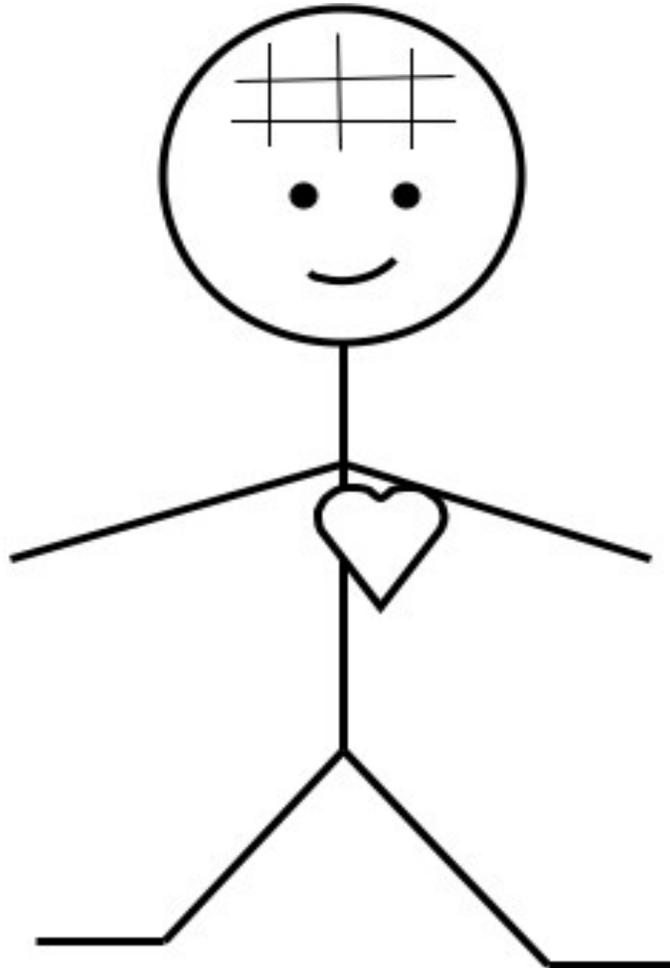*Inspire   Connect   Educate   Advance*

Differentiate to Make the Difference

Assess Diversely

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

| Teach Explicitly	Assess Diversely Assessment if done independently
Word Knowledge T: Display words and pictures by patterns and topic	❑ 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. ❑ Make/complete grammar chart rule and example.
Comprehension and Fluency *Reading Transfer:* T: Read to--model, read with – guide students S: Re-read to find out more. *PQROST:* T: Preview; ask BIG question S: Read, organize, show, tell	❑ 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 main idea, give examples. ❑ Dramatize the story or history ❑ Write the next part. ❑ Write note to or from someone who "was there".
Strategic Reading T: Think out loud—explain the strategies you use as you read	❑ Think out loud. ❑ List what's important ❑ Ask yourself questions as you read ❑ Apply the same strategy to different sections or texts. ❑ Draw what you read
Math T: Demonstrate math T: Post vocabulary and example/picture	❑ Draw the problem and solution ❑ Act out the problem and solution ❑ Write math—examples, explanations, "Math Path". ❑ Make up math problems. ❑ Make math glossary. ❑ Write a math guide
Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas	❑ 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.
Writing T: Do a "write aloud" ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.	❑ Work on one kind of writing at a time. ❑ Focus on one criterion for good writing at a time. ❑ Edit writing for that one focus. ❑ Illustrate your own writing. ❑ Make punctuation posters

How will you RESPOND to Increase Student Learning?

CPS Teaching Framework domains: 3d Using Assessment in Instruction
3e responsiveness—response to student needs—**intervention and enrichment**

PRIORITY	RESPONSES: **Ways to help students who need support**.
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 write guide to writing __students correct writing with errors, editing that, THEN editing their own
Content Area learning	___students complete graphic organizer ___students write based on graphic organizer ___students illustrate paragraph by paragraph ___students outline a passage ___students find information to support a position or conclusion ___students collaborate to write a booklet about the topic

Enrichment: What challenge will you add?
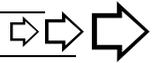
Assess Positively

Meet and Exceed: Let's do it.
This is what you learned.
This is what you can do better.
Here are the steps to take to do that.

I'm your coach.
Here is what you need to learn.
Here is an example of what it will look like.
Here is a way to succeed.

You're the coach.
You did well.

Assessment Can Affect Feelings

You did this part well. You need to do better on that part, and I'll show you how.	You failed. This is wrong.
happy **encouraged** **confident** **interested**	sad discouraged worried uninterested

Assessment Can Reinforce Traits

Good job. Thank you for revising this. You did so well I am going to give you an even more challenging assignment. Your work can be a model for the class. You can help other students.	You failed. This is wrong. Wrong, wrong, wrong.
hardworking **cooperative** **helpful** **friendly**	lazy uncooperative helpless unfriendly

Forward Feedback is Essential for Formative Assessment

Forward Feedback is Specific feedback that:
✓ Identifies strengths
✓ Guides students to take the next step

Enables students to:
✓ Feel positive
✓ Improve their work
✓ Clarify their thinking
✓ Go farther!

EXAMPLES

+ Your answer to the first question is clear and correct.
➢ Read the passage again to find the information you need to answer the second question.

+ Your answer is close.
➢ List the steps you took to get it—then check your work to figure out how you should change it.

+ Your chart includes correct information.
➢ Go farther—write a summary of what your chart shows.

+ You started the extended response with a clear beginning.
➢ Add more information from the passage that supports your answer.

+ You have written a complete summary—all the important parts.
➢ EXCEED! Write directions for another student—explain how to summarize.

+ You have collected important information.
➢ Re-read the question. Make sure you have got information you need to respond completely to each part of the question.

+ You have included some information from one of the passages.
➢ The question asks you to use facts from the two passages. Underline information in the second passage that can help answer the question. Then add a paragraph to your answer using that information.

+ Your experiment report tells what you did very clearly.
➢ Explain what you learned from the experiment.

Set learning targets and identify assessment "scaffolds" that will enable you to identify students' status so you can respond with forward feedback.