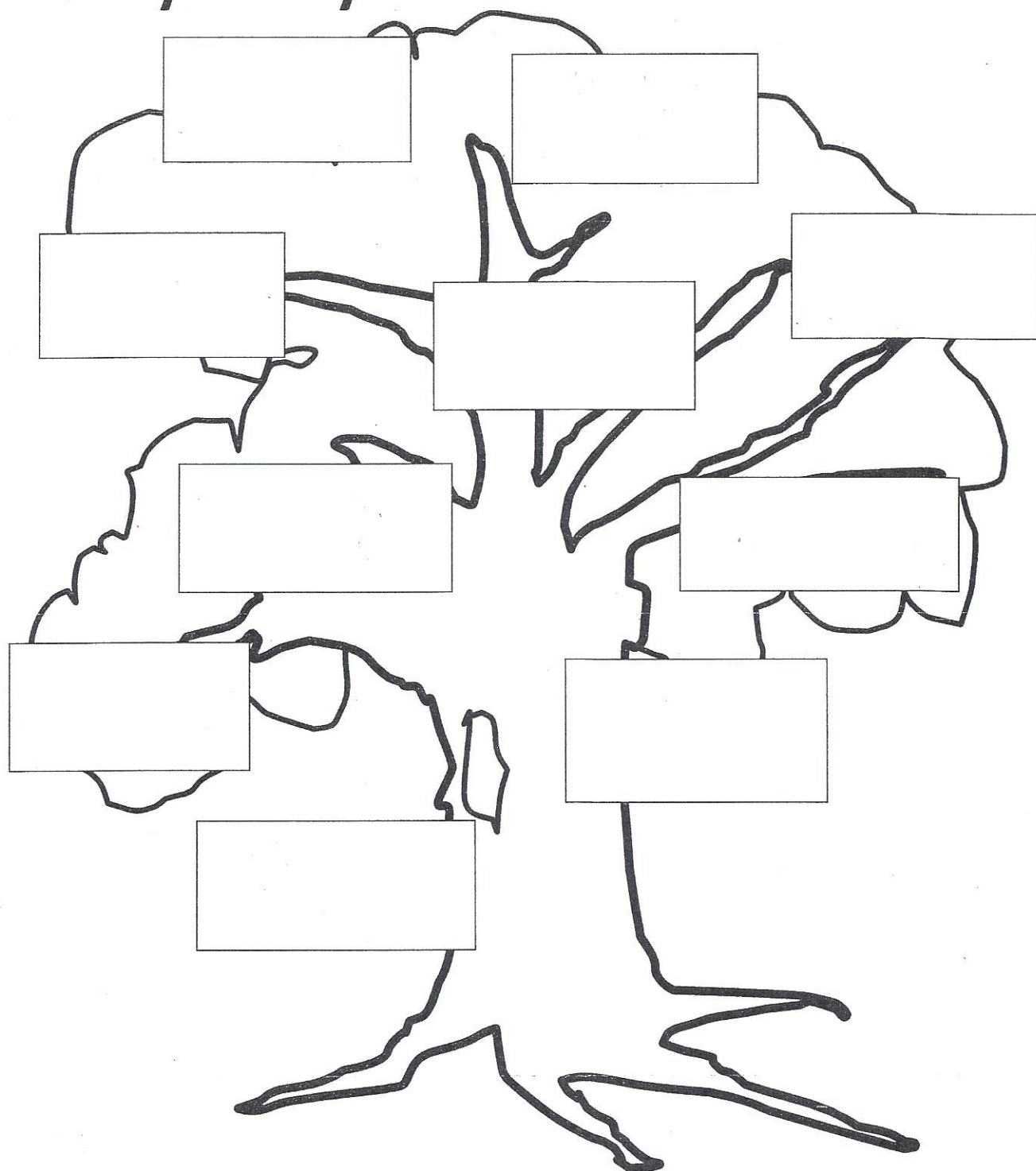


Why Analyze Student Work?



Analysis of Student Work

V. Identify: What are possible misconceptions? What are students' learning needs?

far below standard	approaching standard	meeting standard	exceeding standard

VI. Plan: How will you differentiate instruction to move students' learning forward?

far below standard	approaching standard	meeting standard	exceeding standard

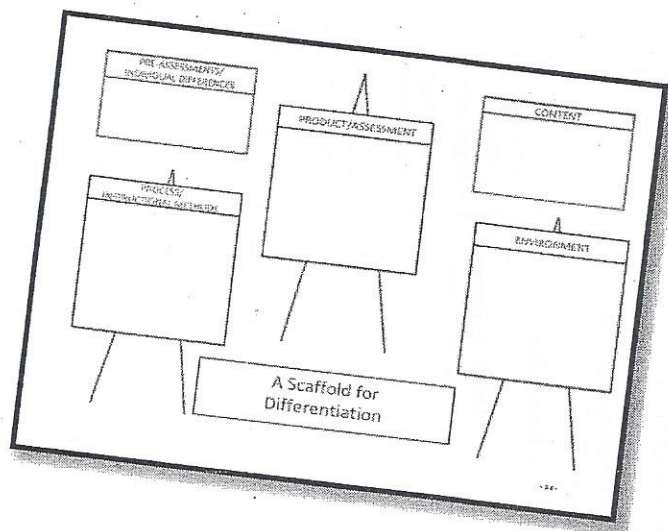
VII. Next Steps: What are some next steps? What resources and/or support personnel might support you and your students? What professional development would support your learning?

