

Differentiation: *Tiered Assignments in Mixed-Ability Classrooms*



Molokai High School
September 21, 2012

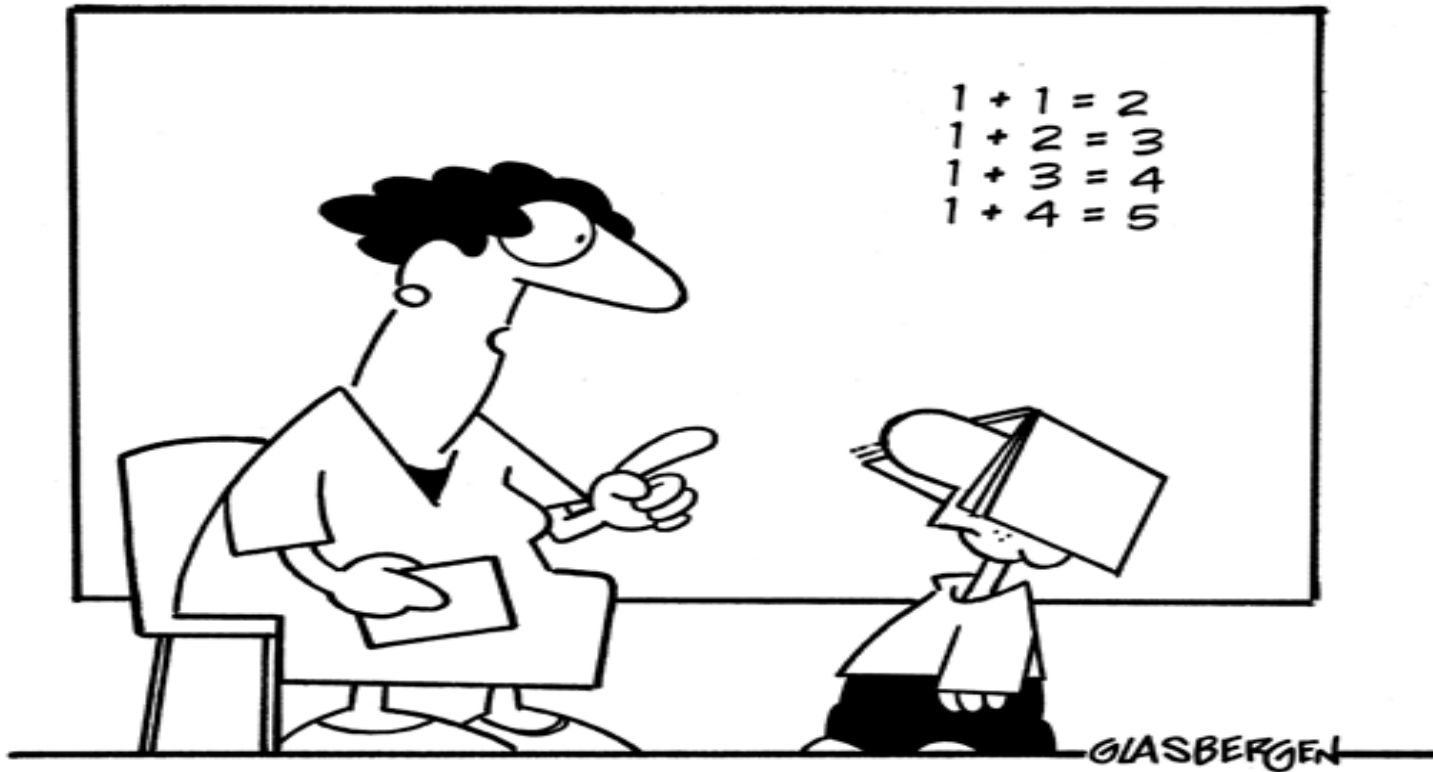
Do Now

- Complete your Anticipation Guide.
- Discuss your answers with a partner:
 - ✓ Which statement struck you the most?
 - ✓ How are you currently coping with the multiple levels in your classroom?



