Tiering Assignments and Assessments

Educator Plus
Conference
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For Further Conversation

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Helpful Resources

www.amle.org/where-do-we-find-the-time-to-do-all-this-stuff/

3

- Differentiated Instructional Strategies: One Size Doesn't Fit All by Gayle H. Gregory and Carolyn M. Chapman
- How to Differentiate Instruction in Academically Diverse Classrooms by Carol Ann Tomlinson
- Culturally Responsive Teaching and the Brain by Zaretta Hammond
- Making Differentiation a Habit by Diane Heacox
- Neurodevelopmental Differentiation: Optimizing Brain Systems to Maximize Learning by Andrew Fuller and Lucy Fuller
- Seen, Heard, and Valued by LeeAnn Jung

4

- Leading and Managing a Differentiated Classroom by Carol Ann Tomlinson and Marcia B. Imbeau
- Advancing Differentation by Richard Cash
- Differentiation: From Planning to Practice by Rick Wormeli
- Differentiation and the Brain by David Sousa and Carol Ann Tomlinson
- When Kids Can't Read-What Teachers Can Do: A Guide for Teachers 4-12 by Kylene Beers
- Diffferentiation in Middle and High School by Kristina Doubet and Jessica Hockett
- Fair Isn’t Always Equal by Rick Wormeli

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6

Effective teachers do not teach blind to the students they serve.

7

We can be mindful of:

- Diverse levels of background knowledge
- Different levels/types of support needed by students on their way to performance independent of all that support
- Multiple pathways/routes to proficiency, including multiple iterations with feedback
- Students' varying access to resources, tools, finances, child and elderly care
- Language/cultural differences
- Physical and/or mental/academic challenges
- Multiple generations living under one roof

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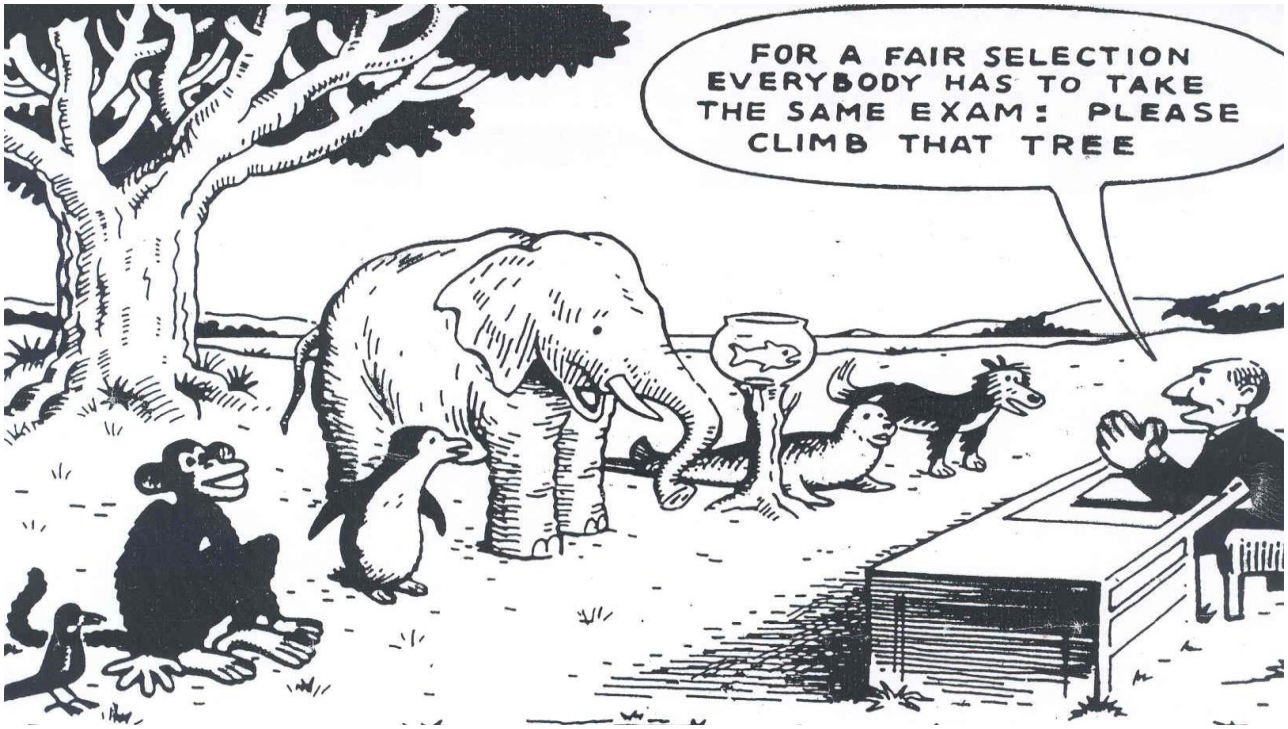

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Most classes are set up to meet the needs of the student who gets it first or easiest, not for the ones who learn differently.

We teach <u>all</u> students, not just those who fit easily into current classifications, protocols, and our narrative of humanity.

10

We're hired to teach the way *students* best learn, not the way *we* (or *their classmates)* best learn.

11

What we present doesn't matter so much as what students carry forward after the experience.

12

Kids are popcorn, popping (mastering content) at different rates. Popcorn kernels pop at different rates, but when each one pops, it's accorded full status as a piece of popcorn, not something less than popcorn because it popped later than its fellow kernels. We are not beholden to an arbitrary, uniform timeline.

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Is it fair?

We provide what students need to maximize their learning and achievement, even when it differs from what we do for their classmates. It does *not* mean equal, similar, or same treatment.

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What are the goals?

- Students learn it, not that they learn it on the same day and in the same manner as everyone else.
- Students demonstrate learning, not that they did a project, took a test, read the text, or wrote a paper.
- Students find meaning, potential, maybe even joy, in their learning.

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How does my instruction respond to what I know about how my students learn, and who they are as individuals?

How can I improve the effectiveness of learning experiences based on what I know about my students?

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Classroom Samples

- **Students watch an instructional video. Every 10 to 15 minutes, the teacher stops the video and asks student to summarize what they've learned.**
- **The teacher does several math problems on the front board, then assigns students five practice problems to see if they understand the algorithm.**

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Some students [get] more work to do, and others less. For example, a teacher might assign two book reports to advanced readers and only one to struggling readers. Or a struggling math student might have to do only the computation problems while advanced math students do the word problems as well." (Tomlinson, p. 7)

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A science and math teacher, Mr. Blackstone, teaches a large concept (Inertia) to the whole class. Based on "exit cards" in which students summarize what they learned after the whole class instruction, and observation of students over time, he assigns students to one of two labs: one more open-ended and one more structured. Those that demonstrate mastery of content in a post-lab assessment, move to an independent project (rocketry), while those that do not demonstrate mastery, move to an alternative rocketry project, guided by the teacher, that re-visits the important content. (Tomlinson, p. 24)