Differentiation Strategy Sort

INSTRUCTIONS

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1. With your partners, sort your differentiation strategy sticky notes into the five categories of differentiation.
2. Use one copy of *A Scaffold for Differentiation* as your table mat.
3. Sort and discuss as many strategies as time allows.



Differentiating Instruction

Pre-Assessments/ Individual Differences	Products/ Assessments	Content	Process/ Instructional Methods ✓	Environment
<p>Type 1: Cultural & Linguistic Dimension</p> <ul style="list-style-type: none"> • Home Language Survey • Oral Histories • Cultural Affinity Lists • Life Literacy Profile • Reading Interest Surveys • Best Advice (from a relative, friend, community member, oral history) <p>Type 2: Personal Dimension (Learning Profile)</p> <ul style="list-style-type: none"> • Learning Styles: 4MAT, Gregorc, Silver/Strong, Sternberg, Dunn/Dunn • Modality Surveys • <u>Multiple Intelligence Surveys</u> • Learning Profiles • Life Timeline <p>Type 3: Metacognitive Dimension</p> <ul style="list-style-type: none"> • Goal Setting • Time Management Plan • Editing Checklists • Learning Journal <p>Type 4: Academic Literacy Dimension (Students' academic literacy proficiencies and subject-specific knowledge/skills)</p> <ul style="list-style-type: none"> • Developmental Portfolio • Skill Inventories • Reading/Literacy Assessments • Standards-based assessments 	<p>Differentiate products by varying, modifying and/or offering student choice regarding:</p> <ul style="list-style-type: none"> • Work samples • Performance tasks • Quizzes and tests • Projects • Oral presentations • Graphic organizers • Group and individual projects • Portfolios • Self-assessment/reflection <p>Evaluate products and assessments using:</p> <ul style="list-style-type: none"> • Graduated rubrics • Criterion lists • Negotiated criteria • Varied checklists 	<p>Differentiate the content by:</p> <ul style="list-style-type: none"> • Providing supplemental or leveled materials at varying degrees of difficulty • Offering multi-option assignments • Allowing students to select vocabulary, reading material, note-taking strategies, graphic organizers, assignments, prompts, questions, interest centers, skill stations, etc. • Expanding or simplifying key concepts and vocabulary • Creating simplified and/or extension activities • Using videos, taped materials and/or computer programs for simplifying or extending learning • Tapping into prior knowledge and experiences • Connecting to broader, culturally responsive themes, literature, perspectives and student interests • Using tiered instruction 	<p>Differentiate the method of instruction by utilizing:</p> <ul style="list-style-type: none"> • Flexible, skill-based groupings • Cooperative groups, dyads, triads or teams • Group investigations • Learning stations/centers • Learning contracts and independent studies • Modeling/demonstrating • Think alouds and metacognition • Checking for understanding • Graphic organizers • Visuals • Varied time allotments • Simulations/role plays • Peer tutoring • Field trips/guest speakers • Debates • Multi-media, including computers, videos and taped materials • Varied questions and strategies to promote thinking such as: compare/contrast, categorize by characteristics, hypothesize & experiment, predict, evaluate using criteria, etc. • Tiered Instruction 	<p>Differentiate the environment through:</p> <ul style="list-style-type: none"> • Seating (Formal—desks; Informal—bean Bags, Couches, etc.) • Teacher-driven Instruction • Student-centered Instruction • Time of Day • Multi-sensory Stimulation • Text-driven • Mobility • Lighting • Heat • Sound • Use of Fine Arts • Displays of Student Work • Touch-rich Artifacts • Student Choice

Analysis of Student Work

PROCESS

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Prepare

1. Prepare Yourself and the Teacher
2. Select Analysis Focus (whole class, subgroup, or case study student)
3. Identify Connections (content standards, select an assessment)
4. Describe Expectations

Sort and Analyze

5. Analyze Performance Levels
6. Describe Performance

Identify Learning Needs

7. Identify Instructional Needs

Discuss Strategies for Differentiation

8. Plan Strategies for Differentiation
9. Next Steps
10. Reflect on Work Together and Bring Closure