Anticipatory Set

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“Your brain is like a sponge that absorbs knowledge, but that’s not exactly how it’s done.”

How are we supporting all of our students?



Objectives

- Understand tiered assignments.
- Identify when and why tiered assignments are used.
- Practice creating tiered assignments.



Vocabulary

- Tiered Assignment
- Scaffolding
- Differentiation
- Rigor



Vocabulary

- Tiered Assignment

- Assignments created at **different levels of complexity** and **cognitive levels** to teach and assess students on essential skills. ***“The meat and potatoes of differentiated instruction”*** (Tomlinson, 1999).
- The curricular **content** and **objective** are the **same**, but the **process** and **product** are **varied** according to the students' level of readiness.
- Often at 3 levels:
 - Below grade-level
 - At grade-level
 - Above grade-level



Vocabulary

- Scaffolding

- Structured support to help students **achieve** at a **higher level** than they could without support.
- Vygotsky's Zone of Proximal Development (1978)
 - The **difference** between what a student can **do without help** and what he or she can **do with help**.
 - Students at **varying** levels of **ability**, **readiness** and **interest** levels will only be **successful with support**.



Vocabulary

- Differentiation

- An **organized**, yet **flexible** way of **proactively** adjusting teaching and learning to meet students where they are and **help all students** achieve maximum growth as learners (Tomlinson, 1999).
- The way teachers use the **continuous** flow of teaching, learning and assessment to **respond** to students' **learning differences**, which enables more students to meet their state's standards (Heacox, 2009).



Vocabulary

- Rigor
 - The **intellectual engagement** that requires a learner to **stretch** beyond their comfort zone (Heacox, 2009).
 - When students are asked to complete rigorous tasks, they learn to be **persistent**, to **problem solve**, and to **challenge** themselves.
 - If tasks are **too easy**, students may become **bored** and **disruptive**.
 - If tasks are **too difficult**, students may become **frustrated** and **angry**.



2-4

I Do - Why Tier Assignments?

To:

Ensure lesson is **R**elevant to all

Ensure lesson is **I**nteractive for all students

Help all students see **G**lobal application

Students can produce **O**utstanding products

Respect learning differences



I Do - When and How to Tier

- Some students need more time to work on content or skill, but other students are ready for more advanced work.

Process

- Students need to use the same materials/ information, but are at different levels of understanding.

Content

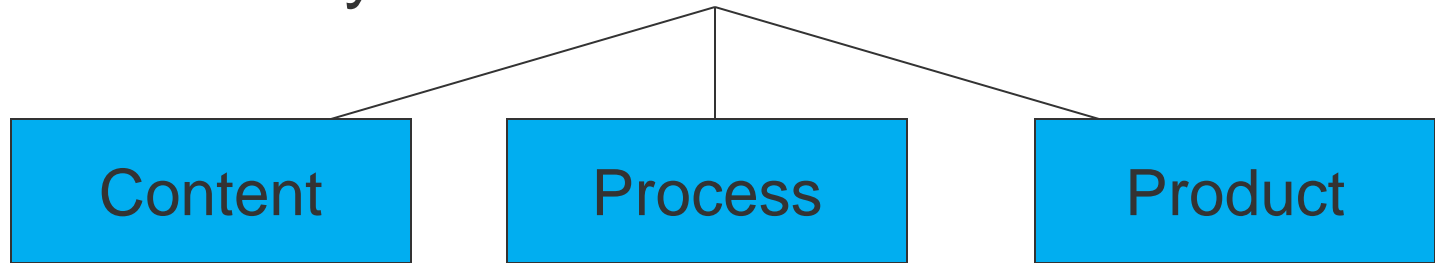
- Students can show learning in more than one way.

