

Differentiation Planning Step #1

Content:

What skills/concepts will students be expected to know and/or be able to do at the end of the unit or project?

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

Yes

Consider differentiating the product or process.

No

- Use DesCartes to identify the levels of difficulty appropriate for each student or group of students. Decide what each student will be accountable for learning.

Consider:

- Group students for instruction based on their level of readiness (using RIT scores and other assessments as a guide)
 - Does the use of small groups work with this unit/project?
- If there are any students significantly above or below the rest of the group, consider ways to develop independent projects or assignments at an appropriate level of difficulty.
 - Are there students who would benefit from independent work?

