

Differentiation:  
*Tiered Assignments in Mixed-Ability  
Classrooms*

Molokai High School  
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EdisonLearning



***Leading the Way to Student Success***

# Vocabulary in Action

Word	Definition	Picture	Sentence
Synonym or Related Term	<p>Assignments created at different levels of _____ and cognitive levels to teach and assess students on _____ skills</p> <p>Often at 3 levels: Below grade-level, at grade-level, and above grade-level.</p>		
Synonym or Related Term	<p>The intellectual _____ that requires a learner to stretch beyond their _____ zone (Heacox, 2009).</p>		
Synonym or Related Term	<p>An organized, yet flexible way of proactively _____ teaching and learning to meet students where they are and help all students achieve _____ as learners</p> <p>(Tomlinson, 1999)</p>		
Synonym or Related Term	<p>Structured support to help students achieve at a _____ than they could without _____.</p>		

## Vocabulary in Action

Word	Definition/Notes	Picture	Sentence
<b>Tiered Assignment</b> <hr/> <i>Synonym or Related Term</i>	<p><i>Assignments created at different levels of complexity and cognitive levels to teach and assess students on essential skills</i></p> <p><i>Often at 3 levels: Below grade-level, at grade-level, and above grade-level.</i></p>		
<b>Scaffolding</b> <hr/> <i>Synonym or Related Term</i>	<p><i>Structured support to help students achieve at a higher level than they could without support.</i></p>		
<b>Differentiation</b> <hr/> <i>Synonym or Related Term</i>	<p><i>Organized way to adjust teaching to make sure that all students can be successful learners.</i></p>		
<b>Rigor</b>	<p>The amount mental engagement that ensures that a task is not too easy or not too hard for a student.</p> <p>Making a learner reach outside of their comfort zone.</p>		

# Vocabulary in Action

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# When and How to Tier

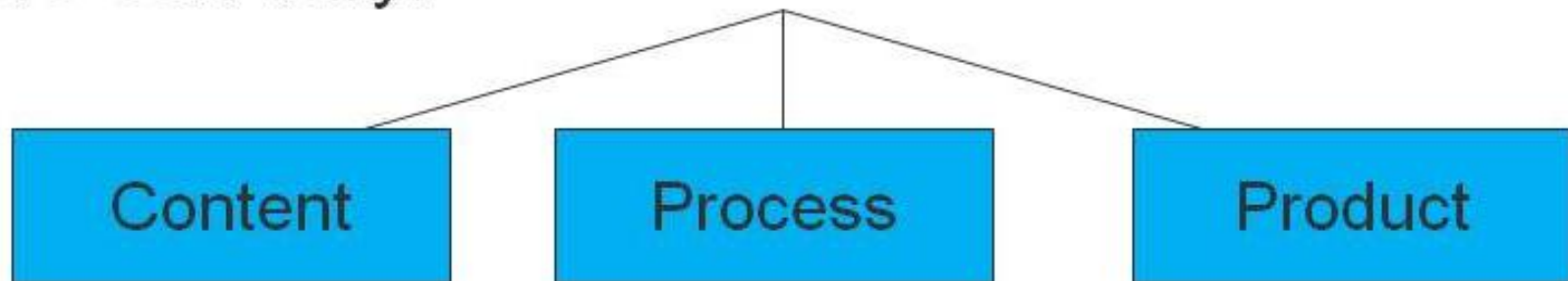
*What types of tiering would work best for each situation?*

*Circle the type or types that you think is the most appropriate for the situation.*

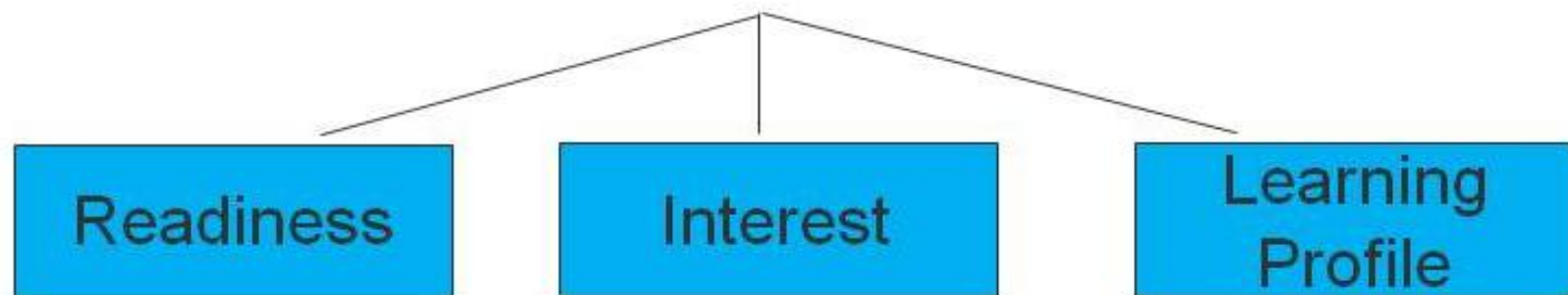
Some students need more time to work on content or skill, but other students are ready for more advanced work.	Students need to use the same materials/ information, but are at different levels of understanding.	Students can show learning in more than one way.
<b>Tier by:</b>  Content  Process  Product	<b>Tier by:</b>  Content  Process  Product	<b>Tier by:</b>  Content  Process  Product