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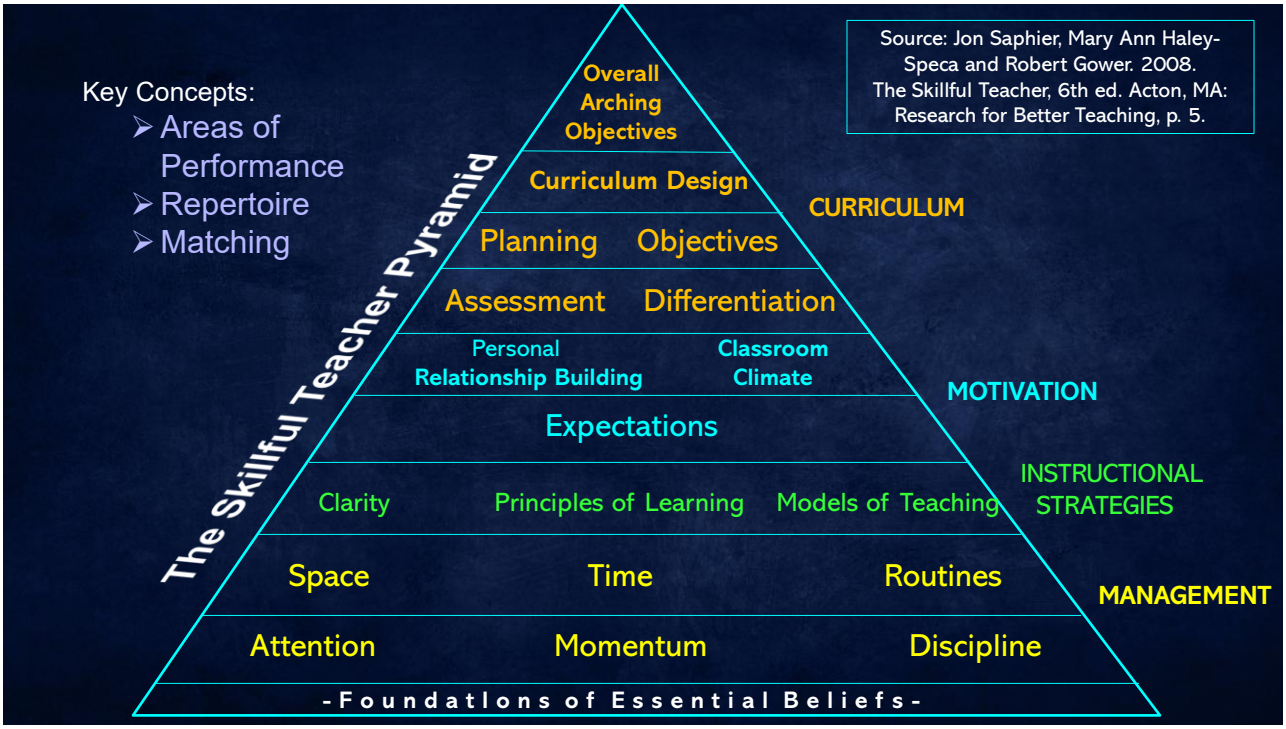

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Zone of Proximal Development

"…the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers…"

- https://www.wested.org/resources/zone-of-proximal-development

'Really cool place of high effect learning! We want to get students here.

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Primary Reading Example

Track eye movement across the line – Lines presented with lots of space in between each one:

1. Follow pattern of rotating shapes:

2. Follow pattern of alternating letters and similar patterns:

A B A B A B A B A B A B A B A B A B A B

C F C C F F C C C F F F C C C C F F F F

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3. Follow increasingly complex letter patterns:

- B B D J D B B D J D B B E E R X R E E R X R
- W N M P O U I P L K G P A B N P Q V T P

4. Repeat with lines closer to together and with smaller fonts, making sure students focus doesn't stray higher or lower than the line:

eeiiaabbxxrruuwwxxyyzziittooppqqrrssaagg

ffff rrrr ttss ppii uuoo aaoo eeoo iioo oooo ffff rrrr

fop pof rip pir tap pat lot tol tab bat sir ris lip pil bor rob kep pek moo oom

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5. Track along the line with simple words, adding simple punctuation:

Bob can bark. Bob can bark. Bob can bark.

Rob can purr. Rob can purr. Rob can purr.

Rat wears a hat. Rat wears a hat. Rat wears a hat.

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Tiering Assignments and Assessments

Example -- Graph the solution set of each of the following:

1. $y > 2$ 2. $6x + 3y \leq 2$ 3. $-y < 3x - 7$

2. $6x + 3y \leq 2$
$3y \leq -6x + 2$
$y \leq -2x + 2/3$

x	y
0	2/3
3	-5 1/3

Given these two ordered pairs, students would then graph the line and shade above or below it, as warranted.

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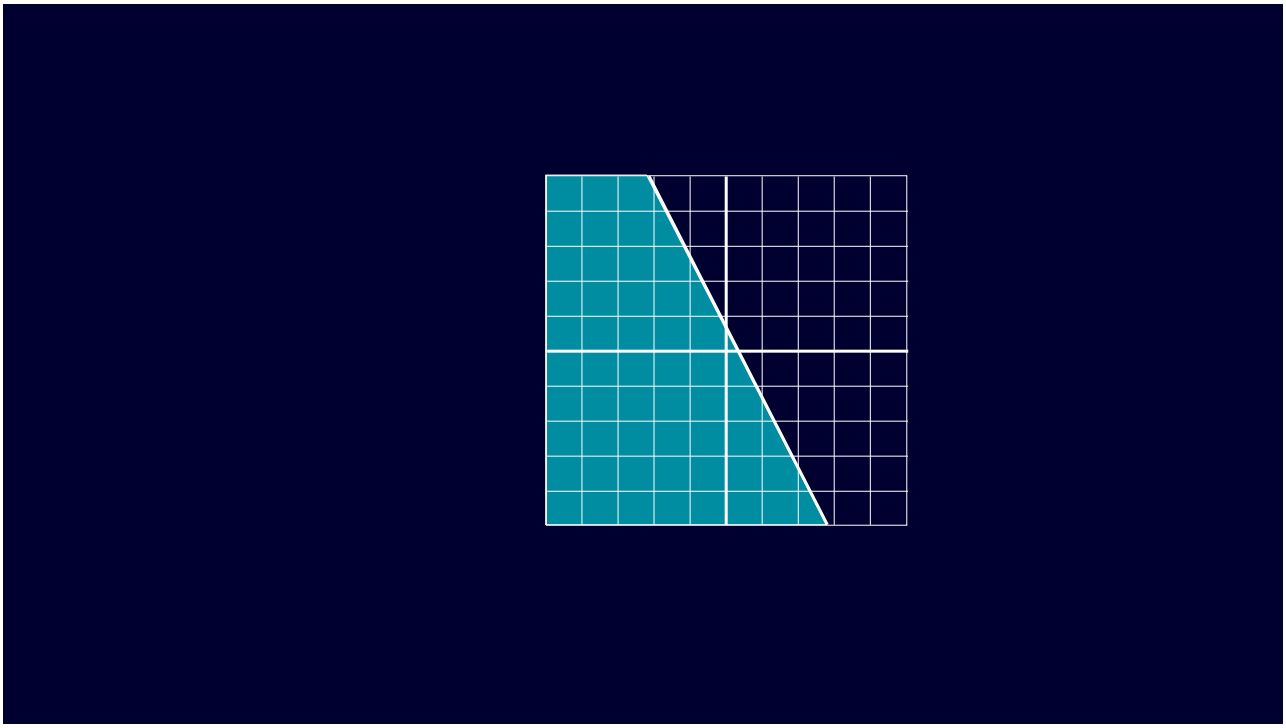

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Tiering Assignments and Assessments

For *early* readiness students:

- **Limit the number of variables for which student must account to one in all problems. (y > 2)**
- **Limit the inequality symbols to, “greater than” or, “less than,” not, “greater then or equal to” or, “less than or equal to”**
- **Provide an already set-up 4-quadrant graph on which to graph the inequality**
- **Suggest some values for x such that when solving for y, its value is not a fraction.**

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Tiering Assignments and Assessments

For *advanced* readiness students:

- **Require students to generate the 4-quadrant graph themselves**
- **Increase the parameters for graphing with equations such as: --1 ≤ y ≤ 6**
- **Ask students what happens on the graph when a variable is given in absolute value, such as: /y/ > 1**
- **Ask students to graph two inequalities and shade or color only the solution set (where the shaded areas overlap)**

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Tiering Assignments and Assessments -- Advice

- **Begin by listing every skill or bit of information a student must use in order to meet the needs of the task successfully. Most of what we teach has subsets of skills and content that we can break down for students and explore at length.**

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Tiering Assignments and Assessments -- Advice

- **Tier tasks by designing the full-proficiency version first, then design the more advanced level of proficiency, followed by the remedial or early-readiness level, as necessary.**

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Tiering Assignments and Assessments -- Advice

- **Respond to the unique characteristics of the students in front of you. Don't always have high, medium, and low tiers.**

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Tiering Assignments and Assessments -- Advice

- **Don't tier every aspect of every lesson. It's often okay for students to do what everyone else is doing.**

33

Tiering Assignments and Assessments -- Advice

- **When first learning to tier, stay focused on one concept or task.**

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Teachers can differentiate:

Element	Description
Content	What students are supposed to learn
Process	How students learn it
Product	How students demonstrate learning
Affect	Socio-Emotional atmosphere/experience
Learning (Physical) Environment	Assisted Tech, single gender, small teacher-student ratio, seating arrangement, etc

-- Tomlinson, Eidson, 2003

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Group Students According to:

- **Readiness**
- **Interest**
- **Learning Profile**

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- **Use respectful tasks.**
- **Use tiered lessons**
- **Compact the curriculum.**
- **Scaffold instruction.**

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Building Capacity:
Providing Scaffolding and Supports

- Re-phrase questions and statements into student friendly language
- Ask coaching questions
- Label things repeatedly
- Offer a menu of choice responses
- Model (I do, we do, you do)
- Ask classmates to model, too; use think-alouds
- Create prior knowledge where there was none

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- Overtly teach academic English, don't leave it to chance.
- Provide response stems so students get a running start at successful responses: *"One thing that I learned was…."*
- Ask students to re-state classmates' comments as they begin their own comments
- Rather than habitually correcting students for each mistake they make, incorporate correct responses into your feedback or teaching. They will perceive it – and not be embarrassed at the public correction.

