or read an authentic text (e.g.,
newspaper article, radio broadcast, etc.) and
answer information as well as interpretive
questions to assess comprehension. (T)
provides ss with feedback on performance.

II. Interpersonal Communication Phase
After receiving feedback regarding Interpretive
Phase, ss engaged in interpersonal oral
communication about a particular topic which
relates to the interpretive text. This phase
should be either audio- or videotaped.

III. Presentational Communication Phase
Students engage in presentational
communication by sharing their
research/ideas/opinions. Sample
presentational formats: speeches, drama
skits, radio broadcasts, posters, brochures,
theses, websites, etc.

Source: ACTFL Assessment Project 1998
Writing Rubrics

• What criteria can we use to evaluate a student's language performance?
Saturday Night Live Video Clip
3. Plan learning experiences & instruction

www.edisonpublicschools.org/hindi-in-nj
Who are the diverse learners in our classrooms?

WGBH Foreign Language Workshop Series
Valuing Diversity in Learners

www.learner.org
The diversity of our diverse learners

- Ability
- Gender
- Ethnicity
- Socio-economics
- Interests
- Prior experiences
- Learning preferences
Lining it all up: TRADITIONAL TEACHING LENS

Struggling learners

Teaching to the middle

Regular/Average learners

Advanced learners
Lining it all up: DIFFERENTIATION TEACHING LENS

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
Lining it all up: DIFFERENTIATION
Speaking

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
Lining it all up: DIFFERENTIATION Writing

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
Lining it all up: DIFFERENTIATION
Reading

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
Lining it all up:
DIFFERENTIATION
Grammar

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
Lining it all up: DIFFERENTIATION
Art Unit

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
Lining it all up: DIFFERENTIATION
Sports Unit

Students’ positions on this continuum change from theme to theme, topic to topic, level to level.
MULTIPLE INTELLIGENCES

- Bodily-Kinesthetic
- Naturalist
- Musical-Rhythmic
- Verbal-Linguistic
- Intrapersonal
- Visual-Spatial
- Logical-Mathematical
- Interpersonal
3. Plan learning experiences & instruction

How Can Teachers Differentiate?

According to Students’

- Content
- Process
- Product
- Readiness
- Interest
- Learning Profile

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999)
Differentiation concepts

Classroom elements

☑ Content
☑ Process
☑ Products
☑ Learning Environment/ Affect
☑ Assessment
Differentiation

- Content
- Process
- Product
- Environment
- Assessment

Curriculum
Presentation
Pacing
Materials
Differentiation

• Content
• **Process**
• Product
• Environment
• Assessment

Grouping
Complexity
Choice
Student-created
Differentiation

- Content
- Process
- **Product**
- Environment
- Assessment

**Modes of expression**

**Materials**

**Formats**
Differentiation

- Content
- Process
- Product
- Environment
- Assessment

Seating
Grouping
Movement
Atmosphere
Differentiation

• Content
• Process
• Product
• Environment
• Assessment

Rubrics
Grading
Format
Modes of expression
A differentiated classroom will have a combination of teacher directed, teacher selected activities, and learner centered, learner selected activities; whole class instruction, small group instruction, and individual instruction.
Examples of Differentiation Strategies

- Learning Centers
- R.A.F.T. Assignments
- Choice Boards
- Tiered Assignments
- Pre-assessment

- WebQuests
- Flexible Grouping
- Adjusting questions
- Compacting
- Independent study
Differentiation Strategies

- Learning Centers
- Tiered Assignments
- R.A.F.T.s
- Choice Boards
- Flexible Grouping
DIFFERENTIATION STRATEGIES: Learning Centers
What are Learning Centers?

Areas set up in the classroom with learning activities directed at a specific:

- Interest
- Skill
- Extended study of essential concept
DIFFERENTIATION STRATEGIES: RAFT Assignments
RAFT Assignments

Focus on:

• Writing and reasoning
• Ideas around a topic
• Student choice, interest
• Learning styles, preferences
What does RAFT mean?

\[ R = \text{ROLE} \]
\[ A = \text{AUDIENCE} \]
\[ F = \text{FORMAT} \]
\[ T = \text{TOPIC} \]
Let’s build a RAFT
RAFT Assignments

- As a group, choose a topic for your RAFT.
- Individually, choose a role and then add your RAFT idea to the template.
DIFFERENTIATION STRATEGIES: Choice Boards
CHOICE BOARDS