Product

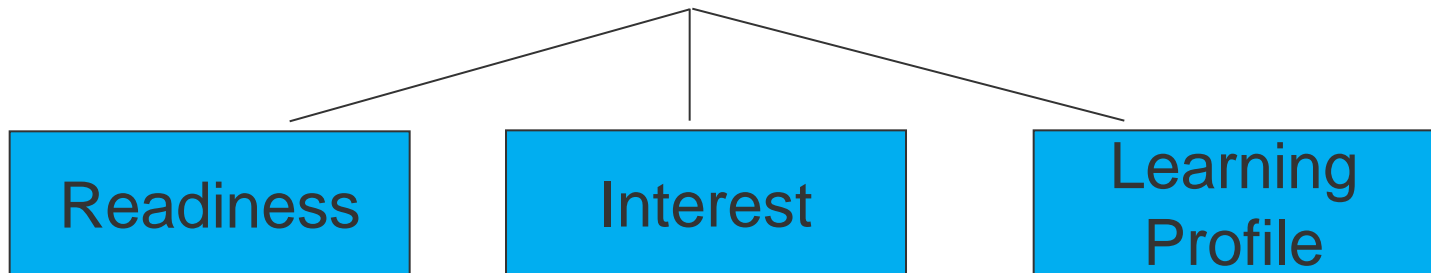


I Do - Meeting All Learners' Needs

Teachers can vary:



According to Students'



Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).



I Do - Tier by Content

- Tier by
 - Taxonomic level
 - Vary tasks by cognitive level
 - Consult the vertical alignment of standards
 - Create tasks that are more complex, not simply more work
 - Pictures / Realia
 - Resources : Technology (Khan Academy, Aleks,)



I Do - Tier by Process

- Tier by
 - Design tasks that vary by complexity
 - Concrete → Pictorial → Abstract
 - Chunking
 - Small Groups
 - Reciprocal Teaching