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- Physicalize the abstract; make vivid
- Ask students to read text twice.
- Reveal structure of text before reading
- Use visuals/props for concepts
- Overtly teach lessons on how to learn vocabulary
- Teach specific feedback techniques so students can monitor learning
- Make progress visible to students
- Break content into chunks
- Make an analogy to something with which the student is familiar
- Build new learning from prior knowledge

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- Provide structured thinking time
- Provide think-time silence
- Frequently use summarization techniques to help students capture gist and confirm learning
- Provide examples of finished products and clear pictures of successful learning performance
- Use “Fishbowl” activities
- Provide experiences and activities just beyond students’ readiness – and the support tools needed to be successful with them.

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Begin with the end in mind, and provide regular, overt markings for the path ahead

- Use phrases like, “The three most important things to remember are…,” “And here’s how this fits with…,” “Notice the circled area…”
- Provide a copy of test or sample of the completed product ahead of time. ‘No surprises here.
- Provide a lesson itinerary for the class or the student, including significant learning points.
- Repeatedly identify the evaluative criteria for success: “You’ll know you’re successful when…”
- Facilitate students’ self-monitoring of their own progress

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Read complex text aloud with proper vocal inflection and pacing. Students can understand text in readabilities above their own independent, silent reading proficiency when the complex text is read aloud by someone who understands the material.

And students who understand text are more inclined to stick with it when reading it silently later.

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Sheltered Instruction Observation Protocol (SIOP)
(Jana Echevarria, Mary Ellen Vogt, Deborah Short)

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery
- Review and Assessment

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Sheltered Instruction Observation Protocol (SIOP)

(Jana Echevarria, Mary Ellen Vogt, Deborah Short)

Integrate content area instruction with language development. We remember concepts that we can understand.
So, let's teach subject content to multi-
lingual students in their native language as
we can (Crawford and Krashen, 2007), and
as students become proficient in the specific content, place them in "sheltered instruction" experiences in which
we focus predominantly on that content
while weaving in English as much as possible without diluting full content mastery.

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Sheltered Instruction Observation Protocol (SIOP)

(Jana Echevarria, Mary Ellen Vogt, Deborah Short)

"The goal in the minds of both students and the teacher is mastering the subject matter, not particular rules of grammar or vocabulary. In this way, students absorb academic English naturally and incidentally, while they are learning useful knowledge. If students are tested, they are tested on subject matter, not language."
(p. 24) Integrate content

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Anchor activities refer to two types of learner management experiences:

- "Sponge" activities that soak up down time, such as when students finish early, the class is waiting for the next activity, or the class is cleaning up or distributing papers/supplies
- A main activity everyone is doing from which the teacher pulls students for mini-lessons

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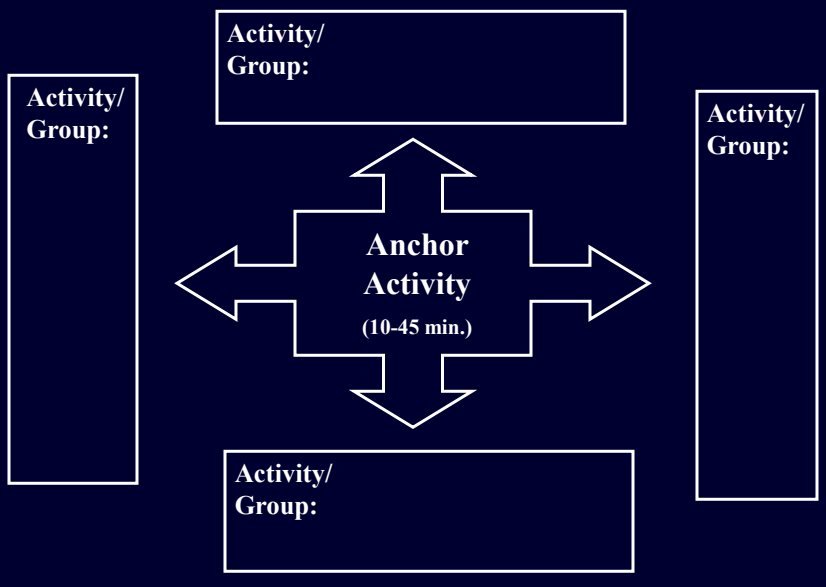
Anchor Lesson Design



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Anchor Activities Advice

- Use activities with multiple steps to engage students
- Require a product – 'increases urgency and accountability
- Train students what to do when the teacher is not available
- Start small: Half the class and half the class, work toward more groups, smaller in size
- Use a double t-chart to provide feedback
- Occasionally, videotape and provided feedback

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What to Do When the Teacher is Not Available

Suggestions include:

- Move on to the next portion; something may trigger an idea
- Draw a picture of what you think it says or asks
- Re-read the directions or previous sections
- Find a successful example and study how it was done
- Ask a classmate ("Ask Me," "Graduate Assistant," "Technoids")
- Define difficulty vocabulary
- Try to explain it to someone else

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The Football Sequence

1. First teach a general lesson to the whole class for the first 10 to 15 minutes.
2. After the general lesson, divide the class into groups according to readiness, interest, or learning profile and allow them to process the learning at their own pace or in their own way. This lasts for 15 to 20 minutes. We circulate through the room, clarifying directions, providing feedback, assessing students, and answering questions. This section is very expandable to help meet the needs of students.
3. Bring the class back together as a whole group and process what they've learned. This can take the form of a summarization, a Question and Answer session, a quick assessment to see how students are doing, or some other specific task that gets students to debrief with each other about what they learned. This usually takes about 10 minutes.

The football metaphor comes from the way we think about the lesson's sequence: a narrow, whole class experience in the beginning, a wider expansion of the topic as multiple groups learn at the own pace or in their own ways, then narrowing it back as we re-gather to process what we've learned.

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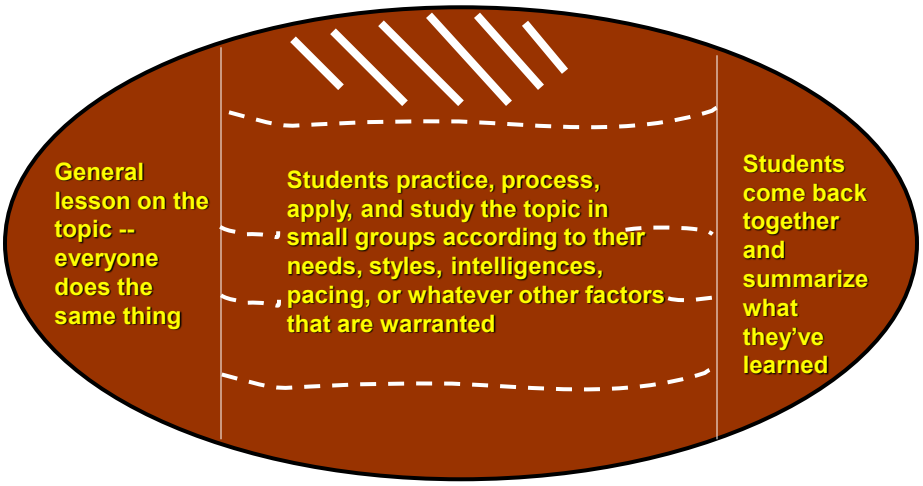

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To Increase (or Decrease) a Task's Complexity, Add (or Remove) these Attributes:

- Manipulate information, not just echo it
- Extend the concept to other areas
- Integrate more than one subject or skill
- Increase the number of variables that must be considered; incorporate more facets
- Demonstrate higher level thinking, i.e. Bloom's Taxonomy, William's Taxonomy
- Use or apply content/skills in situations not yet experienced
- Make choices among several substantive ones
- Work with advanced resources
- Add an unexpected element to the process or product
- Work independently
- Reframe a topic under a new theme
- Share the backstory to a concept – how it was developed
- Identify misconceptions within something

