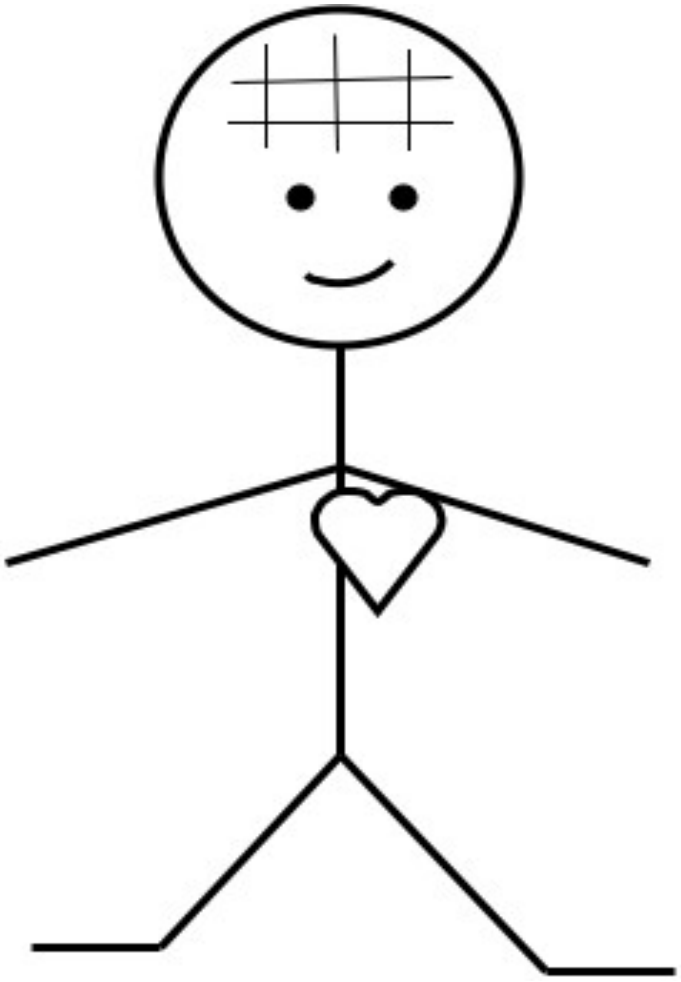
Inspire Educate Achieve

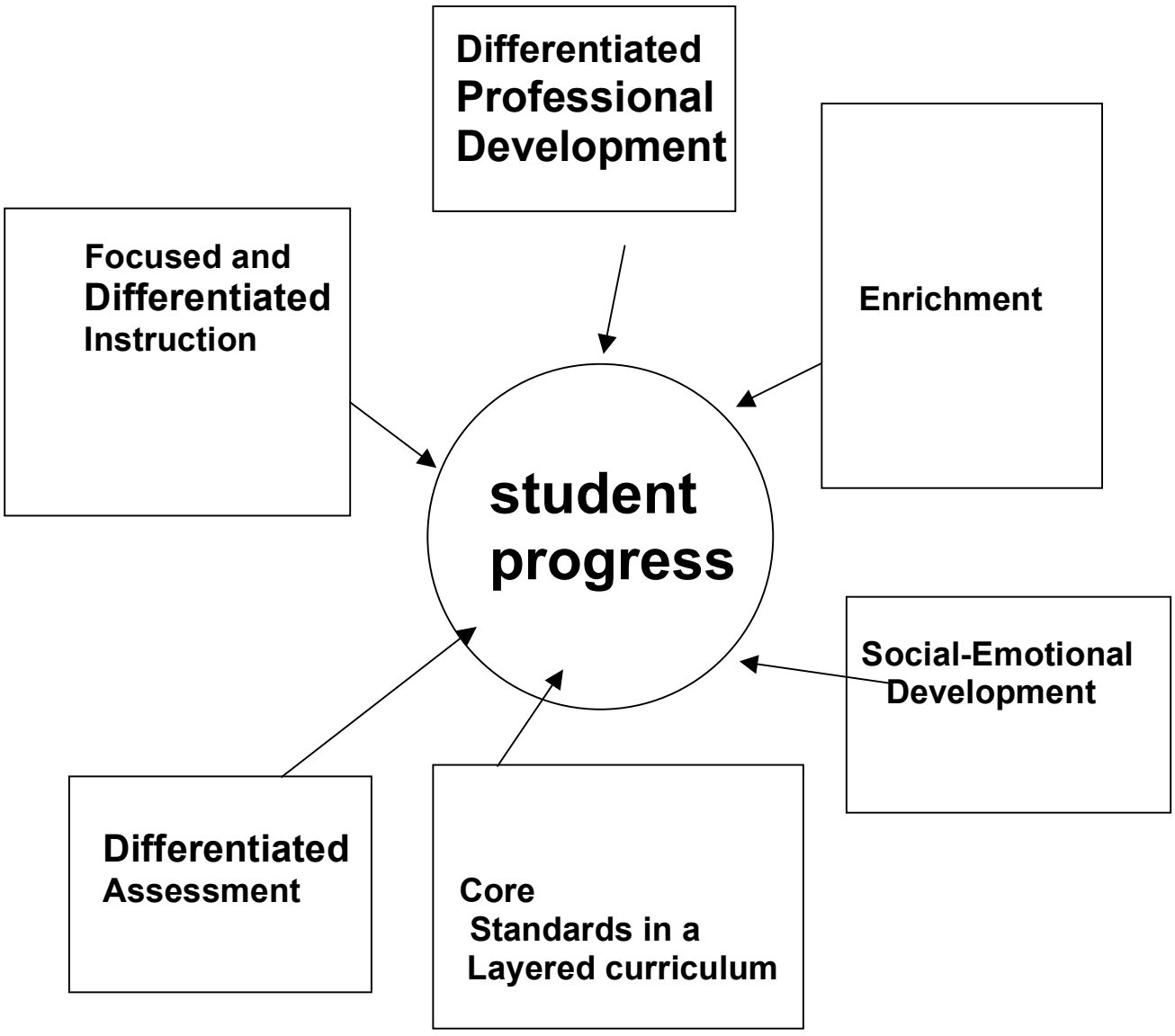


Assess to Advance—
Differentiate to Make the Difference

Resources for the Fullerton Network
Provided through the CPS ASPIRE initiate.

These resources were developed through the Chicago Teacher Collaborative
sponsored by the US Department of Education
Office of Special Education Programs.

Differentiate to Meet the Challenge



Proverbs for Progress

If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen “Lo hicimos nosotros mismos.” (Zen)
She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
Clouds that thunder do not always rain. (Armenia)	Las nubes que truenan no siempre llueven. (Armenia)
You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

Priority: Use Differentiated Instruction and Assessment to achieve higher standards

Recommended Actions	When	Who
Set **curriculum** priorities based on Common Core standards and ISAT/ILS-EXPLORE		
Plan **staff development** for teachers on using **Differentiated Instruction** and **Differentiated Assessment**		
Organize **parent workshops and newsletters** on ways to support learning		
Adjust **lesson planning** to structure differentiated instruction		

Differentiation: A Clear Structure for Planning Instruction

√ What to teach—Content

√ How to learn--Process

√ How to assess--Product

Content	
Process	
Product	

Source: Carol Tomlinson

Differentiation Strategies CPS Office of Teaching and Learning

The following are examples of differentiation strategies, defined by lesson variable. These strategies are adapted from work by Carol Ann Tomlinson. Consider using these strategies when planning lessons, selecting instructional strategies and determining topics for professional development, and exploring new differentiation strategies. *Developed by CPS: http://www.chicagoteachingandlearning.org/tl-cross-content/cps-rti-toolkita-guide-to-implementation/b-high-quality-instruction.html*

Lesson Variable	Example Differentiation Strategies
Content What knowledge or skills do students need to learn?	• Meeting with small groups to re visit an idea or skill for struggling learners or to extend the learning of advanced learners • Compacting lessons to focus only on what students need to know based on pre-assessments and individual learning profiles • Supporting background context through scaffolding to help students work and learn at their current zone of proximal development