

**What Does Differentiation Look Like: A True/False Quiz**

Directions: Mark the item T if it is **TRUE** for a differentiated classroom or F if it is **FALSE** for a differentiated classroom. After you have responded individually, compare your answers to the others in your table group. When you disagree, discuss your various points and attempt to reach consensus.

- 1. Allowing all students in the class completing the same work for a unit/chapter.
- 2. Assessing students before a unit of instruction to determine what they already know.
- 3. Adjusting the core curriculum by content (below to above grade level).
- 4. Limiting how and what is taught by teaching to the average student.
- 5. Providing assignments tailored for students of different levels of achievement.
- 6. Having high expectations for **ALL** students.
- 7. Providing educational experiences which extend, replace, or supplement standard curriculum.
- 8. Assigning more work at the same level to high achieving students.
- 9. Focusing on student weaknesses and ignoring student strengths.
- 10. Using activities that all students will be able to do.
- 11. Structuring class assignments so they require high levels of critical thinking and allow for a range of responses.
- 12. Giving the same kind of problems or questions and expecting more.
- 13. Using higher standards when grading
- 14. Having students participating in respectful work.
- 15. Putting students in situations where they don't know the answer often.
- 16. Ensuring that students and teachers are collaborating in learning.
- 17. Differing the pace of instruction.
- 18. Using capable students as tutors.

### Differentiating Strategies "Glossary"

- **Anchor Activities:** Major activities or tasks that students work on throughout a unit or given time period. After the anchor activity is introduced and explained, regular classroom teaching continues as students work on the anchor activity on their own. Allows for differentiation for process and learning environment.
- **Concept-Based Teaching:** Largely used to differentiate content. Rather than focusing on small, unrelated facts, teaching is based on larger, enduring concepts and themes. Different content can support the same themes among the class.
- **Cubing:** Method for differentiating process or product where students roll a six-sided cube that has various activities relating to the same content. Students may choose which activity to do as the cube is rolled. Another technique is to create multiple cubes in different colors to give to different students.
- **Curriculum Compacting:** Strategy developed by Joe Renzulli. The idea is to help students maximize their educational time. 3 step process: Step 1: Teacher identifies candidates and assesses what they know and do not know about a topic. Step 2: Teacher notes any skills or understandings not mastered in the pre-assessment and develops a plan to make certain the student learns those things. Step 3: Student and teacher work separately from the other students on a project with parameters decided by the teacher and students.
- **Established Protocols:** Differentiating the learning environment by involving the students in deciding certain procedures for the classroom. Gives students a sense of "buy in" and allows for classes to be somewhat unique in their procedures.
- **Grouping:** May include flexible, readiness, or mixed ability grouping. Putting students in homogeneous or heterogeneous groups to explore a content area, brainstorm for a task, solve a problem, or develop a problem. Most effective differentiation occurs when groups are flexible and can change mid-activity based on student need.
- **Independent Study:** A research project where students learn how to develop the skills for independent learning. The student, who has demonstrated understanding of the material being taught works on a separate task of their choice. The degree of help and structure will vary between students and depend on their ability to manage ideas, time and productivity. A modification of the independent study is the buddy-study, where two or three students complete a different task than everyone else.
- **Interest-Based Investigations:** Method of differentiating process and content where students are allowed to research something of interest that parallels the curriculum or delves into more detail than what is present in the general curriculum.
- **Journal Prompts (also, Response Journals):** Providing students multiple prompts to respond to content or skills. Effective for differentiating process or learning environment, also for readiness, interest, or learning style.
- **Learning Contracts:** An agreement between the teacher and a student or a group of students to complete certain activities/tasks within a given time period. Can be used for skills or understandings. Effective for use with content, process, or product differentiation.

# BLOOM'S REVISED TAXONOMY



## Creating

Generating new ideas, products, or ways of viewing things

*Designing, constructing, planning, producing, inventing.*

## Evaluating

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging



## Analyzing

Breaking information into parts to explore understandings and relationships  
Comparing, organizing, deconstructing, interrogating, finding

## Applying

Using information in another familiar situation  
Implementing, carrying out, using, executing



## Understanding

Explaining ideas or concepts  
Interpreting, summarizing, paraphrasing, classifying, explaining

## Remembering

Recalling information  
Recognizing, listing, describing, retrieving, naming, finding



## Content

Content consists of ideas, concepts, descriptive information, and facts, rules, and principals that a student needs to learn. Content can be differentiated through depth, complexity, novelty, and acceleration. Content includes the means by which students have access to information. Materials can vary according to reading level or by employing text materials on tape.

## Process

Process is the presentation of content, including the learning activities for students, the questions that are asked, as well as the teaching methods and thinking skills that teachers and students employ to relate, acquire, and assess understanding of content

## Product

Products are the culminating projects and performances that result from instruction. They ask the student to rehearse, apply, or extend what s/he has learned in a unit. A product or performance provides the vehicle that allows students to consolidate learning and communicate ideas.

## Learning Environment

The learning environment is the way the classroom looks and/or feels, including the types of interaction that occur, the roles and relationships between and among teacher and students, the expectations for growth and success, and the sense of mutual respect, fairness, and safety present in the classroom.