

Standards-Based Activities & Assessments for the Differentiated Classroom

Presented by

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Basic Ideas and Concepts

- Today's classrooms focus on the standards. Mastering them is the goal for all students. Learning beyond the standards should be the goal for gifted students.
- NAGC Gifted Program Standards address differentiation in several ways:
 - Differentiated curriculum must span Pre-K to 12th grade.
 - Differentiate or modify regular curricula to facilitate higher level learning goals.
 - Assess for proficiency and provide alternate challenging learning opportunities.
 - Modify curriculum based on students' interests, readiness and learning styles.
- Differentiation is based on the premise that students learn in different ways. Therefore we must provide them with a number of different options for learning.
- Students come to us with different skill levels and content knowledge, so they are at dissimilar entry points when beginning a unit of work.
- Differentiation helps us tailor our instruction to meet the needs of each student.

In this session, we will look at three approaches for differentiating instruction and for assessing differentiated student work:

1. **Tiered Lessons & Units:** Multiple versions of assignments based on the same learning objectives and standards, but are tiered so that the student has an appropriate level of difficulty and challenge. Works best when activities at each level are parallel to each other. Can be planned for one day, for several days as a portion of the unit, or for an entire unit of study.
2. **Individual Lesson Plan (ILP)™:** A format for a unit of work that includes both Teacher- Required and Student Choice activities. All activities should be standards-based. Student Choice activities may be categorized in a number of different ways by using Bloom's Taxonomy, Multiple Intelligences, Learning Styles, Learning Modalities or Subject Areas.
3. **Tic-Tac-Toe:** A graphic organizer for student choice activities. Choices of learning activities are listed on a Tic-Tac-Toe grid. It gives students some choice in learning activities but also can give the teacher some control by the way he or she sets up the choices. All of the activities on a Tic-Tac-Toe board should be standards-based.

Suggested Resources from Pieces of Learning – Visit our Conference Exhibit Booth!

Activities and Assessments for the Differentiated Classroom by Carolyn Coil

Demystifying Differentiation in Elementary School by Eidson, Iseminger & Taibbi

Demystifying Differentiation in Middle School by Eidson, Iseminger & Taibbi

Successful Teaching in the Differentiated Classroom by Carolyn Coil

Tiered Lesson Plan: Compound Words

Objectives or Standards

1. Students will recognize the structure of compound words.
2. Students will understand how and when compound words are used.
3. Students will create and use compound words.

Whole Class Activities

1. Demonstrate how compound words are created by using puzzle pieces with simple words to make compound words.
2. Listen to and sing the "Grammar Rock" song on compound words.



All look and listen to teacher's demonstration.



All students singing and participating.

Assessment

Level 1 Activities

1. Have these students make their own compound words from the puzzle pieces and write them on a sheet of paper.
2. Write 10 sentences using these compound words.



All words created are compound words.



- Correct spelling of words.
- All words used.
- Has 10 sentences.

Assessment

Level 2 Activities

1. Generate a list of 10 new compound words. Highlight each part of the compound word with a different color.
2. Write two paragraphs using all 10 words.



- Has 10 compound words.
- Parts are indicated correctly.



- Paragraphs are in correct form with main idea.
- All 10 words used.

Assessment

Level 3 Activities

1. Make a dictionary with 10 original compound words. Define and illustrate each.
2. Write a short story using these 10 words.

Assessment

- Has 10 original words and definitions.
- Words are illustrated.
- In alphabetical order.
- Story uses all 10 words.
- Has a plot with a beginning, middle and end.

Whole Class Culminating Activities

1. Share products from Levels 1, 2 and 3.
2. "Walking Words" activity where each student holds a word and finds a partner to make a compound word.

Assessment

- Group participation

Individual Lesson Plan – Space Exploration

ACTIVITIES – STUDENT CHOICES

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| <p style="text-align: center;">Visual</p> <p>1. Make a detailed diagram of a spacecraft that has been launched sometime in the past. It can be either a manned or unmanned vehicle. Label all major parts.</p> <p>2. On a world map, identify and label launch sites and tracking stations around the world.</p> | <p style="text-align: center;">Verbal</p> <p>5. Research the progress of the International Space Station. Write a position paper in favor of or opposing it.</p> <p>6. Write a short science fiction story about a trip to outer space. Be creative but incorporate factual material about space.</p> |
| <p style="text-align: center;">Kinesthetic</p> <p>3. Dress as an astronaut or as a fictional space traveler. Present a skit showing at least five things that have to be done to prepare for space travel.</p> <p>4. Make a diorama showing some aspect of space exploration.</p> | <p style="text-align: center;">Technological</p> <p>7. Develop a 5-minute video promoting the development of a community on Mars. Include facts about Mars and what could be done to make this environment a place where humans could live.</p> <p>8. Make a list of your ten favorite websites about space exploration. Write a short explanation about why each website is a good one.</p> |