and move up to grade-level expectations • Varying levels of spelling and/or vocabulary lists • Providing multiple examples of content (ex. different examples of ways to identify seeds) • Highlighting critical information (e.g. reiterating broad concepts both orally and through other media, utilizing graphic organizers) • Monitoring student understanding of critical information throughout the lesson with frequent checks for understanding
Process In what activities will the student engage in order to access, make sense of, and master the content?	• Presenting content through multiple media and formats (e.g. auditory and visual means, computer access, text materials on tape, handouts) • Using reading materials at varying reading levels • Providing opportunities to practice with support in small groups, pairs, or independently • Pairing students (with the same or different reading/readiness levels) • Varying activity questions based on previous learning and abilities • Modeling/explaining multiple process examples • Planning the most complex learning activity first (one that would challenge the most advanced learner in the class) then modifying that activity for students at lower levels • Using tiered activities through which all learners work with the same important content, but proceed with different levels of support, challenge, or complexity • Using small group activities/stations to target individual/small group areas of need or enrichment • Providing interest stations that encourage students to explore subsets of the class topic of particular interest to them • Offering on-going, relevant feedback during guided and independent practice • Developing task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners; can be completed during the lesson or as students complete other work early • Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage advanced learners to pursue a topic in greater depth
Product What culminating projects do students need to complete in order to show what they have learned?	• Giving students options of how to express their learning in multiple ways (e.g. create a skit, write a letter, develop a 3-D model) • Varying questions based on previous learning, interest, and abilities • Using rubrics that match and extend students' varied skills levels • Allowing students to work alone or in small groups on their products • Encouraging students to create their own product assignments that meet required expectations

