

ASSESSMENT

- Formal & Informal Assessment

√ Formal assessment includes all types of standardized testing as well as unit and teacher-made tests.

√ Informal assessment incorporates observation, conferencing, and various kinds of performance assessments such as reports, demonstrations and performances.

- Portfolios

√ Students should be encouraged to use self-assessment and reflection about their work.

√ Teachers should make informed diagnostic instructional and curricular decisions about students.

√ Authentic evidence of student work should be gathered.

- Projects

√ Medial and summative projects enable students to demonstrate what they know and are able to do.

√ Projects can be in a variety of forms, depending on the content area.

√ Other examples of projects that can demonstrate student understanding of content include:

Puzzles	Short story
Poem	Illustration/Cartoon
Collage	Diagram
Scrapbook	Demonstrations
Presentations	Research Reports

REFERENCES

Armstrong, Thomas. (2000). *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gregory, Gayle H. and Chapman, Carolyn. (2002). *Differentiated Instructional Strategies*. Thousand Oaks, CA: Corwin Press

Tomlinson, Carol Ann. (2001). *How to Differentiate in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann. (2001). *Leadership for Differentiating Schools and Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

[DIFFERENTIATED INSTRUCTION IN ACTION: Middle School Video Series 2](#). Association for Supervision and Curriculum Development, 2008. ISBN 978-1-4166-0675-8.

Garden City Public Schools

Inspiring Minds

Empowering Achievement

Building Community



Utilizing DIFFERENTIATED INSTRUCTION To Enhance Academic Performance

Research/Best Practices

DI: Differentiated Instruction

Differentiated Instruction is based upon the principle that all children learn best when the instruction is responsive to the uniqueness of each student. The intent is to maximize each child's opportunities for growth and individual success, by addressing their academic abilities, learning styles and interests. In order to challenge students at their readiness levels, teachers vary approaches on what students need to learn (content), how they learn it (process), and how they demonstrate their understanding (product).

Why Differentiate?

- Standards-based classrooms
- High Expectations
- New Cognitive Research
- Rapid Societal and Technological Change
- To Accommodate a Student's Diverse Needs

Non-Negotiable Elements of DI

1. Supportive Learning Environment
2. Continuous Assessment
3. High Quality Curriculum
4. Respectful Task
5. Flexible Grouping

ELEMENTS OF DIFFERENTIATION

Students vary in:

Readiness Levels:

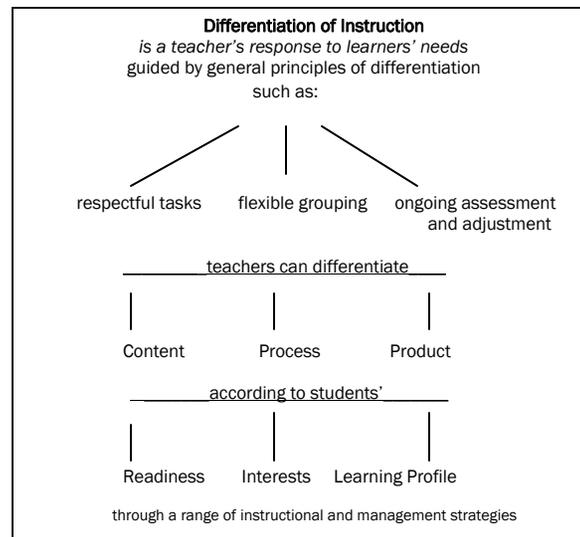
- A readiness level is a student's entry point relative to a particular understanding or skill
- To differentiate in response to student readiness, a teacher constructs tasks or provides learning choices at different levels of difficulty

Interest Levels:

- An interest level is a child's affinity, curiosity, or passion for a particular topic
- To differentiate in response to student interest, a teacher aligns key skills and materials for understanding from the curriculum with topics or pursuits that intrigue students

Learning Profile:

- A learning profile is how we learn. It may be shaped by intelligence preferences, gender, culture, or learning style (visual, auditory, kinesthetic, tactile)
- To differentiate in response to students' learning profiles, a teacher addresses learning styles, student talent, or multiple intelligence profiles



Teachers can modify:

Process: the activities designed to ensure that students use key skills to make sense out of essential ideas and information

Products: vehicles through which students demonstrate and extend what they have learned

Differentiating Content:

Content: what students need to learn and the materials or mechanisms through which that is accomplished

- Multiple texts/supplementary print resources
- Varied computer programs, audio-visuals, support mechanisms, time allotments, data bases
- Interest Centers
- Individualized Learning Contracts

Compacting: compact content by eliminating teaching or student practice if content or a skill is previously mastered

- Mini-lessons

Differentiating Process:

- Tiered assignments, homework, flexible group class instruction
- Multiple Intelligence assignments
- Varied study skills, tools and graphic organizers
- Interest groups
- Independent study

Differentiating Product:

- Tiered product assignments
- Learning logs
- Independent study