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| <p style="text-align: center;">Required Activities Teacher’s Choice</p> <p>1. Read a non-fiction book or portion of your textbook about space travel and exploration.</p> <p>2. Read a science-fiction book about space travel and exploration.</p> <p>3. As a whole class, discuss what everyone learned from these books. Make a list of facts and fantasy regarding space travel and exploration.</p> | <p style="text-align: center;">Product/Performance Required</p> <p>1. & 2. Make a Venn diagram comparing and contrasting the ideas in the fiction and non-fiction books.</p> <p>3. Class list</p> | <p style="text-align: center;">Assessment – Required Activities</p> <p>1. & 2. Accuracy Thoroughness Similarities and differences clearly shown</p> <p>3. Accurate and complete list All participate</p> |
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Optional Student-Parent Cooperative Activity

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| <p style="text-align: center;">Student Choices in Ways to Learn</p> <p style="text-align: center; margin-top: 20px;">Visual</p> <hr style="width: 50%; margin: 5px auto;"/> <p style="text-align: center; margin-top: 20px;">Verbal</p> <hr style="width: 50%; margin: 5px auto;"/> <p style="text-align: center; margin-top: 20px;">Kinesthetic</p> <hr style="width: 50%; margin: 5px auto;"/> <p style="text-align: center; margin-top: 20px;">Technological</p> <hr style="width: 50%; margin: 5px auto;"/> | <p style="text-align: center;">Product/Performance Student Choice</p> | <p style="text-align: center;">Due Dates Student Choice Activities</p> |
|--|--|---|

Assessment of Student Choices – Space Exploration Individual Lesson Plan

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| <p style="text-align: center;">1. Diagram (Visual)</p> <ul style="list-style-type: none"> • Labels are clear, correct and neatly written _____ • Accurate diagram of chosen spacecraft _____ • Neatly drawn and easily understood _____ <p><i>Suggested extensions: Explain the functions of each part of the spacecraft. Write a report about the development and history of this spacecraft. _____</i></p> <p style="text-align: right;">Possible points = _____</p> | <p style="text-align: center;">5. Position Paper (Verbal)</p> <ul style="list-style-type: none"> • Your position on the International Space Station is clear _____ • Three or more reasons given for this position _____ • Reasons are supported by facts and examples _____ • Correct spelling, punctuation and grammar _____ <p style="text-align: right;">Possible points = _____</p> |
| <p style="text-align: center;">2. Map Identification (Visual)</p> <ul style="list-style-type: none"> • At least 10 locations labeled _____ • Locations are accurate _____ • Clear and neat with correct spelling _____ <p><i>Suggested extension: Write an explanation about each location including its function in the space program. _____</i></p> <p style="text-align: right;">Possible points = _____</p> | <p style="text-align: center;">6. Science Fiction Story (Verbal)</p> <ul style="list-style-type: none"> • Story has a beginning, middle and end _____ • Descriptions and settings include scientific facts _____ • Correct spelling, grammar and mechanics _____ • Creatively mixing fact with fiction in an interesting way _____ <p style="text-align: right;">Possible points = _____</p> |
| <p style="text-align: center;">3. Skit (Kinesthetic)</p> <ul style="list-style-type: none"> • Actions and words clearly show five things to prepare for space flight _____ • Details are accurate _____ • Gestures, facial expressions and props enhance message _____ • Costume appropriate and adds to information given in the skit _____ <p style="text-align: right;">Possible points = _____</p> | <p style="text-align: center;">7. Video (Technological)</p> <ul style="list-style-type: none"> • Follows Video criteria card _____ • Video is 5 minutes long _____ • Gives accurate details and examples about Mars _____ • Includes creative yet feasible ideas about a Mars community _____ <p style="text-align: right;">Possible points = _____</p> |
| <p style="text-align: center;">4. Diorama (Kinesthetic)</p> <ul style="list-style-type: none"> • Follows Diorama criteria card _____ • Clearly shows an aspect of space exploration _____ • Details are accurate _____ <p><i>Suggested extension: Write an explanation of scene with resources listed. _____</i></p> <p style="text-align: right;">Possible points = _____</p> | <p style="text-align: center;">8. Favorite Websites (Technological)</p> <ul style="list-style-type: none"> • Lists 10 websites about space exploration _____ • Explanation conveys information well and tells why each is good _____ • Accurate information about each website _____ <p><i>Suggested extension: Email questions to each website. Summarize responses to your questions. _____</i></p> <p style="text-align: right;">Possible points = _____</p> |