Teach Strategically

Differentiation Strategies--The following list was compiled based on IES What Works studies and is included in Powerful Practices for High Performing Special Educators (Roberta C. Kaufman and Robert W. Wandberg, editors, Corwin Press, 2010).

- ☐ Cooperative Learning Students work as a team to accomplish a task
- ☐ Curriculum-Based Probes Student performance of skills that are timed and then charted to reflect growth
- ☐ Direct Teaching of Vocabulary--Specific vocabulary instruction using a variety of activities that hold attention
- ☐ Explicit Timing--Timing of seatwork to increase proficiency
- ☐ Graphic Organizers -- Visual display of information to structure concepts and ideas
- ☐ Peer Tutoring--Pairing students, with one trained to tutor the other
- ☐ Preassessment Organization Strategies --Use of specific practices designed to reinforce student's recall of content
- ☐ Reciprocal Peer Tutoring --Pairing students who then select a team goal and tutor each other
- ☐ Specific Informal Assessments --Use of a variety of methods including questioning for retention
- ☐ Teacher Think-Alouds--Explicit steps are modeled out loud in order to develop steps in problem solving processes
- ☐ Using Short Segments to Teach Vocabulary--Short time segments are used to teach vocabulary through listening, speaking, reading, and writing
- ☐ Using Response Cards During Instruction--Students write brief answers to teacher questions and hold them up so teacher can review answers

Powerful Practices

Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.

The editors explain that the following strategies were determined to be effective in these core disciplines. They note that "…the following common principles are also associated with the practices:

- The practices promote efficient use of time with routines and expectations identified.
- The practices utilize teacher modeling.
- The practices encourage student engagement in the learning process.
- There is documentation of effectiveness.

Effective Strategies: What Works?

The top five highly rated strategies in these content disciplines are as follows:

Reading:

1. Pre-assessment organization strategies
2. Graphic Organizers
3. Cooperative Learning
4. Direct Teaching of Vocabulary
5. Specific Informal Assessments

Math:

1. Curriculum-Based Probes
2. Reciprocal Peer Tutoring
3. Graphic Organizers
4. Explicit Timing
5. Teacher Think-Alouds

Science:

1. Curriculum-Based Probes
2. Graphic Organizers
3. Peer Tutoring
4. Using Short Segments to Teach Vocabulary
5. Using Response Cards During Instruction

Differentiate with Levels of Questions

*These Question Builders Based on Bloom's Taxonomy can help students analyze and construct questions **across the curriculum**.*

GET IT—LITERAL

Literal *questions ask you to find or remember an answer in the information provided.*

When? Where? Who?	What? Define _____. List the _____.

GET IT CLEAR—ANALYTIC

Analytic *questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.*

Classify _____. Compare and contrast ___. Give an example of _____. Give the opposite of ____. Draw a picture to illustrate this page.	In what sequence did _____happen? Explain how _____ works. Use a time-line, chart, diagram, graph, or map to show and explain ____. How do the parts relate to each other?

THINK MORE—INFERENTIAL

Inferential *questions ask you to make an educated guess—to think about and beyond the information given*.

Predict what will happen when _____. What is the main idea of _____. Figure out the meaning of this word from context. What might have caused this change?	What is the best title for this _____. What is the missing part? What was the author's point of view? If ____ changed, what would happen? Which person might have said this?

