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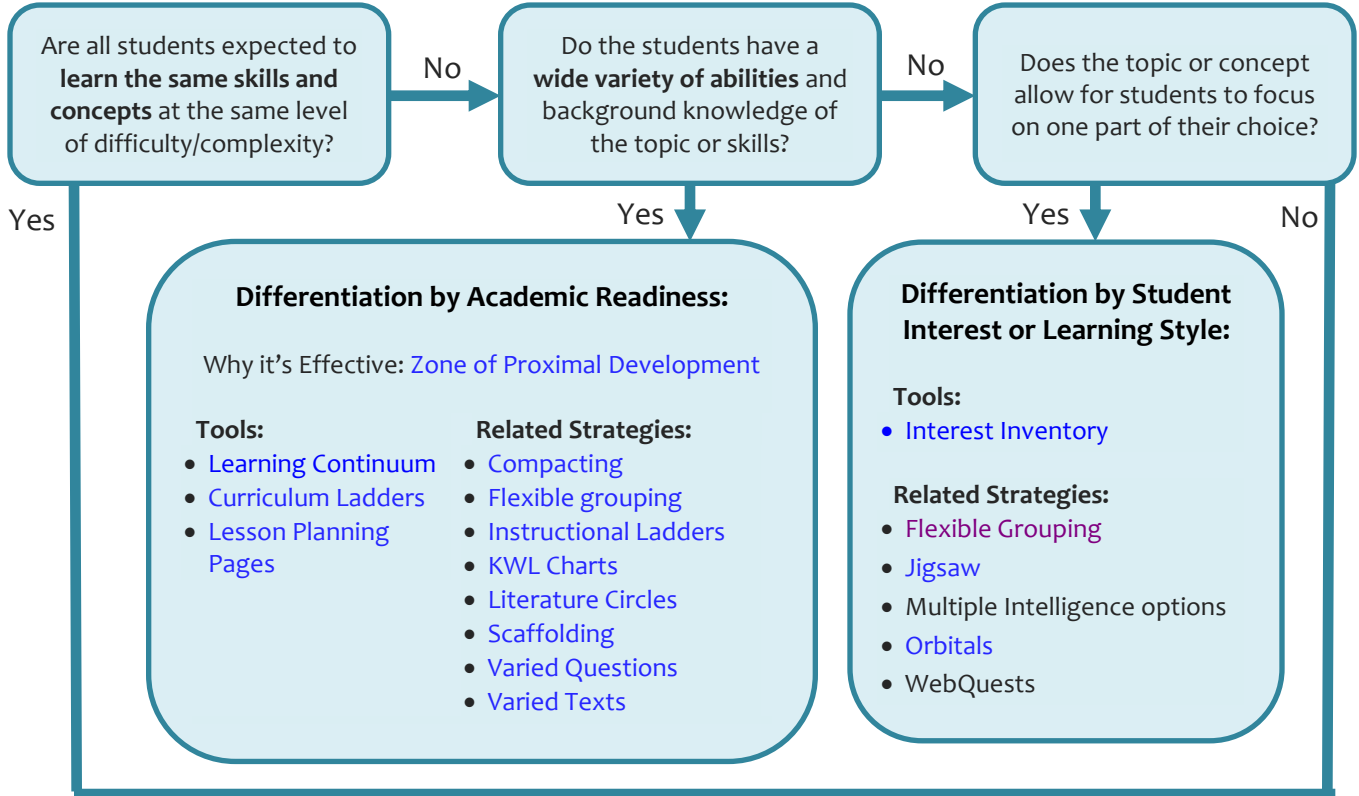
The **SKILLS and CONCEPTS** students are expected to know and/or be able to do at the end of the lesson, unit or project.