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- Identify the bias or prejudice in something
- Negotiate the evaluative criteria
- Deal with ambiguity and multiple meanings or steps
- Use more authentic applications to the real world
- Analyze the action or object
- Argue against something taken for granted or commonly accepted
- Synthesize (bring together) two or more unrelated concepts or objects to create something new
- Critique something against a set of standards
- Work with the ethical side of the subject
- Work in with more abstract concepts and models
- Respond to more open-ended situations
- Increase their automacity with the topic
- Identify big picture patterns or connections
- Defend their work

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- **Manipulate information, not just echo it:**
  - **"Once you've understood the motivations and viewpoints of the two historical figures, identify how each one would respond to the three ethical issues provided."**
- **Extend the concept to other areas:**
  - **"How does this idea apply to the expansion of the railroads in 1800's?" or, "How is this portrayed in the Kingdom Protista?"**
- **Work with advanced resources:**
  - **"Using the latest schematics of the Space Shuttle flight deck and real interviews with professionals at Jet Propulsion Laboratories in California, prepare a report that…"**
- **Add an unexpected element to the process or product:**
  - **"What could prevent meiosis from creating four haploid nuclei (gametes) from a single haploid cell?"**

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- **Reframe a topic under a new theme:**
  - **"Re-write the scene from the point of view of the antagonist," "Re-envision the country's involvement in war in terms of insect behavior," or, "Re-tell Goldilocks and the Three Bears so that it becomes a cautionary tale about McCarthyism."**
- **Synthesize (bring together) two or more unrelated concepts or objects to create something new:**
  - **"How are grammar conventions like music?"**
- **Work with the ethical side of the subject:**
  - **"At what point is the Federal government justified in subordinating an individual's rights in the pursuit of safe-guarding its citizens?"**

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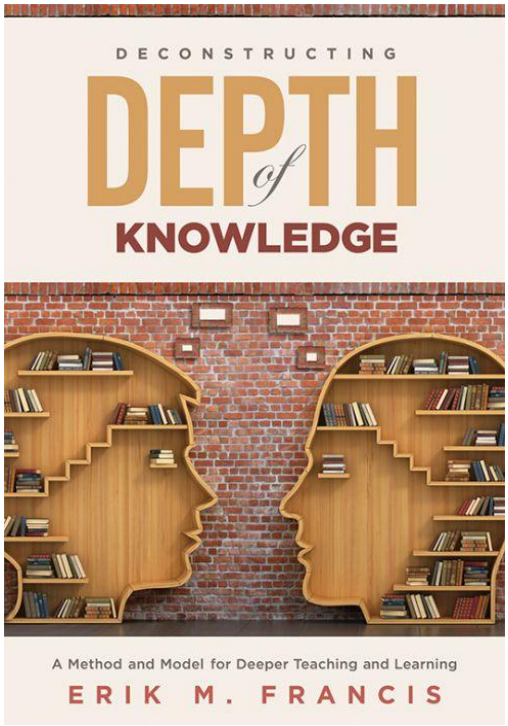

Highly recommended!

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Webb's Depth of Knowledge Levels

Level 1: Recall and Reproduction

Just like it sounds, students recall facts and do simplistic procedures. They don't do anything cognitively beyond that. Examples include defining vocabulary words, matching activities, and answering simple recall questions from the text.

Level 2: Skills and Concepts

Students have to compare ideas and objects, organize, summarize, predict, recognize patterns and anomalies, and do multi-step procedures. Writings, classifications, logical sequencing of events or items, written and oral summaries, and annotating text are good examples of this level.

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Webb's Depth of Knowledge Levels

Level 3: Strategic Thinking

Students justify claims with evidence, anticipate opposing arguments and counter them, deal with novelty, apply prior knowledge, infer author's meaning, adjust writer's voice or speaking tone according to audience and purpose, analyze ideas/objects and their categories, and explore the why of actions and policies. Examples include "curve balls" in math problems, isolating and analyzing critical attributes, accounting for experimental variables, and formal debate.

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Webb's Depth of Knowledge Levels

Level 4: Extended Thinking

Students have to connect content in one domain as they interpret or interact with another domain (or several), and they usually do it over an extended time period in such a way that it changes conceptual thinking. They synthesize content from many sources, and they conduct inquiry labs and investigations in more than one subject that have no pre-determined question, methodology, or result, vetting their choices and interpretations with classmates as they determine each of these. In this level, they apply math and science models to solve complex, not easily answered, real-world problems, and they mine the intersection of several competing theories to create a new theory, such as applying elements of several different literary criticism models as they critique rising genres of popular literature. They explore the influences of ancient Greece and Rome in modern marketing campaigns, how historical accuracy is undermined by politics of the era, and the logical reasoning (inductive, deductive, analogical) and logical fallacies present in modern news-reporting and politics and their impact on society.

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The Equalizer

(Carol Ann Tomlinson)

Foundational ---------- Transformational
Concrete ---------- Abstract
Simple ---------- Complex
Single Facet/fact ---------- Multi-Faceted/facts
Smaller Leap ---------- Greater Leap
More Structured ---------- More Open
Clearly Defined ---------- Fuzzy Problems
Less Independence -------- Greater Independence
Slower ---------- Quicker

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Change the Verb

Instead of asking students to *describe* how FDR handled the economy during the Depression, ask them to *rank* four given economic principles in order of importance as they imagine FDR would rank them, then ask them how President Hoover who preceded FDR would have ranked those same principles differently.

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Analyze…	Construct…
Revise…	Rank…
Decide between…	Argue against…
Why did…	Argue for…
Defend…	Contrast…
Devise…	Develop…
Identify…	Plan…
Classify…	Critique…
Define…	Rank…
Compose…	Organize…
Interpret…	Interview…
Expand…	Predict…
Develop…	Categorize…
Suppose…	Invent…
Imagine…	Recommend…

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R.A.F.T.S.

R = Role, A = Audience, F = Form, T = Time or Topic, S = Strong adverb or adjective

Students take on a role, work for a specific audience, use a particular form to express the content, and do it within a time reference, such as pre-Civil War, 2025, or ancient Greece.

Sample assignment chosen by a student:

A candidate for the Green Party (role), trying to convince election board members (audience) to let him be in a national debate with Democrats and the Republicans. The student writes a speech (form) to give to the Board during the Presidential election in 2004 (time). Within this assignment, students use arguments and information from this past election with third party concerns, as well as their knowledge of the election and debate process. Another student could be given a RAFT assignment in the same manner, but this time the student is a member of the election board who has just listened to the first student's speech.

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R.A.F.T.S.

Raise the complexity: Choose items for each category that are farther away from a natural fit for the topic . Example: When writing about Civil War Reconstruction, choices include a rap artist, a scientist from the future, and Captain Nemo.

Lower the complexity: Choose items for each category that are closer to a natural fit for the topic. Example: When writing about Civil War Reconstruction, choices include a member of the Freedmen's Bureau, a southern colonel returning home to his burned plantation, and a northern business owner

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Learning Menus

Similar to learning contracts, students are given choices of tasks to complete in a unit or for an assessment. "Entrée" tasks are required, they can select two from the list of "side dish" tasks, and they can choose to do one of the "desert" tasks for enrichment. (Tomlinson, *Fulfilling the Promise of the Differentiated Classroom,* 2003)

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Tic-Tac-Toe Board

Geometry	Summarize (Describe)	Compare (Analogy)	Critique
A Theorem			
An math tool			
Future Developments			

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Learning Contracts -- Basic Components:

- Student and Teacher responsibilities
- Teacher expectations of Student
- Consequences for the student if he does not live up to responsibilities and expectations
- Spaces for both teacher and student to evaluate the success of each task
- Opportunities for students to go beyond the basic requirements of the contract, if interested, are described
- Spaces for dates and signatures, signifying agreement to the contract's stipulations by both teacher and student
- Space for parents' signatures

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Checkpoints:

These are dates and descriptions that indicate when each item will be submitted for teacher assessment. Checkpoints serve two purposes: 1) For the teacher to assess student progress and possibly change instruction as a result, and 2) to keep students dedicated to the tasks and learning.

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It is understood that:

A learning contract is an alternative experience, not to be taken for granted by students. If a student breaks any portion of the contract, then the contract becomes null and void at teacher discretion, and the student must return to what the rest of the class is doing. Because a contract's tasks are done in lieu of the regular class's tasks, teachers make sure everything the rest of the class is learning is provided in alternative contracts negotiated by students.