THINK IT THROUGH—EVALUATIVE

Evaluative *questions ask you to make your position clear, to make and support a judgment.*

What is the most important fact? Why? Summarize—to do that you need to decide what the most important parts are. What makes this a good book? Is this fact or opinion? Has the writer supported the idea well?	Which is the best answer? Why? Give and justify your opinion on ____. Which part is most important? Why do you make this choice? What is your evidence? Which argument is stronger?

GET IT TOGETHER AND GET IT ACROSS—Synthesis

Extended Response:
Based on what you read and what you know, what do you think?

DIFFERENTIATE ASSESSMENT

Use Levels of Assessment—to Guide Students to Go Farther

Example: Biology

The Chunk: Structure and function of a cell.

Expert
Make a booklet for elementary students explaining the cell. Include a glossary and illustrations.

Proficient
Make a diagram of a cell and write a paragraph about each part.

Essential
Label the parts of a cell and note role of each part.

Example: Language Arts/English

The Chunk: Elements of a story: plot, setting, character

Expert
Use the elements of a story to make one up.

Proficient
Read a story. Complete this chart:

Setting	Characters	Plot/Events

Essential
Listen to story.
Draw pictures that show: who was in the story; what they did; where it took place.

Differentiate Assessment Products

Diversify instruction and assessment to respond to individual learning needs and styles.

	Products to develop and assess student knowledge and abilities
Word Knowledge	❑ Draw pictures to show what words mean. ❑ Match words/pictures pictures/words. ❑ Chart word patterns. ❑ Make alphabet chart or book. ❑ Write sentence with word. ❑ Choose word to complete sentence.
Reading Fiction	❑ Draw pictures of: characters, setting, event. ❑ Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. ❑ Answer multiple choice question; explain your choice. ❑ Write or match sentences that describe or explain _____. ❑ Infer characteristics, motives, prior actions, next action. ❑ Summarize. ❑ Identify the theme, give examples. ❑ Dramatize the story or history ❑ Write the next part. ❑ Write note to or from someone who “was there”.
Science or Social Studies	❑ List important words, add pictures. ❑ List information about one category. ❑ Draw pictures that show facts about this topic. ❑ Complete graphic organizers. ❑ Give facts that support an idea. ❑ Identify or choose an idea that facts support. ❑ Write and/or draw about a topic. ❑ Ask challenging questions. ❑ List what’s important ❑ Outline the passage ❑ Make a content glossary ❑ Draw what you read
Writing	❑ Write about the same topic in different formats. ❑ Make editor’s guide. ❑ Illustrate your own writing. ❑ Make punctuation guide ❑ Make/complete grammar chart rule and example.
Math	❑ Make math guide ❑ Make math glossary ❑ Create math game ❑ Write steps to solve a problem ❑ Write math poem

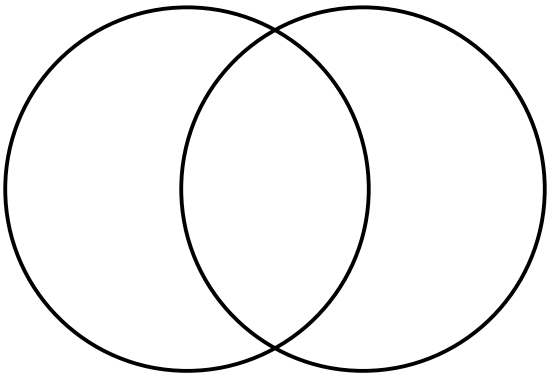
Use Open Assessments so Students can go as far as possible.

A Graphic Organizer Scaffolds the Answer to BIG questions.
A graphic organizer is an open question.
It helps clarify students' thinking—and identify thinking gaps.