# Meeting All Learners' Needs

Teachers can vary:

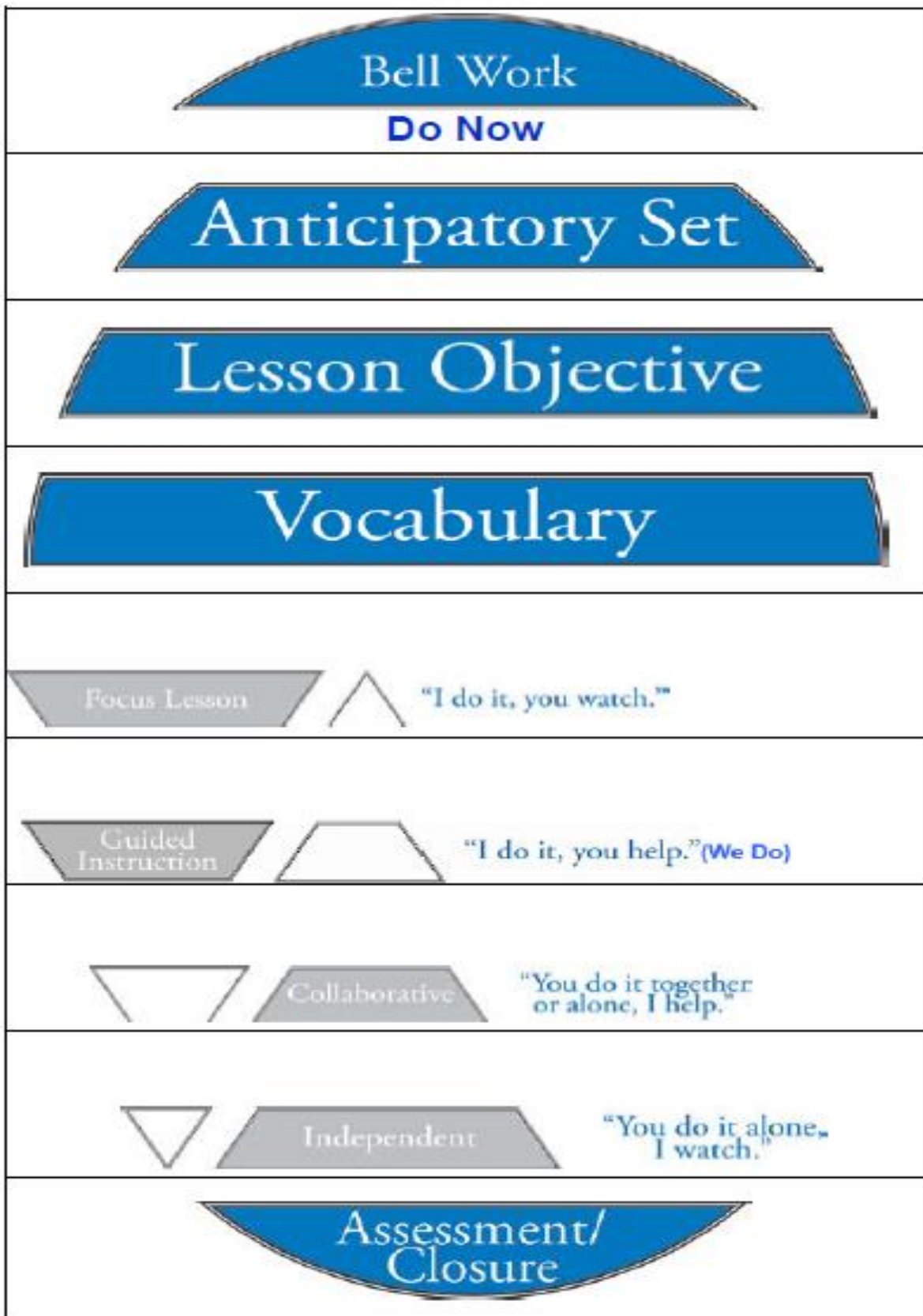


According to Students'