**Plagiarism, Copyright and Documenting Sources
Tic-Tac-Toe for Student Choice Activities**

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|---|--|---|
| <p>1.</p> <p>Create a board game that teaches MLA rules for documenting sources.</p> <p><i>(Bodily/Kinesthetic)</i></p> | <p>2.</p> <p>Write a report explaining different style manuals and their origins. Give reasons why different subject areas use different styles.</p> <p><i>(Verbal/Linguistic)</i></p> | <p>3.</p> <p>Draw a series of cartoons that show different types of plagiarism. Include at least 3 different examples.</p> <p><i>(Visual/Spatial)</i></p> |
| <p>4.</p> <p>Contact an Internet provider of student essays or term papers. Ask 5 or more questions in an email interview. Present your findings in an oral report to the class.</p> <p><i>(Interpersonal)</i></p> | <p>5.</p> <p>Write a song or rap explaining how, why and what punctuation is used when documenting sources.</p> <p><i>(Musical/Rhythmic)</i></p> | <p>6.</p> <p>Create a collage showing various ways to document sources.</p> <p><i>(Visual/Spatial)</i></p> |
| <p>7.</p> <p>Write a journal from the point of view of a person who has been accused of plagiarism or breaking copyright laws. Include feelings, thoughts and decisions.</p> <p><i>(Intrapersonal)</i></p> | <p>8.</p> <p>Debate with a classmate: All music should be completely free to copy and listen to in any format.</p> <p><i>(Verbal/Linguistic)</i></p> | <p>9.</p> <p>Make a time line showing changes in copyright laws.</p> <p><i>(Logical/Mathematical)</i></p> |

I/we chose activities # _____, # _____, and # _____.

Name _____ Date _____ Due date _____

Assessment

Plagiarism, Copyright and Documenting Sources Tic-Tac-Toe

| | | |
|---|---|---|
| <p>1. Board game</p> <p>Follows Game criteria card ____</p> <p>Includes 20 or more rules ____</p> <p>Accurate information ____</p> <p><i>Suggested extension: Include ways to show how mistakes can be made and penalize game player when this happens ____</i></p> <p>Possible points = _____</p> | <p>2. Written Report</p> <p>Includes 3 different style manuals ____</p> <p>Explains origin of each style ____</p> <p>Accurate information ____</p> <p>Correct spelling, punctuation and grammar ____</p> <p><i>Suggested extension: Make charts or graphs to go along with report ____</i></p> <p>Possible points = _____</p> | <p>3. Cartoons</p> <p>Follows Cartoon criteria card ____</p> <p>Has 3 or more examples of plagiarism ____</p> <p>Portrays realistic situations ____</p> <p><i>Suggested extension: Research legal implications and include this in your cartoons ____</i></p> <p>Possible points = _____</p> |
| <p>4. Email Interview & Report</p> <p>Follows Oral Report criteria card ____</p> <p>Has 5 or more questions ____</p> <p>Questions include plagiarism and copyright issues ____</p> <p>Accurate information ____</p> <p><i>Suggested extension: Include in report examples from Internet provider ____</i></p> <p>Possible points = _____</p> | <p>5. Song or Rap</p> <p>Follows Song criteria card ____</p> <p>Accurate information ____</p> <p>Includes examples ____</p> <p><i>Suggested extension: Sing song or rap in front of class ____</i></p> <p>Possible points = _____</p> | <p>6. Collage</p> <p>Follows Collage criteria card ____</p> <p>Shows at least 5 ways to document sources ____</p> <p>Creativity ____</p> <p>Includes examples ____</p> <p>Possible points = _____</p> |
| <p>7. Journal Entry</p> <p>Correct spelling, punctuation and grammar ____</p> <p>Point of view and feelings are clear ____</p> <p>Thoughts and decisions show knowledge of laws ____</p> <p><i>Suggested extension: Interview classmates to find out their feelings about this issue. Include in journal ____</i></p> <p>Possible points = _____</p> | <p>8. Debate</p> <p>Positions on each side are clearly stated ____</p> <p>Opinions backed up by accurate facts and examples ____</p> <p>Correct amount of time ____</p> <p>Uses logic and shows evidence of research ____</p> <p><i>Suggested extension: Present a debate for other classes or entire school ____</i></p> <p>Possible points = _____</p> | <p>9. Time Line</p> <p>Follows Time Line criteria card ____</p> <p>Shows at least 8 events ____</p> <p>Correct grammar & spelling ____</p> <p>At least 3 resources listed ____</p> <p><i>Suggested extension: Write an explanation of why these changes have taken place ____</i></p> <p>Possible points = _____</p> |

Points for activities: # ____ = ____ pts., # ____ = ____ pts., # ____ = ____ pts.

Name _____ Total points _____ Grade _____