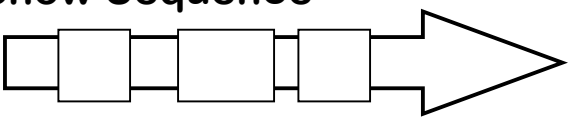
Classify and Clarify

Category	Category

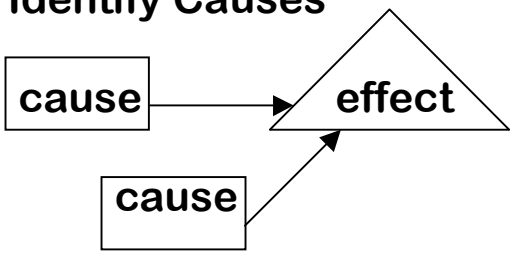
Compare and Contrast



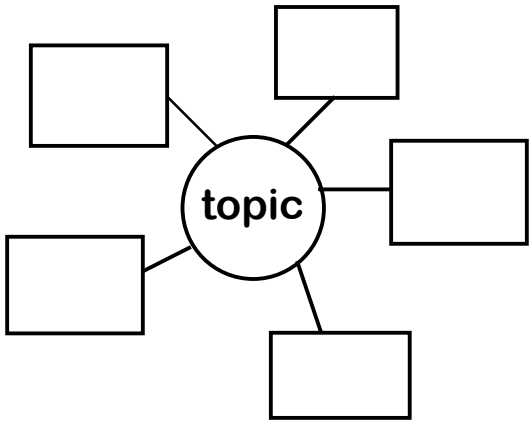
Show Sequence



Identify Causes and Effects

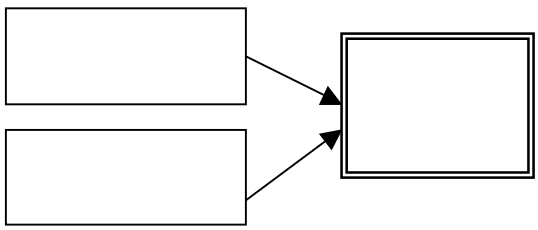


Organize Information

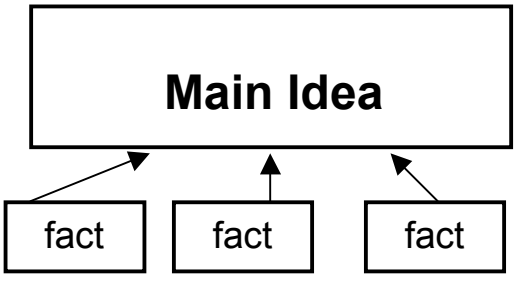


Show Inferences

information → *inference*



Infer and Support Ideas



I know my numbers from ☐ to ☐ .

ILS6A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

Directions: Teachers tell students which numbers to write on the chart. It can be individualized based on different levels of student knowledge of numbers. Then students write those numbers and their names and draw circles to show them.. It can be used to check on knowledge of number patterns such as adding by 10s or even, odd. For larger numbers students use different symbols. For example, circle stands for 10s, line stands for 1's.

Number	**Word**	**Draw symbols to show how many this number means.**

Exceed: Write a sentence using one of these numbers.

_____

This Week's Math

This graphic organizer applies to all math standards and is designed to guide students' clarifying of what they learn in math each week.

This Week's Skill: _____

What are 3 important words or symbols you need to know to use this math?

Word or Symbol	What It Means

What's important to know about this week's math? Show and tell what you know. For example, solve a problem with this week's skill.

Math Path

ILS 6A Investigate, represent and solve problems using number facts, operations

Solve a problem on the left side of the arrow.
Explain your steps on the right side of the arrow.

*Why I solved it **this way.***

]

MATH PROBLEM SOLVING GUIDE Grades 5-8

Guide designed for a project sponsored by the Institute for Education Sciences, US Department of Education.
Systematic use of this assessment resulted in significant gains in math achievement at grades 5-8.

1. **What will you figure out?**	
2. **How** will you solve the problem?	
3. What **information** will you use?	
4**. Estimate** the answer.	

5. Solve it here. If you need more space use the back of the page.

6. What is your **answer**?	
7. Tell **what you did**.	
8. Tell **<u>why</u>** you solved it ***<u>this way</u>*.**	

TOPICAL WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)

Make the Writing Connection!

Use your word bank to write about this topic.

Show and Tell History

ILS 5A objective: I can organize information to explain an event in history.

Show three important parts of the history you are learning. *Write a label for each part.*

the Place

a person

the event

Write the main idea here.

Then write more on another page. Tell why this history is important for people to know.

COMPREHENSIVE QUESTIONS — FICTION

I can analyze, infer and summarize when I read a story ILS1BC

Title of the Story: _____

2. **Identify Sequence:** What happened at the end?

_____

3. Name one character in the story. _____

What is one trait you **infer** that character has? _____

Evidence: Explain why you think that character has that character trait.

_____

4. **Identify Action:** What is something that character does?

_____

Infer Motive: Why do you think that character does that—what is the reason?

_____

5. **Summarize** the story. Write your summary on these lines.

_____

_____

_____

_____

_____

6. **Infer the lesson**: What is the lesson people can learn from this story?

_____

Why do you think that is the lesson?

_____

_____

I can summarize content.