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

# Cycle of Instruction



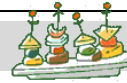
# Planning a Tiered Assignment

1. <b>Identify</b> the standard to be taught.	Benchmark:
2. <b>Determine</b> the big ideas and learning objectives/ I Can statements.	I Can:
3. <b>Evaluate</b> students' background knowledge. What prior skills do they need to know to understand this benchmark?	Prior Skills:
4. <b>Choose</b> what part of the lesson to tier (content, process, or product).	Content                      Process                      Product
5. <b>Assess</b> student readiness to determine number and levels needed.	Number of levels: How many at, above, or below benchmark:
6. <b>Design</b> multiple versions of the performance tasks/ activities at the different levels.	Challenge—  On Target –  Modified –
7. <b>Develop</b> the lesson so that all tiers are rigorous and relevant.	I Do/ Direct Instruction & Teacher Modeling – all together  We Do/ Guided Practice – all together  You Do/ Independent/ Group Practice – tier (#6)
8. <b>Monitor</b> student progress throughout the lesson.	Regular, effective comprehension checks of all groups.
9. <b>Adjust</b> tasks to accommodate student needs.	Re-teach, provide more scaffolding, provide more vocabulary instruction...
10. <b>Analyze</b> data to assess student learning of the benchmark.	Can students do the “I Cans” for this lesson?



# Dinner Menu: Photosynthesis

## Appetizers (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 2)



- 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

# Dinner Menu

## Appetizers (Everyone Shares)



■ \_\_\_\_\_

## Entrée (Select one)



■ \_\_\_\_\_

■ \_\_\_\_\_

■ \_\_\_\_\_

## Side Dishes (Select at least 2)



■ \_\_\_\_\_

■ \_\_\_\_\_

■ \_\_\_\_\_

## Dessert (Optional)



■ \_\_\_\_\_

■ \_\_\_\_\_

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Additional Resources



# Tiering by Content

## Science, Elementary School

### On-Target Tier for Most Students:

1. Review the table of characteristics of the different types of animal habitats.
2. Think about what animals live in each of these habitats.
3. Create a Foldable© with a picture of the habitat, and on each tab draw a picture of an animal that could live there. write a bulleted list of the characteristic of this animal that help it survive in the habitat.

### Modified Tier for Some Students:

1. Review the table of characteristics of the different type of animal habitats.
2. Create a Foldable© with a picture of the habitat on the front, and each tab draw a picture of the different elements in that habitat.

### Informational Text Two-by-Two Board Two Levels

#### Basic

1. Create a topic web with key facts from your textbook.	2. Construct a crossword puzzle that includes at least four key facts from your textbook.
3. Draw a sketch, diagram or comic strip to present at least four key facts from your textbook.	4. Write a text message to a friend that tells about at least four key facts from your textbook.

#### Advanced

1. Create a topic web with key facts from your textbook.	2. Create a poem, jingle, or rhyme to help you remember at least four key facts from your textbook.
3. Sketch a design for the CNN Web page highlighting key ideas from your textbook. Include illustrations, charts, or graphs on the topic.	4. Consider what you know about this topic that was not included in your reading.  Write at least two paragraphs sharing this information.

# Tiering by Process

## Language Arts, Elementary School

### On Target Tier for Most Students:

1. As a group, identify the problems that each character faced in this story, and how they solved each of these problems.
2. Divide the problems among your group members.
3. Think of a different way that this problem could be solved.
4. Draw 2 columns on your paper and list or draw the problems in one column and list or draw the alternative solutions in the other column.

### Modified Tier for Some Students:

1. As a group, identify the problems that each character faced in this story.
2. Divide the problems among your group members.
3. Find in the story how the characters solved their problem.
4. Draw 2 columns on your paper, and list or draw the problems in one column and list or draw the alternative solutions in the other column.

\*At the end of this lesson, students will come back to whole group and share their posters. Option of drawing makes this task ELL friendly. If there are advanced or gifted students, consider the option of adding a technology component.

## Social Studies, Middle School

### On Target Tier for Most Students:

Read the article on the Great Western Migration.

Think about the daily responsibilities that each member of the wagon train had to take care of.

How are their daily responsibilities different than your daily responsibilities?