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Science Class: The student will complete the following tasks by December 10th:

- Build and maintain a healthy terrarium for four weeks that contains all the elements listed on the accompanying direction sheet.
- Explain in writing how each element influences the health of the terrarium.
- Read and take notes on Chapter 13 “Habitats and Biomes” in the Life Science textbook using one of the five note-taking techniques we’ve learned this year.
- In writing, answer the questions on pages 137-139 at the end of Chapter 13, and design one more analysis question for the chapter and answer it.
- View the video, “At Home in the Biome,” and create a matrix graphic organizer that identifies the five biomes described in the video according to: water sources, climate, typical flora, typical fauna, geographic location, and sample food chain
- Identify five limiting factors for a local habitat’s carrying capacity and one action per factor that our community can take to remove those factors from limiting the habitat
- Write a personal mission statement about your dedication to protecting our natural resources. It must include your definition of natural resources, why it’s important to protect them, and what specific steps you’ll take to keeping them healthy for generations to come.

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Enrichment Opportunities

- Create a diorama, Web site, or public library display that accurately portrays the food, water, space, shelter, and arrangement for any three animals, each from a different biome, and include a statement as to why it’s important to understand an animal’s habitat elements.
- Create a poem or artistic performance (fine or performing art) that expresses the interconnectedness of the food chain or web of life. Specific elements of the energy transfer cycle must be included.

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While working on these tasks during contract time, the student will:

- **Use time wisely**
- **Ask questions when he doesn't understand something**
- **Avoid bothering other students**
- **Come to class prepared with two pencils, plenty of paper, rough drafts of writings, and his textbook**
- **Speak in a quiet indoor voice**
- **Stay in his seat unless obtaining something or information for his contractual tasks**
- **Not work on homework from other classes**

73

Contractual Consequences

"All grades earned on each of the contract's tasks will be used to determine the student's official grade for this unit of study. If any portion of this contract is not achieved in the time and manner specified, it becomes null and void at teacher discretion. In such instances, the student may be required to end all contractual tasks and return to what the rest of the class is doing without complaint."

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Tiering Assessments

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More or less time and
tice needed at
s of learning
Different pathway using
divergent teaching strat
Learning Target:
Subduction Zones
The grade is a report of what you know and can do at journey's end, not how you got there.
Varying levels &
types of support
early on

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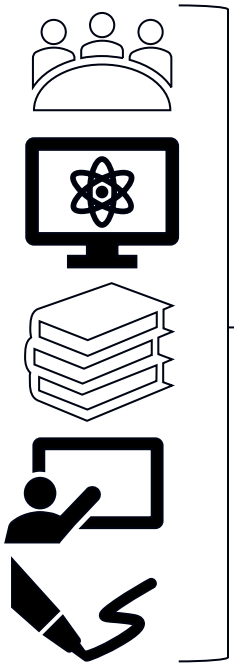


Functionally, then, anything that is a teaching technique or learning method is not included in the report of proficiency at journey's end, i.e. the report card grade.

77

What is the value of x when

$$5x + 3 = -4$$

$$-4 = -4$$

$$x = \frac{\quad}{5}$$

78

Note:

It is deeply inappropriate to use the characteristics of an extrovert to judge the healthy and positive behaviors of an introvert.

79

Follow-up Idea…

Most schools are overly dependent on linguistic representation of intellect and proficiency and the extroverted expressions of such.

80

Wait, how is it fair for one student to get to do an alternative media project instead of the essays I'm assigning the rest of the class?

81

Students present you with proposals for how they will demonstrate mastery. You check their plans to make sure proper evidence can be expressed (or ask students to prove such) and agree to their proposal.

82

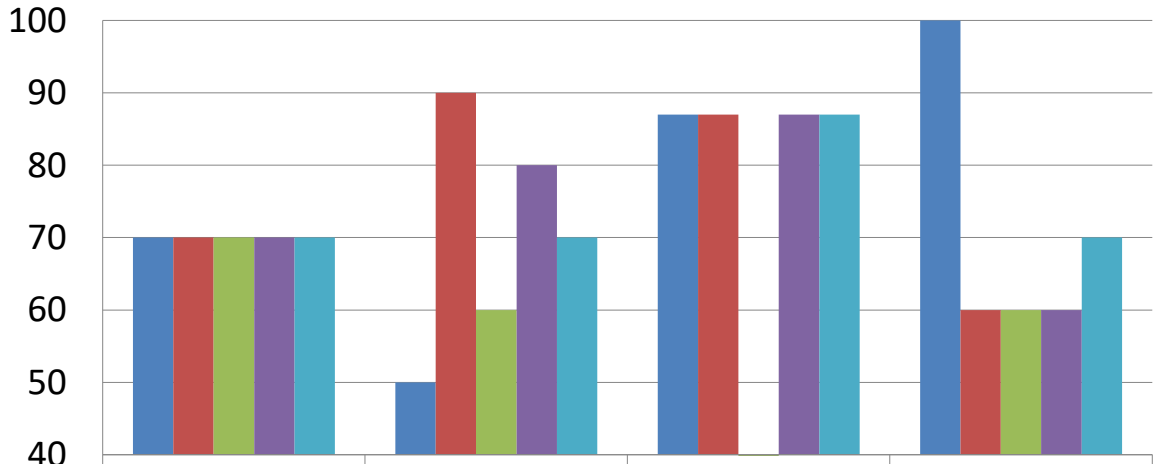
Tier Assessments as Warranted

- Level 1 Test, Level 2 Test (Subset of Standards, Full Set of Standards)
- Record outcomes/standards being assessed at the top of each version
- Alternatively, provide one large test with all the standards & prompts, then circle the particular questions you want individual students to answer.

83

Assessment must be revelatory (reveal story). So, yeah, write the outcomes/standards at the tops of tests, quizzes, writings, projects, labs, and other assessments, and record the appropriate report of proficiency for each one. Do not mash them up into one test score.

84



	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

85

TEST X

Student: _____

Date: _____

Code	Standard	Proficiency Level Demonstrated
A.1		3
A.2		3
G.5		3
G.11		4
G.12		3

- Test is organized as normally done, but codes for the specific standards being assessed by each prompt are placed next to each of those prompts.
- Test is organized into segments, with all the questions assessing a particular standards located together.

86

TEST X

Student: _____
Date: _____

G.11 12. $5x + 6 = 66$

[Of course, if we can color our fonts, we can simply color code evidence for each standard: All green refers to evidence for G.11, all red refers to evidence for G.12, and so on.]

87

Elements/Perspectives that Really Help

- Increase assessment repertoire: *What are 12 different ways to assess this?*
- Remember that grades only report what students know and can do at journey's end, NOT how they got there. How or when they learned something is irrelevant to the final grade determination.
- Separate the report of teaching & learning strategies from the report of evidence regarding standards.

88

Elements/Perspectives that Really Help

- Disaggregate according to standards.
- Remember that grades are temporary positions along a continuum at best.
- Do not succumb to arbitrary, uniform timelines. Be willing to facilitate a completely different timeline for learning, including multiple learning-assessment iterations and proficiencies demonstrated after the year is completed.

89

Elements/Perspectives that Really Help

- Never allow the test format to get in the way of a student's accurate demonstration of learning. We are obligated to change the format if we know the current one will not allow for an accurate expression of proficiency.
- Grade against evidence of standards, not compliance with the directions, unless that is what you're reporting.

90

Principles First, Actionable Second:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

91

Example: How do I grade English Language Learners?

Example: How do I grade English Language Learners?

Principled First, Actionable Second:

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.

92

Scores and grades are not set in stone as forever labels. They are summative judgements of evidence presented in one arbitrary moment in time. Given significant change in proficiency & evidence demonstrated, reports of learning can change as well.

93

Equitable gradebooks mark progression throughout the year, using only the final demonstrations of proficiency in the final transcript report. It doesn't really matter when a student learns something; what matters is that he learned it.

