Differentiation by Product: Evidence of Learning

What is It?

- Giving students a range of ways they can demonstrate their knowledge, understanding, and skills.
- A good product allows students to:
    - Apply/show what they can do
    - Extend their understanding and skill
    - Employ critical and creative thinking
    - Reflect on what they have learned
- Differentiation by product can occur at the pre-assessment, formative, or summative stages
- ALL students meet big understand goals/essential questions in ALL product options--the outcomes are not differentiated, only the product used to show knowledge changes.

Considerations

- What are my essential understandings that all students need to attain?
- What key facts, concepts, skills do all students need to show they have mastered?
- What do I know about my students' interests, learning profiles, readiness, and academic language levels that might help create meaningful options?
- If I create options for students to show knowledge, how will I ensure they all are tightly connected to the same learning outcomes?
- How will products ensure students employ critical and creative thinking? (Consider Bloom's Taxonomy or similar model for ideas)
- How will products support students in reflecting on their learning?

Examples

- Written: Report, newspaper article, information brochure, poem, essay
- Visual: Poster, graphic organizer, website, ad, video, map, timeline
- Oral: Interview, presentation, teach others, video, debate
- Kinesthetic: Model, performance, sculpture, experiment, role play, display

Differentiation by Process: The Roadmap to Understanding

What is It?

- How students go about making sense of, understanding, and "owning" essential facts, concepts, and skills.
- Teachers use diverse and meaningful/respectful activities to meet student readiness, interests, or learning preferences.
- All pathways support students to arrive at the same clearly focused learning goal.

Considerations

- What is my essential understanding that all students need to attain?
- What key facts, concepts, skills do all students need to show they have mastered?
- How long do students have to master this content? Will it come back again in the curriculum?
- What do I know about student readiness? Who will need more scaffolding? Less?
- What do I know about student learning preferences and interests? What activities will best support all students in connecting with the content?
- What do all, some, few students need to succeed? (Consider Universal Design for Learning Principles)
    -

Examples

- Think-pair-share (or any Kagan strategy)
- Spiral discussions
- Collaborative learning or independent study
- Journaling
- Learning choice boards
- Flexible grouping
- Literature circles
- Interest groups
- Experiments/labs
- Flipped instruction
- Workshop model

Differentiation by Content: Ensuring Access

What is It?

- What students need to learn
  - ALL students will meet big Understand Goals/Essential Questions.
  - MAY differentiate what students do, where they start in the curriculum, the pace of learning.
- How students will <u>access</u> the essential knowledge, concepts, and skills
  - The curricular materials and instructional strategies are differentiated.

Considerations

- What are my essential understandings that all students need to attain?
- What key facts, concepts, skills do all students need to show they have mastered?
- What pre-assessment data do I have about this curriculum? What does it tell me about student readiness? Who will need more scaffolding? Less?
- How long do students have to master this content? Will it come back again in the curriculum?
- What do I know about student learning preferences, interests, goals and culture that I could incorporate to help connect students to the content?
- What instructional materials are available that might allow students to access the curriculum in different ways?

Examples

- Providing content through video, readings, lectures, demonstrations, modeling, and/or audio
- Providing additional resources to build background knowledge
- Chunking
- Compacting
- Tiering
- Graphic organizers
- Jigsaw
- Individualized spelling/vocabulary lists
- Interest groups/Learning centers