Make a Venn Diagram to show how life during this time period is like and unlike life today.

### Modified Tier for Some Students:

Read the article on life as a child during the Great Western Migration.

Complete this chart with facts about children's lives then, and children's lives today.

	Great Western Migration	Today
School		
Social Lives		
Clothing		
Games		

### Math, High School (test preparation)

Everyone completes the center square. From there, complete a tic-tac-toe in any direction.

Solve three problems using both analytical and graphing methods.	Create a new way of demonstrating your understanding of the concepts and ideas in the chapter.	Define the chapter's vocabulary words using sketches or diagrams.
Solve two of the challenge problems in your textbook.	Take the end-of-chapter test.	Complete the fourth problem in each section of the chapter review.
Create three word problems using the concepts in the chapter.	Solve one even-numbered application problem from each section of the chapter.	Describe four ways that the concepts or ideas in this chapter are used in the real world.

From: Heacox, D., Ed.D. (2009). *Making differentiation a habit*. Free Spirit Publishing: Minneapolis, MN.

# Tiering By Product

Design Template for all Levels (can be used as Tic-Tac-Toe)

<b>Logical/ Mathematical</b> <ul style="list-style-type: none"> <li>• Diagram</li> <li>• Flow Chart</li> <li>• Graphic Organizer</li> </ul>	<b>Visual/ Spatial</b> <ul style="list-style-type: none"> <li>• Cartoon</li> <li>• Comic Strip</li> <li>• Storyboard</li> </ul>	<b>Verbal/ Linguistic</b> <ul style="list-style-type: none"> <li>• Compare/ Contrast</li> <li>• Chart</li> <li>• Diagram</li> </ul>
<b>Musical</b> <ul style="list-style-type: none"> <li>• Song</li> <li>• Rap</li> <li>• Jingle</li> <li>• Slogan</li> </ul>	<b>Verbal/ Linguistic</b> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Article</li> <li>• Essay</li> </ul>	<b>Bodily/ Kinesthetic</b> <ul style="list-style-type: none"> <li>• Script and perform</li> <li>• Skit</li> <li>• Role Play</li> </ul>
<b>Visual/ Spatial</b> <ul style="list-style-type: none"> <li>• Poster</li> </ul>	<b>Naturalist</b> <ul style="list-style-type: none"> <li>• Display</li> <li>• Collection</li> <li>• Diorama</li> </ul>	<b>Visual/ Spatial</b> <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Illustration</li> </ul>

## Tic-Tac-Toe Board for Spelling Instruction

Everyone completes the center square. From there, complete a tic-tac-toe in any direction.

\*Note: A=advanced or complex activities written at the analysis, evaluation, or synthesis levels of Bloom's taxonomy; B=basic activities written at the application level. *Teacher would **not** leave the A/B in each square; these are shown below for clarity of designing a Choice Board.*

<p>Using the first letter of your words, create an alliterative sentence for each.</p> <p><b>A</b></p>	<p>Find a way to classify your words, label each group.</p> <p><b>B</b></p>	<p>Write an illustrated a comic strip using all of your words.</p> <p><b>A</b></p>
<p>Write a synonym and antonym or rhyming word for each of your words.</p> <p><b>B</b></p>	<p>Write four words related in some way to each of your words.</p> <p><b>A</b></p>	<p>Draw a clue for the meaning of each of your words.</p> <p><b>B</b></p>
<p>Write a dialogue between two or three fictional characters using all of your words</p> <p><b>A</b></p>	<p>Create word pyramids for each of your words. For example:</p> <p style="text-align: center;">P Pa Pat</p> <p><b>B</b></p>	<p>Write a poem, rap, or rhyme using all of your words.</p> <p><b>A</b></p>

From: Heacox, D., Ed.D. (2009). *Making Differentiation a Habit*. Free Spirit Publishing: Minneapolis.







## Exit Slip-“Windshield Check”

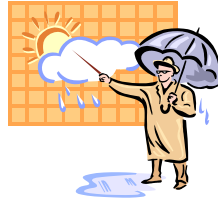


***Please select the windshield status that best describes your level of understanding of today’s lesson objective.***





***Explain your choice.***

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

## Exit Slip-“Understanding Forecast”



***Please select the forecast that best describes your level of understanding of today's lesson objective.  
Explain your choice.***

	Forecast		Explanation
	<i>Sunny Skies</i> 	<i>I get it!</i>	
	<i>A Few High Clouds</i> 	<i>I get it for the most part, but I still have a few questions.</i>	
	<i>Rainy</i> 	<i>I still don't get it.</i>	