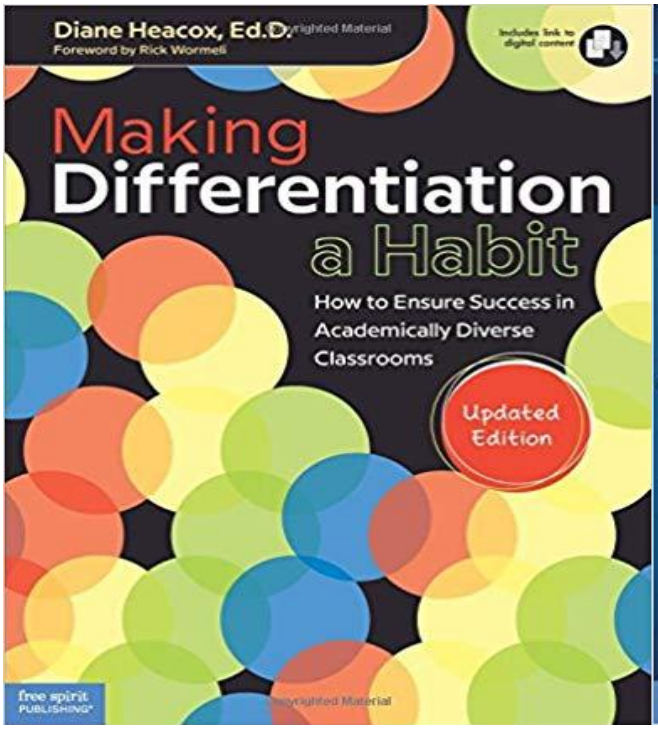
94

What if a student has definitely mastered the learning, but can express it only via a format different than the one assigned to the whole class?

Are we focused on compliance with the given assessment instrument or on reporting student learning accurately?