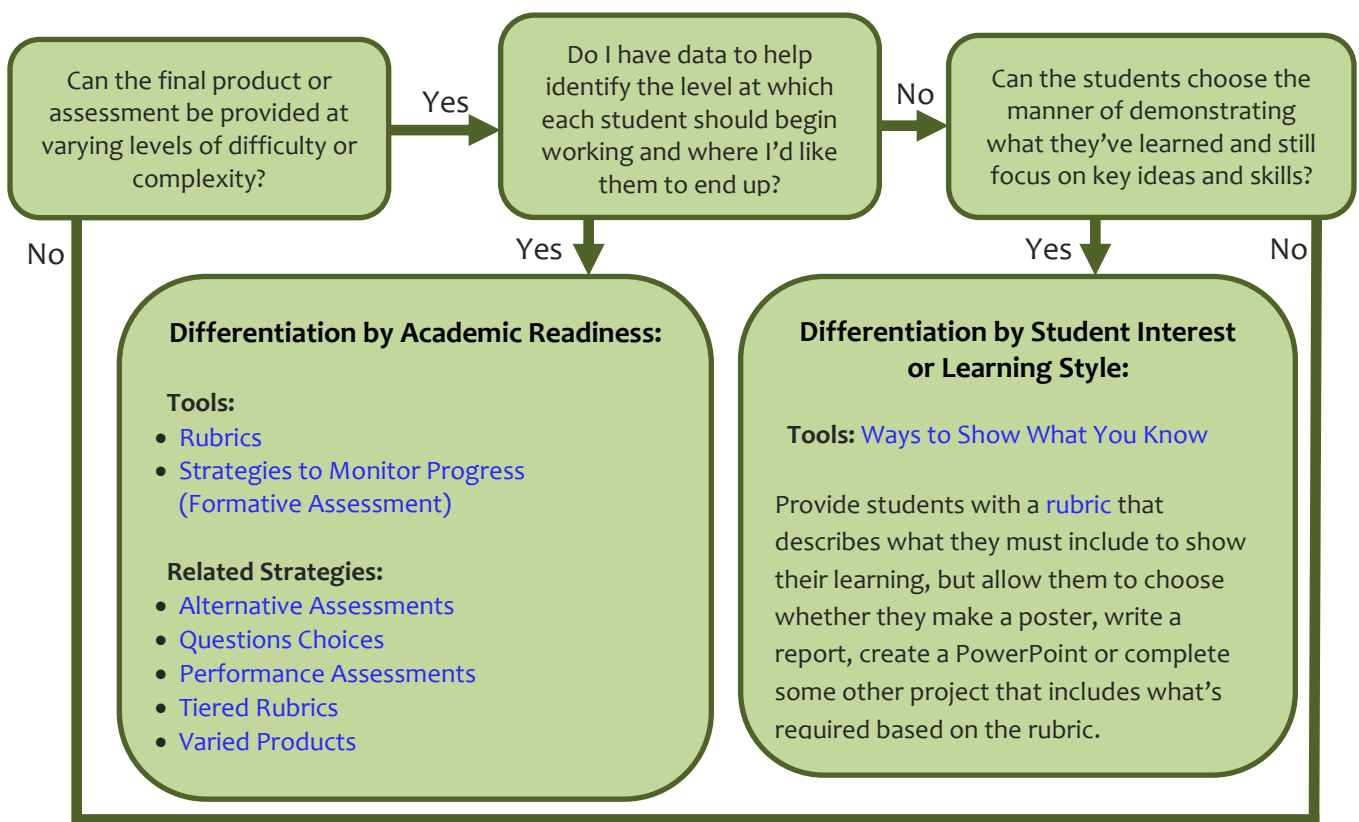Content for ALL students should be concept-based, relevant and transferable

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

No →

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

No →

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

Yes ↓ (left)
Yes ↓ (middle)
Yes / No

Differentiation by Academic Readiness:

Why it's Effective: Zone of Proximal Development

Tools:
- Learning Continuum
- 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
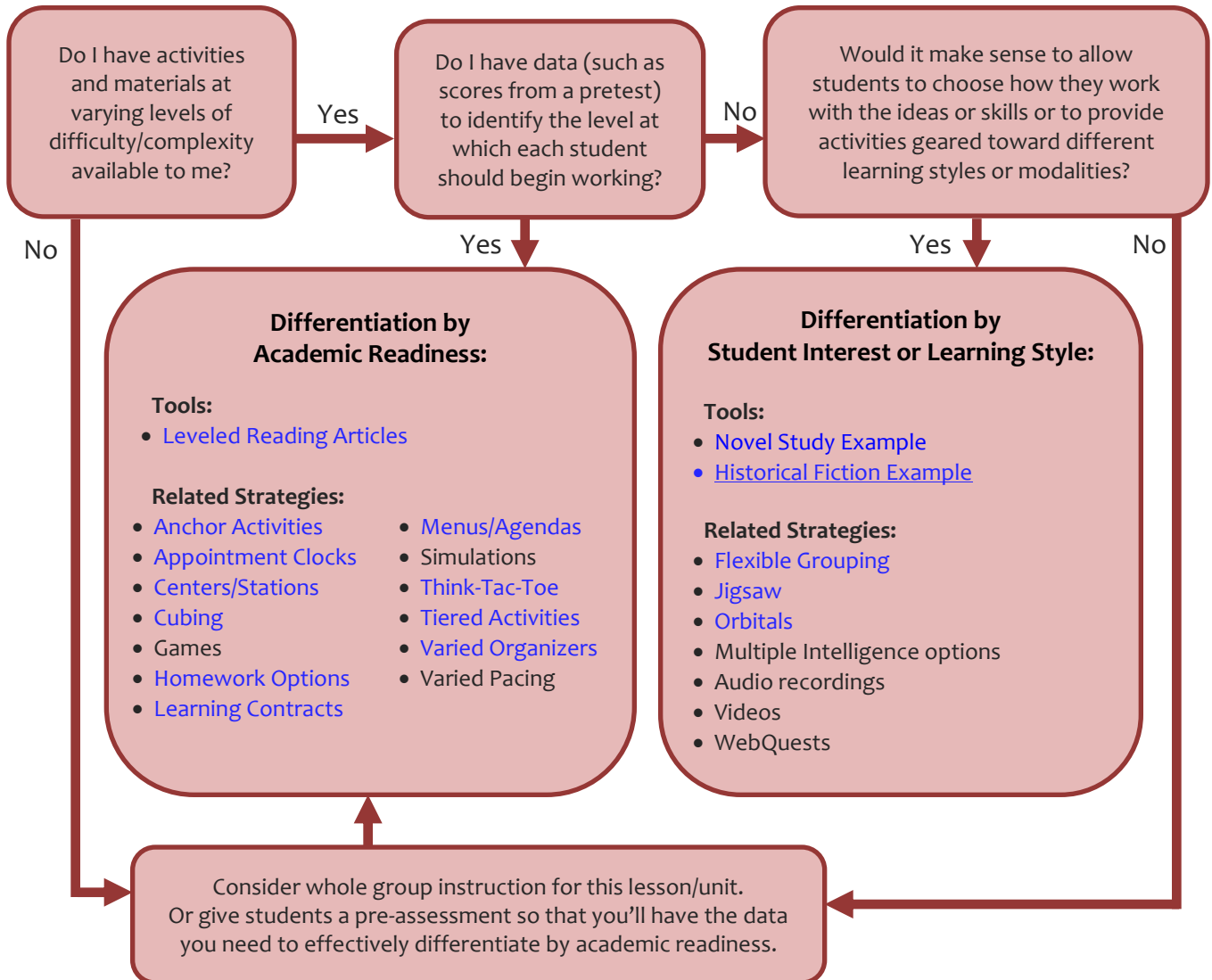
Assessments for ALL students should focus on - and require the use of – the skills and concepts being taught

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

Yes →

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?

No →

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

No (left)
Yes ↓ (middle)
Yes / 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.

ACTIVITIES & MATERIALS:

The activities, lessons, and materials the students will do or use to practice skills and gain information.

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

Do I have activities and materials at varying levels of difficulty/complexity available to me?

Yes

Do I have data (such as scores from a pretest) to identify the level at which each student should begin working?

No

Would it make sense to allow students to choose how they work with the ideas or skills or to provide activities geared toward different learning styles or modalities?

No

Yes

Yes

No

Differentiation by Academic Readiness:

Tools:
- 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.

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