

# Responses from Differentiated Assessment Professional Development- Molokai High School, November 30, 2012

<b>Know</b> <i>"What do you know about differentiation?"</i>		<b>Want to Know</b> <i>"What is still unclear about differentiation?"</i>	<b>Learned</b> <i>"What have you learned about yourself/your teaching as a result of differentiation?"</i>
1)	<i>All students don't learn the same, and differentiation of instruction attempts to give each student a chance to perform and receive a grade.</i>	<i>How to equate grades across different modes of one assignment.</i>	<i>Have learned that students do respond positively to varied performance modes. However, differentiated assignments should be spaced apart evenly to prevent boredom.</i>
2)	<ul style="list-style-type: none"> <li><i>Using different strategies in instruction, practice, and performance to match different student learning styles.</i></li> <li><i>Everyone works towards the same standard.</i></li> </ul>	<i>Grading practice with differentiation.</i>	<i>If students have an interest in the "how" the learning is done, they will go above and beyond to produce the product.</i>
3)	<ul style="list-style-type: none"> <li><i>Multiple means to assess, give assignments, and instruction to cover the vast learning styles of our students.</i></li> </ul>	<i>I don't know how to make this work (100%) with project based learning.</i>	<i>The students will always look for the easiest way out, rather than take on the challenge.</i>
4)	<ul style="list-style-type: none"> <li><i>It's a way of creating and delivering instruction to diverse learners.</i></li> <li><i>Assessments provide information to see if students learned what they were taught.</i></li> <li><i>Assignments-chunks of learning packaged as small activities</i></li> </ul>	<i>How can a teacher possibly differentiate each lesson for every student?</i>	<i>That I do differentiate, but it's not systematic. Based on past practice and empirical data about kids.</i>
5)	<ul style="list-style-type: none"> <li><i>Assignments: Imperative DI for poor readers.</i></li> <li><i>Assessments: Need more FAs (formative assessments) than SAs (summative assessments). Playful FAs.</i></li> <li><i>Instruction: Successful differentiated instruction usually becomes chaotic during group practice.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I do, We do, You do</i></li> <li><i>I can statements with Common Core</i></li> </ul>	<ul style="list-style-type: none"> <li><i>STs-Lower 3<sup>d</sup> need minute by minute activity to help them.</i></li> <li><i>Oral expression for our STs is freeing and engages them for their learning.</i> <ul style="list-style-type: none"> <li><i>ST understand grading fully for evidence</i></li> </ul> </li> </ul>

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6)	<ul style="list-style-type: none"> <li>Assessments-Multiple ways/methods to assess what students have learned or already know.</li> <li>Assignments-Multiple ways to learn new material.</li> <li>Instruction-Different ways to present a lesson or mix up how lessons are presented.</li> </ul>	Where does the extra time and resources come from?	
7)	<i>I differentiate my assignments so everyone has an opportunity to do assessments for their preferred style of learning as well as their weakness so all have an opportunity to succeed and struggle.</i>	<i>I prefer not to allow different assessments for the same assignment. It makes it too confusing. I differentiate across a unit so all students have a chance</i>	<i>That all students learn different if given the assessment that matches their learning style, they all can succeed.</i>
8)	<i>Supposed to be designed to include all students in the learning process.</i>	<i>I need more ideas (specific)</i>	<ul style="list-style-type: none"> <li>Takes a lot more planning time.</li> <li>You are still going to get kids who are off task because they have the freedom to choose (and choose, instead, to do nothing).</li> </ul>
9)	<i>Differentiation is making the assignment, instruction, and assessment different based on students preferred style for each.</i>	<i>MORE! Ideas.</i>	<i>I tend to move quicker than the students can follow making more assumptions than I should.</i>
10)	<i>Provide opportunities for ALL student to access content and material.</i>		<ul style="list-style-type: none"> <li>Students work on different products to show their understanding of concepts and skills.</li> <li>Encourage every student to meet the same rigor with various ways.</li> <li>Differentiate 1 assessment by January 18<sup>th</sup>.</li> </ul>
11)	<i>Differentiation requires modifications, frequent checks for understanding, chunking assignments works better, change lessons when needed.</i>	<i>Choices and options</i>	<ul style="list-style-type: none"> <li>Students learn at different rates.</li> <li>Students are various learners.</li> <li>Lessons need to connect to students to build on each lesson and foundation.</li> </ul>

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12	<ul style="list-style-type: none"> <li>• Many ways to differentiate but easy to work it into existing practices.</li> <li>• Giving students choices is the key to differentiation.</li> </ul>	Still not sure about differentiated assessments.	It sometimes takes a lot of time to create lessons, but it helps the kids and me as a teacher, because it makes it more interesting.
13	<p>Assessment=Product Assignment=Content Instruction=Process</p>	Summative too? Or just formative?	Need more prep time-Easier when talk story.
14	<ul style="list-style-type: none"> <li>• Allows students to show what they know in a variety of ways.</li> <li>• Differentiation does not prepare students for MC Exams. <ul style="list-style-type: none"> <li>• Will prepare students for SBAC.</li> </ul> </li> </ul>	How does differentiated assessment differ from 4 point rubric?	
15	<ul style="list-style-type: none"> <li>• Provides opportunity for ALL students to access content and material.</li> <li>• Takes students where they are and attempts to move them to the next level.</li> <li>• Attempts to meet students where they can be stretched.</li> <li>• Takes planning and preparation.</li> </ul>		<ul style="list-style-type: none"> <li>• Students work on different products to show their understanding of concepts and skills.</li> <li>• Create a differentiated assessment by January 18<sup>th</sup>.</li> <li>• Encourage understanding to meet the same rigor in various ways.</li> </ul>