95

96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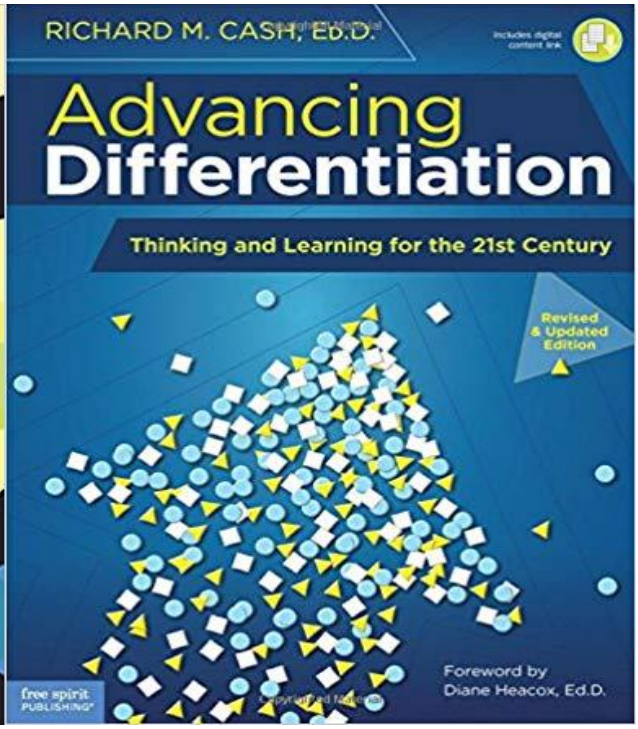
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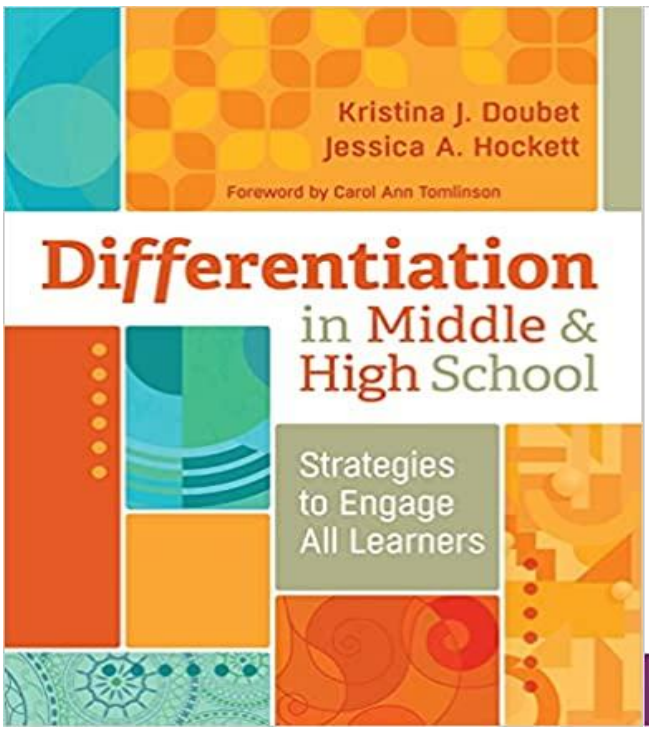
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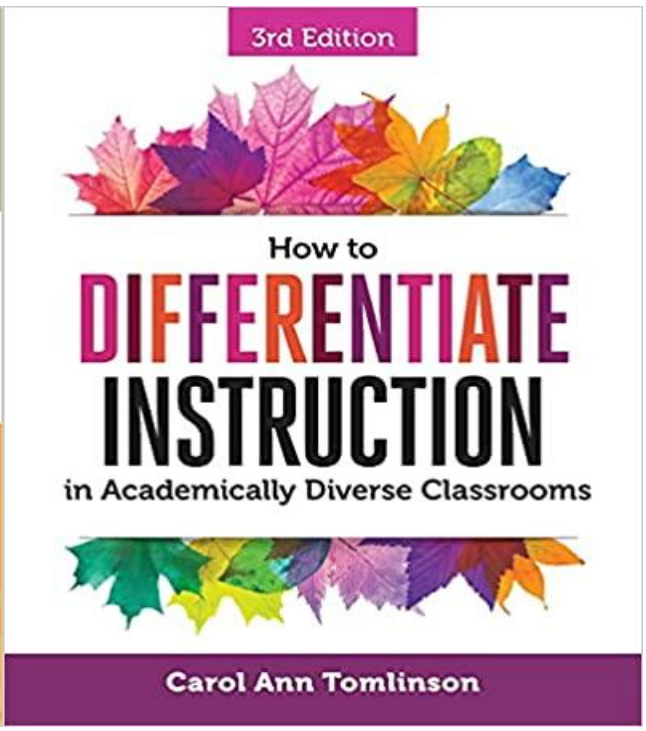
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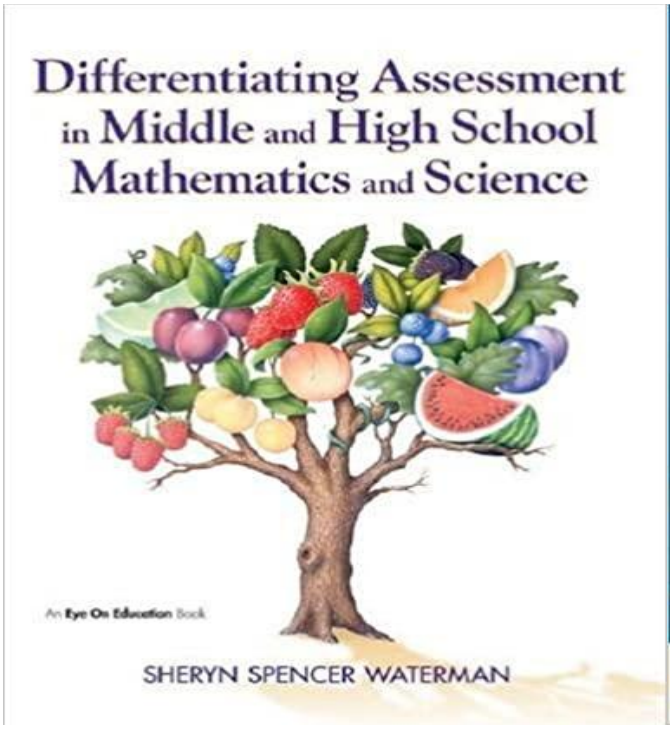
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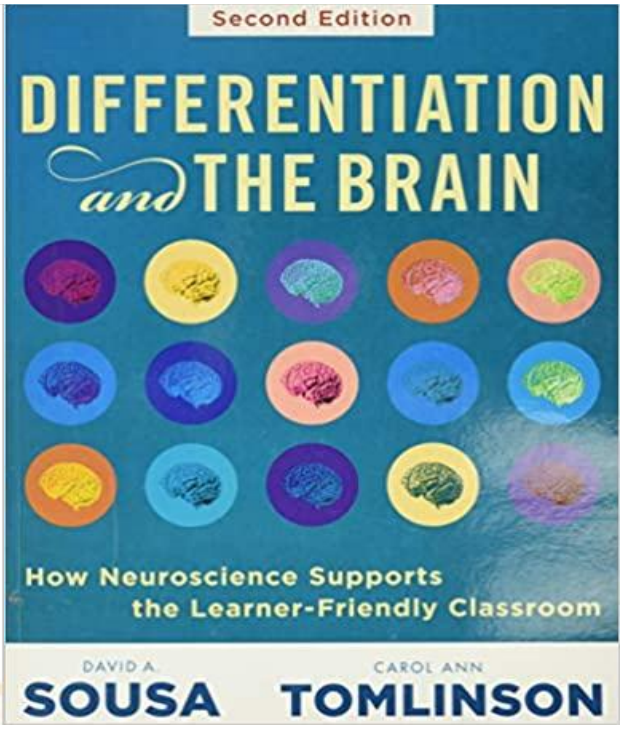
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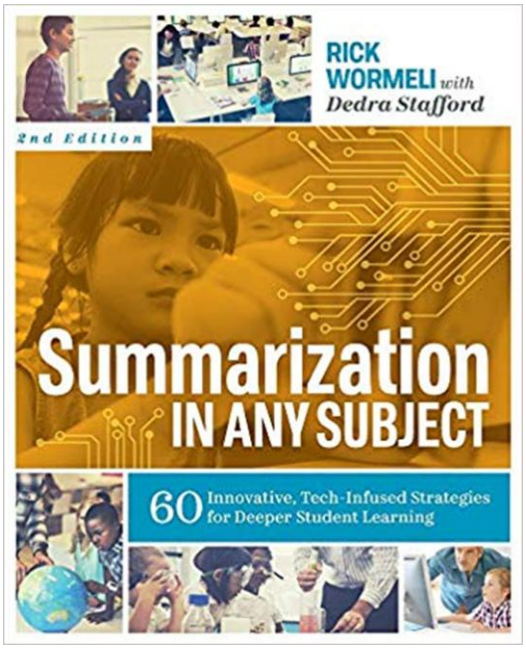
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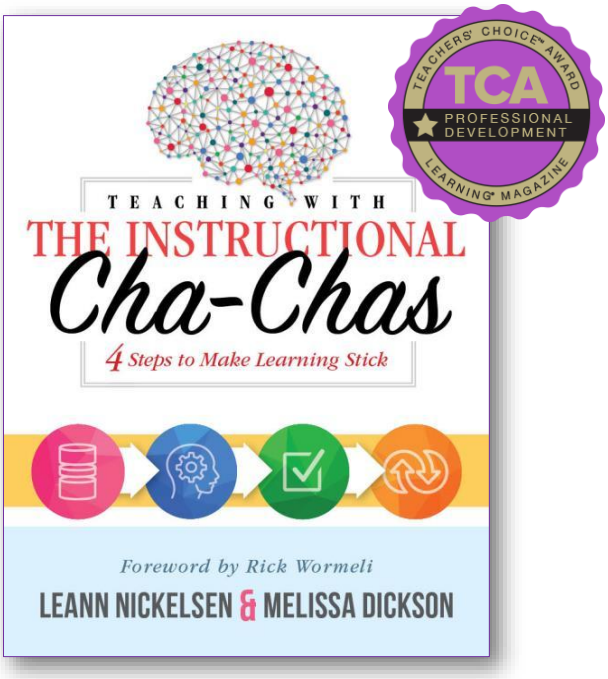
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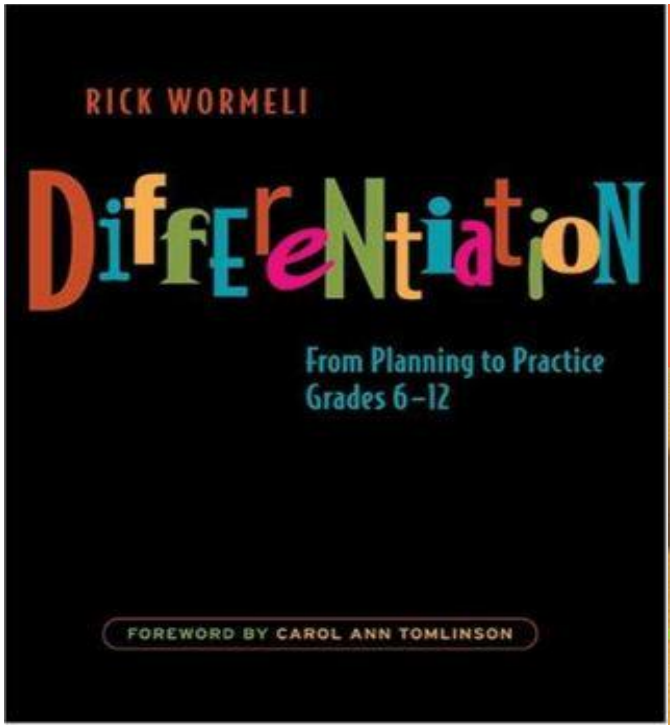
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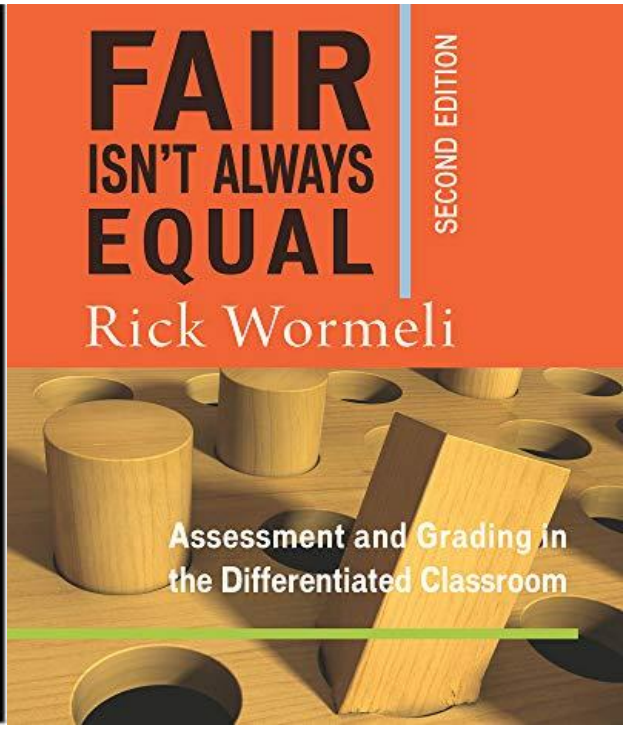
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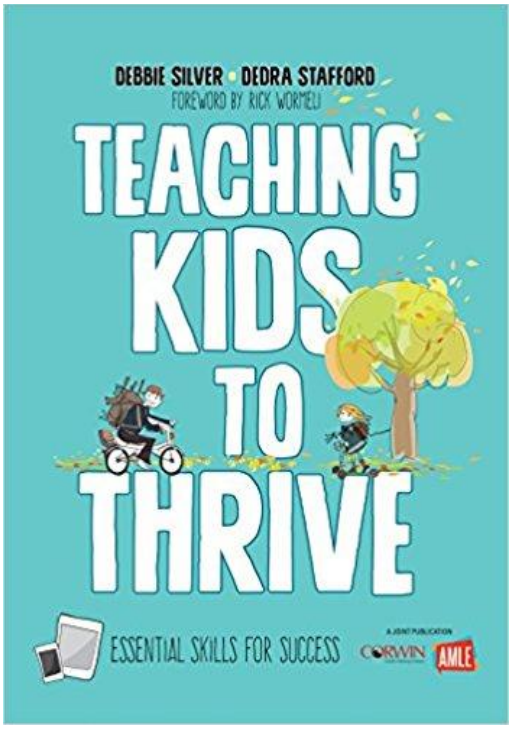