ILS5A: I can summarize information about a topic.

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:
On another page, write and draw to explain the topic.

Use Art, Drama, Music to Expand Thinking

I can show Ideas

Draw or paste a picture about government that shows what each of these words means. Add more words and show why they are important to government,

GOVERNMENT				
leader	**democracy**	**change**	**choice**	**politics**
citizen	**responsibility**	**justice**	**rights**	**mayor**
your word	*your word*	*your word*	*your word*	*your word*
your word	*your word*	*your word*	*your word*	*your word*

Expand a Story or History with Evidence-Based Dialogue

CCSSR1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

Event or Story: _____

List three different persons who were there.

*1*_____ *2*_____ *3*_____

INFER FEELINGS

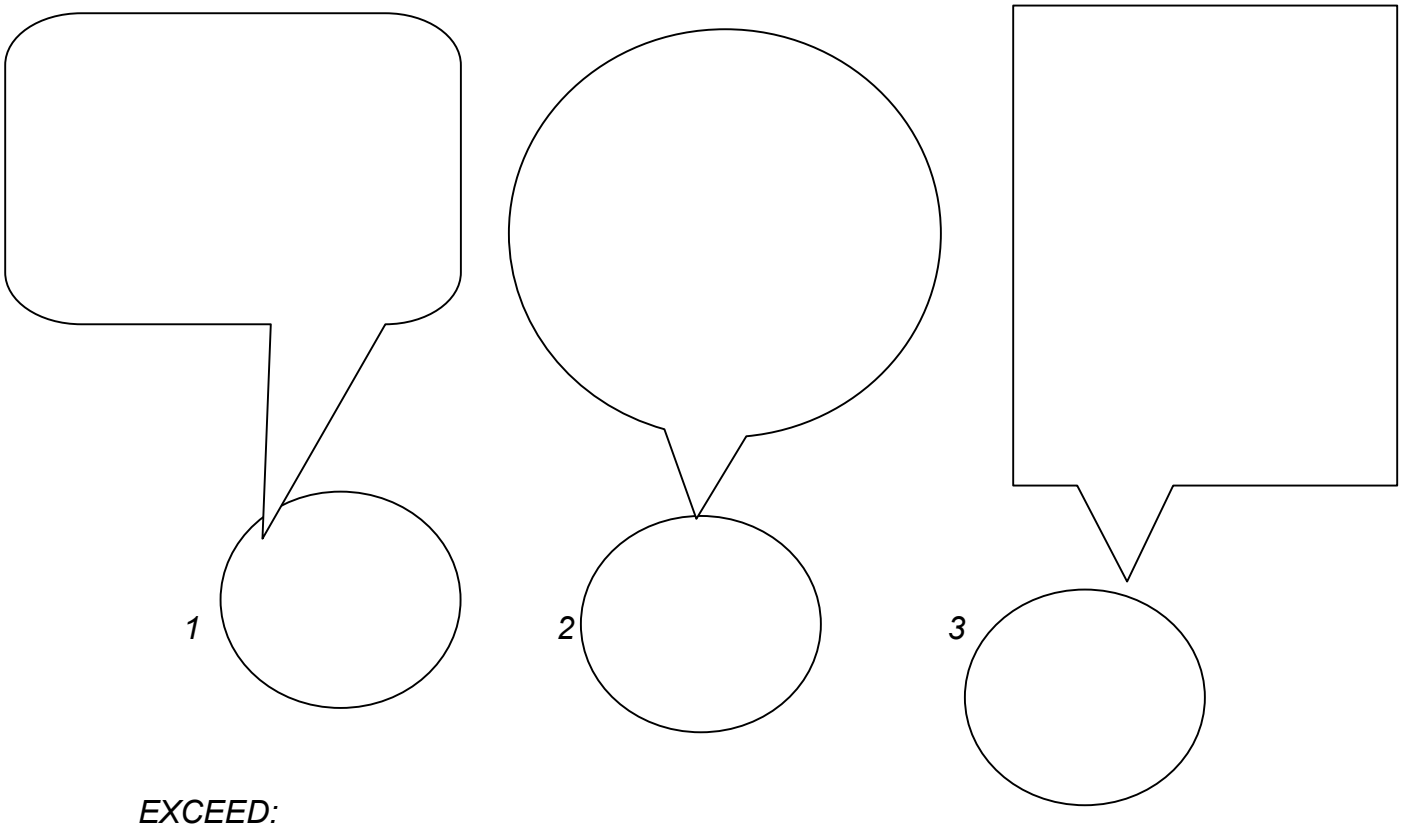
How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

Write what you think each one might have said.