- Students choose from a menu of options
- Tasks vary by process and interest
- Some anchor activities can be required of all students
- Can be used for homework, projects, and assessment
This is your project for Unit 3. Using the chart below, you must complete at least one block in each column. You will need to show me one completed block per column for credit. Each activity is worth 20 pts. You may choose to do one extra block for 20 pts. extra credit.

| Use 10 new vocabulary words, **each** in a different juicy sentence (at least 8 words long) | Make a chart of a day’s meals. Include the name of the meal, the time you ate it, and what you ate in Spanish. | Take a familiar tune and make a song about the vocabulary. Sing it (or have someone sing it) to me/the class. |
| Make a word search using (20 words) from the chapter vocabulary. Have someone do the word search (on a copy) and initial it. | Make a Memory Model mnemonic for five words that have no similarity to the English. | Write a story using the vocabulary from the chapter, and tape yourself reading it. |
| Make a grocery shopping list with at least 20 food items. Group items in categories-meat, dairy, produce, etc. | Make a food pyramid. Pictures may be cutout, downloaded from web or drawn and labeled in Spanish. | Make a story board or cartoon using the new vocabulary. Use captions or dialogue for each cell. Minimum: 5 cells |
| Make a set of picture flash cards (3x5 minimum size) for all the chapter vocabulary. | **Send** me an email and in it use at least 10 new words meaningfully to tell me about what you ate on a certain day in Spanish. Print up a copy of the email for credit. | Write a skit about the vocabulary and perform it or get some people to perform it with you. Use at least 10 new vocabulary words. |
| Make a crossword, using as many chapter words as possible (min. 20). Have a classmate do the crossword (on a copy) and initial it. | Make up riddles about six words in the chapter, such as “To have strong bones, you must drink ____” (leche). | Make a rebus (picture story), using at least ten vocabulary words, and have someone read it back to you. |

Kris Bloom, River Hill High
Build Your Own Choice Board

1. Choose a content topic and language structure.
2. Create a choice board of activities, projects, or performances with your diverse student learners in mind.
TIERED INSTRUCTION
A PLANNING STRATEGY FOR MIXED ABILITY CLASSROOMS
“"A Different Spin on an Old Idea."

SOURCE: based on work by Carol Ann Tomlinson
What words, phrases, or images come to mind when you hear the term tiered instruction?
WHAT CAN BE TIERED?

- ASSIGNMENTS
- ACTIVITIES
- CENTERS & STATIONS
- LEARNING CONTRACTS
- ASSESSMENTS
- MATERIALS
- EXPERIMENTS
- WRITING PROMPTS
- HOMEWORK
What is Tiered Instruction?

Teachers use tiered activities so that all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness.

By keeping the focus of the activity the same, but providing routes of access at varying degrees of difficulty, the teacher maximizes the likelihood that:

1) each student comes away with pivotal skills & understandings
2) each student is appropriately challenged.
Creating Multiple Paths For Learning

Key Concept or Understanding

Struggling With The Concept

Some Understanding

Understand The Concept

Reaching Back READINGNESS LEVELS Reaching Ahead
IDENTIFY OUTCOMES
WHAT SHOULD THE STUDENTS KNOW, UNDERSTAND, OR BE ABLE TO DO?

THINK ABOUT YOUR STUDENTS
PRE-ASSESS READINESS, INTEREST, OR LEARNING PROFILE

INITIATING ACTIVITIES
USE AS COMMON EXPERIENCE FOR WHOLE CLASS

GROUP 1
TASK

GROUP 2
TASK

GROUP 3
TASK
THE TEACHER’S CHALLENGE

Developing

“Respectful Activities”

• Interesting
• Engaging
• Challenging
Planning Tiered Assignments

Concept to be Understood
OR
Skill to be Mastered

Create on-level task first then adjust up and down.

Below-Level Task

“Adjusting the Task”

On-Level Task

Above-Level Task
When Tiering:

Adjust---

• Level of Complexity
• Amount of Structure
• Materials
• Time/Pace
• Number of Steps
• Form of Expression
• Level of Dependence
The “Equalizer”

1. Foundational  
2. Concrete  
3. Simple  
4. Fewer Facets  

5. Smaller Leap  
6. More Structured  
7. Clearly Defined Problems  
8. Less Independence  
9. Slower

Transformational  
Abstract  
Complex  
Multi-facets  
Greater Leap  
More Open  
Fuzzy Problems  
Greater Independence  
Quicker
Web-Sites for DI

• http://daretodifferentiate.wikispaces.com/

• http://tonitheisen.wikispaces.com/Toni+Theisen+info

• http://www.classroom20.com/profile/ToniTheisen

• http://www.learner.org