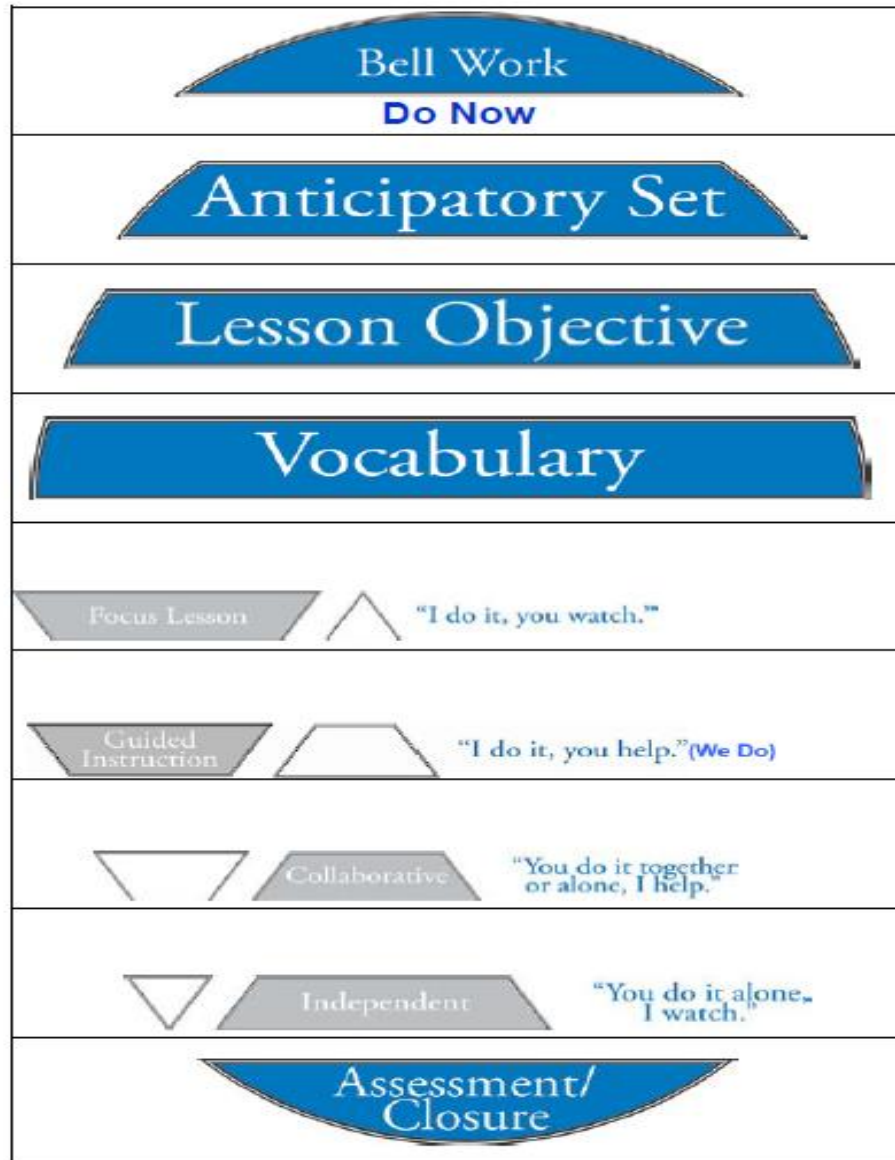


I Do -Tier by Product

- Tier by
 - Outcome
 - Performance Task
 - Skit
 - Interview
 - Video
 - Poster



I Do -Managing the Tiered Classroom:



I Do - Making Tiering Invisible

- All activities are presented with equal enthusiasm
- Work is different, not just different amounts of work
- Tasks/ activities are equally active (not project vs. worksheet)
- Tasks/ activities are equally interesting and engaging
- Expectations are fair for individuals and between groups
- Students should always be aware of what they are learning



We Do -How to Create a Tiered Assignment

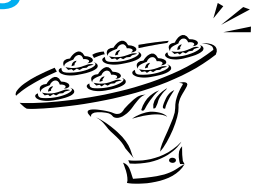
1. **Identify** the standard to be taught.
2. **Determine** the big ideas and learning objectives/ I Can statements.
3. **Evaluate** students' background knowledge. What prior skills do they need to know to understand this benchmark?
4. **Choose** what part of the lesson to tier (content, process, or product).
5. **Assess** student readiness to determine number and levels needed.
6. **Design** multiple versions of the performance tasks/ activities at the different levels.
7. **Develop** the lesson so that all tiers are rigorous and relevant.
8. **Monitor** student progress throughout the lesson.
9. **Adjust** tasks to accommodate student needs.
10. **Analyze** data to assess student learning of the benchmark.



We Do - Dinner Menu: *Photosynthesis*

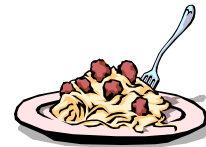
Appetizer (Everyone Shares)

- Write the chemical equation for photosynthesis.



Entrée (Select One)

- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap that explains what happens during photosynthesis.



Side Dishes (Select at Least Two)

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



Dessert (Optional)

- Create a test to assess the teacher's knowledge of photosynthesis.



You Do – Create a Dinner Menu

1. Choose a topic for the Dinner Menu
2. Determine the learning objective
3. Use your resource packet and wall charts to develop tiered assignments that monitor and assess students' understanding of the learning objective.
4. Ensure that your assignments appeal to student's varying needs.



Assessment - Objectives

- Understand tiered assignments.
- Identify when and why tiered assignments are used.
- Practice creating tiered assignments.







Closure

Exit Slip-“Windshield Check”



Please select the windshield status that best describes your level of understanding of today’s lesson objective. Explain your choice.

	Windshield Status		Explanation
	<i>Clear as Glass</i> 	<i>I get it!</i>	
	<i>Bugs</i> 	<i>I get it for the most part, but I still have a few questions.</i>	
	<i>Muddy</i> 	<i>I still don't get it.</i>	