EXCEED:
Summarize the story or event.

Write a Play to Communicate the Theme of a Story

CCSSRL3 Describe persons *(e.g., their traits, motivations, or feelings)* and explain how their actions contribute to the sequence of events.

Story: _____

What happened—list the important events.

How it starts: _____

What happens next? _____

How it ends. _____

What's the **theme** of the story?

_____

Why do you think that is the theme? Support your answer with evidence from the story.

_____

_____

_____

Who are the important characters?

Who	Trait	Action	What happens because of that action?

Dialogue: Write what characters might say.

_____: _____

_____

_____

_____: _____

_____

_____

_____: _____

_____

_____

_____: _____

_____

_____

_____: _____

_____

_____

_____: _____

_____

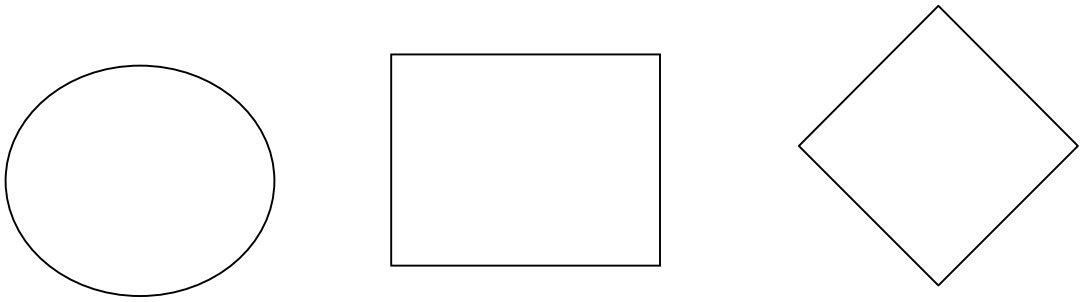
_____

Keep writing—use more pages to retell the story as a play.

Story Illustrator

ILS 1B: I can identify important elements in a story and infer based on understanding it.
CCRL2.3 Recount stories, including fables, folktales, and myths from diverse cultures; determine the **central message**, **lesson**, or **moral** and explain how it is **conveyed** through **key details** in the text.

Draw three persons who are in it. Show their traits by the details you put in the pictures.



Sequence the Events. Draw or tell how it started, what happened next, how it ended.

INFER: What is the message or lesson of the story?

_____

Why do you think that is the message the writer wants you to understand?

_____

_____

_____

Environment Illustrator

Common Core Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Directions: Read about an environment. Then plan and sketch a drawing of an environment—a landscape. A landscape is a picture of an environment. It shows the plants, including grasses, flowers, trees, and bushes, as well as the land, and it may show water and the sky, too.

What idea do you want people to understand about the environment when they see your picture?

_____

What will you include in your landscape to show the environment?

Kinds of Plants	**Kinds of Land (can include bodies of water)**	**The Sky**

Draw your sketch here. If you have time, you can paint the landscape, adding color to show more about what the environment looks like.

Poem Builder

ILS1B, 2B, 3C: I can communicate about a topic in a poem.

Choose a theme. _____

- ✓ List words that are part of communicating the theme.

Words

- ✓ Draw a picture or diagram of what you want people to understand about this theme.

Picture/Diagram/Idea

- ✓ **POEM** Write a poem about it. Use your words.

Poets think fluently.

Creador de Poemas

ILS1B, 2B, 3C: I can communicate about a topic in a poem.

Escoge el Tema: _____

- ✓ Haz una lista de palabras que sean parte de la explicación del tema.
- ✓ Haz un dibujo o diagrama de lo que piensas acerca de este tema.
- ✓ Escribe un poema acerca del tema. Utiliza tus palabras.

