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

Are all students expected to learn the same skills and concepts at the same level of difficulty/complexity?

Yes → Do the students have a wide variety of abilities and background knowledge of the topic or skills?

Yes → Does the topic or concept allow for students to focus on one part of their choice?

No → No

Differentiation by Academic Readiness:

Why it’s Effective: Zone of Proximal Development

Tools:
- DesCartes
- Curriculum Ladders
- Lesson Planning Pages

Related Strategies:
- Compacting
- Flexible grouping
- Instructional Ladders
- KWL Charts
- Literature Circles
- Scaffolding
- Varied Questions
- Varied Texts

Differentiation by Student Interest or Learning Style:

Tools:
- Interest Inventory

Related Strategies:
- Flexible Grouping
- Jigsaw
- Multiple Intelligence options
- Orbitals
- WebQuests

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

Can the final product or assessment be provided at varying levels of difficulty or complexity?

Yes → Can the students choose the manner of demonstrating what they’ve learned and still focus on key ideas and skills?

Yes → Yes

No → Can the students choose the manner of demonstrating what they’ve learned and still focus on key ideas and skills?

Yes → Yes

No → No

Differentiation by Academic Readiness:

Tools:
- Rubrics
- Strategies to Monitor Progress (Formative Assessment)

Related Strategies:
- Alternative Assessments
- Questions Choices
- Performance Assessments
- Tiered Rubrics
- Varied Products

Differentiation by Student Interest or Learning Style:

Tools: Ways to Show What You Know

Provide students with a rubric that describes what they must include to show their learning, but allow them to choose whether they make a poster, write a report, create a PowerPoint or complete some other project that includes what’s required based on the rubric.

Do I have data to help identify the level at which each student should begin working and where I’d like them to end up?

Yes → Can the students choose the manner of demonstrating what they’ve learned and still focus on key ideas and skills?

Yes → Yes

No → No

Differentiation by Student Interest or Learning Style:

Tools: Ways to Show What You Know

Provide students with a rubric that describes what they must include to show their learning, but allow them to choose whether they make a poster, write a report, create a PowerPoint or complete some other project that includes what’s required based on the rubric.

Can the students choose the manner of demonstrating what they’ve learned and still focus on key ideas and skills?

Yes → Yes

No → No
**ACTIVITIES & MATERIALS:**

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.

**Differentiation by Academic Readiness:**

- **Tools:**
  - Lexile Framework
  - Leveled Reading Articles
- **Related Strategies:**
  - Anchor Activities
  - Appointment Clocks
  - Centers/Stations
  - Cubing
  - Games
  - Homework Options
  - Learning Contracts
  - Menus/Agendas
  - Simulations
  - Think-Tac-Toe
  - Tiered Activities
  - Varied Organizers
  - Varied Pacing

**Differentiation by Student Interest or Learning Style:**

- **Tools:**
  - Novel Study Example
  - Historical Fiction Example
- **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.