Palabra

Dibujo/Diagrama

POEMA

Locate, then Solve Learning Problems

Organize Your School's Strategic Support for Learners

How to read	__students "peer coach" __student explains the reading in own words paragraph by paragraph __student draws pictures to show the situation __multiple choice questions with just 2 responses, then expand to 3 and 4 __students complete graphic organizer
How to solve a math problem	__ students "peer coach" __student writes guide to solving problems __student corrects a problem solving example __students work in pairs __students solve problem and explain how __students write guide to solving problems __students complete "math path" __students design and play math game designed to increase knowledge of math facts
How to write	__focus on one element of writing at a time __students co-write __class/group makes outline, then students write based on that outline __students write a "how to" writing guide __students use writing "scaffold" __students edit for one element—e.g., punctuation that clarifies; use of adjectives.
Content Area reading/learning	___students complete graphic organizer ___students illustrate paragraph or page ___students outline a passage ___students locate and list information to support a position or conclusion ___students collaborate to write a booklet about the topic

Solve Learning Problems

Usually, the obstacle is not one isolated skill—the student needs learning guidance.

Problem	Solutions
Student has difficulty staying on task.	1. Ask student to restate directions 2. Write directions on board. 3. Students work in pairs.
Student cannot work independently.	
Student is not interested.	

Structure Progressive Lessons

Take the Gradual Release Across the Week

The Teaching/Learning Path

This sequence can structure a learning week.

Monday **Preview Model Interest**	***Tuesday*** **Model and GUIDE**	***Wednesday*** **GUIDE and go farther**	***Thursday*** **ASSESS and Clarify**	***Friday*** **Fix Go Deeper Finish well**
Teacher Models *Students begin.*	*Teacher Leads* *Students go farther.*	*Teacher guides* *Students get clearer*	*Students demonstrate/ apply* *Teacher clarifies and extends*	*Students complete with independence.* *Teacher guides students needing additional development.*

Choose Important Content and Skills ❒ Model, then Guide Active Learning ➡ Assess ☑ Expand ↗

My Lesson Strategy Guide—Ways to Scaffold and Engage and Advance Learning

Powerful Practices	**Teaching Strategies**	**Diverse Student Activities/Assessments**
❑ Graphic Organizers ❑ Cooperative Learning ❑ Using short segments of passages to teach vocabulary in context/writing ❑ Specific Informal Assessment ❑ Curriculum-Based "probes" to clarify thinking ❑ Reciprocal Peer Tutoring ❑ Explicit Timing ❑ Teacher Think-Alouds ❑ Peer Tutoring ❑ Using Response Cards During Instruction Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.	❑ model ❑ students demonstrate ❑ clear directions ❑ explicit objective ❑ illustrated word wall ❑ check for understanding daily ❑ week synthesis ❑ check daily for understanding ❑ work with pairs and small groups ❑ gradual release of responsibility ❑ ask challenging questions ❑ scaffold student learning progress to independence ❑ use differentiated assessments ❑ point out punctuation in context ❑ "fold-a-books" ❑ model writing with "mentor" texts	❑ write letter, poem, article, story ❑ draw/write about music ❑ "read" paintings ❑ act out a story or history ❑ invent a game ❑ change a story ❑ outline, write, illustrate a topic booklet ❑ make problem-solving guide ❑ build models ❑ create museum-like displays ❑ make portfolios ❑ present topics ❑ debate ❑ write songs ❑ word and number games ❑ make picture glossary

ENRICHMENT AND ACCOMMODATIONS for Individual Students

Student	Enrichment/Accommodations

Choose Important Content and Skills ❐ Model, then Guide Active Learning ➡ Assess ☑ Expand ↗

Learning Activities **Take the Gradual Release of Responsibility Across Each Lesson and Across the Week.**

Reading Comprehension	***Preview, Model, Interest***	***Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
This week's reading: This week's Strategy/Skill:	I do: We do: You do: **CORE:** **ADVANCED:** √ Check for understanding	I do: Read/Think Out loud We do: You do: **CORE:** **ADVANCED:** √ Check for understanding	I do: We do: You do: **CORE:** **ADVANCED:** √ Check for understanding	YOU DO: Formative Assessment—students will… √ I DO--RESPOND to assessment. Students who need support will … **ADVANCED:**	T: Guides **students needing support**— **ADVANCED:** **Synthesis** What did we learn about reading this week?

SCIENCE	***Preview, Model, Interest***	***Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
Topic: Reading/Learning Strategy/Skill: This week's reading: vocabulary	I do: We do: You do: Core: **ADVANCED:** √ Check for understanding	I do: We do: You do: Core: **ADVANCED:** √ Check for understanding	I do: We do: You do: Core: **ADVANCED:** √ Check for understanding	YOU DO: Formative Assessment—students will… √ I DO--RESPOND to assessment- Students who need support will … **ADVANCED:**	T: Guides **students needing support**— **ADVANCED:** **SYNTHESIS:** What did we learn about science this week?