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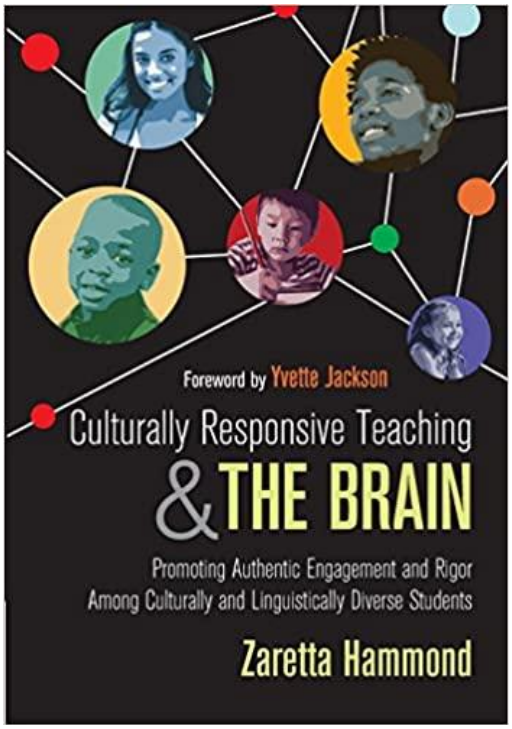
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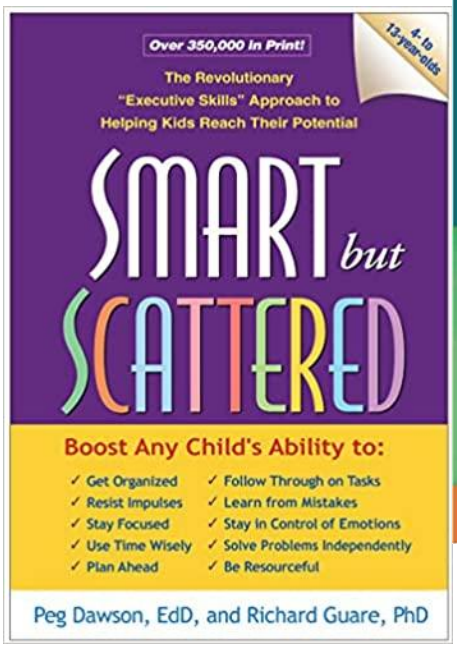
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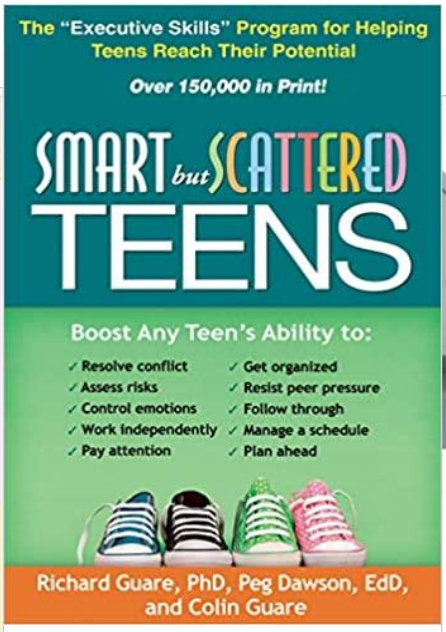
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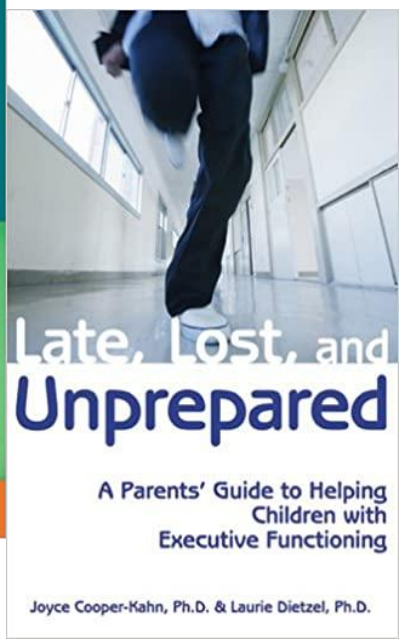
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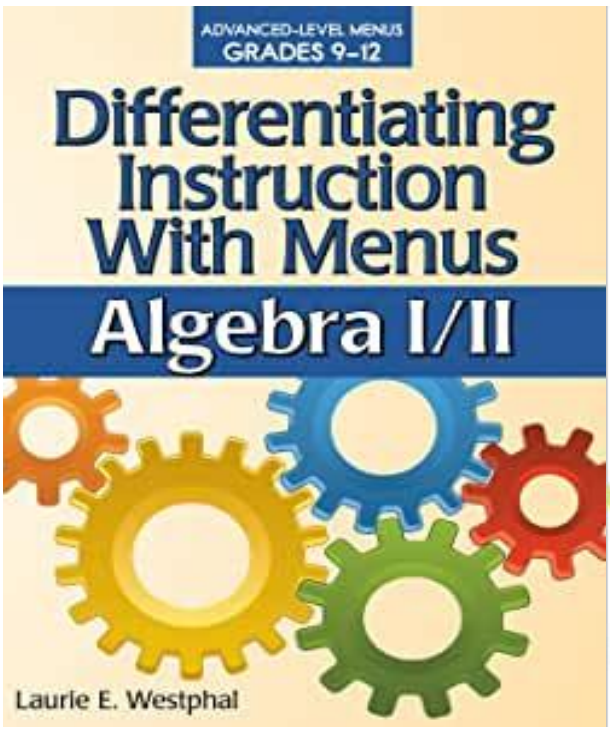
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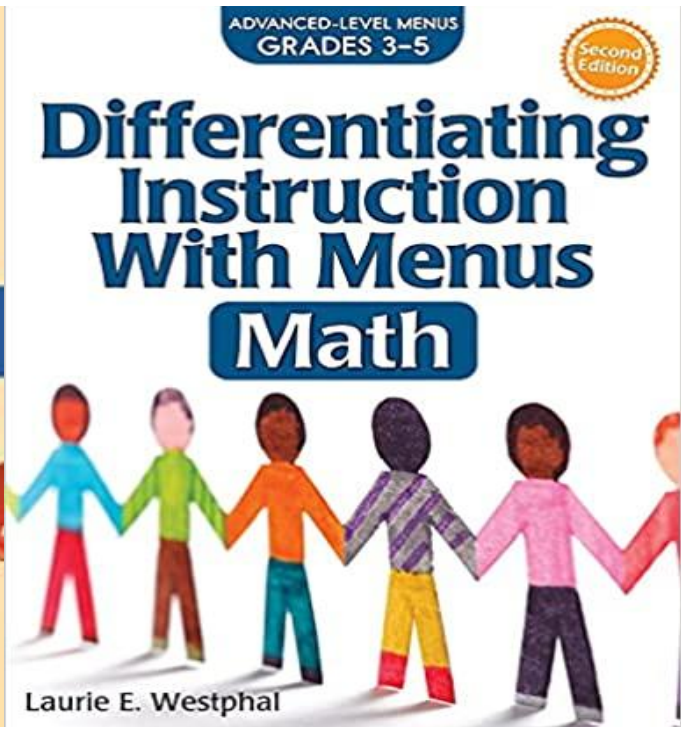
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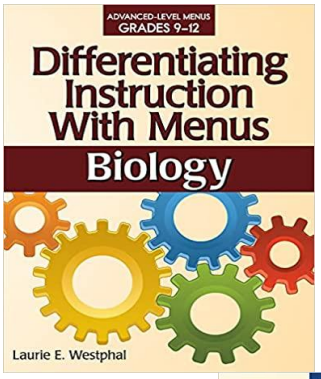
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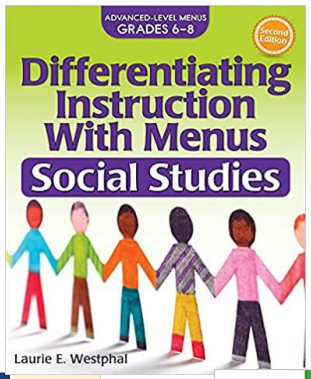
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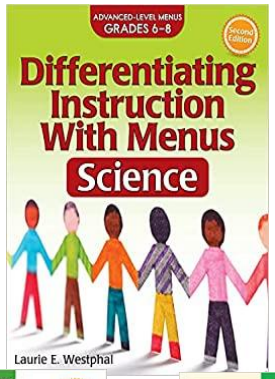
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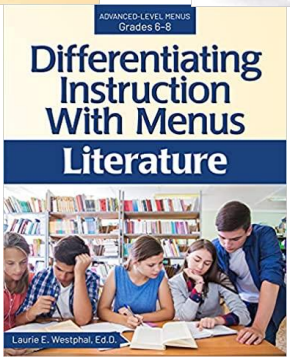
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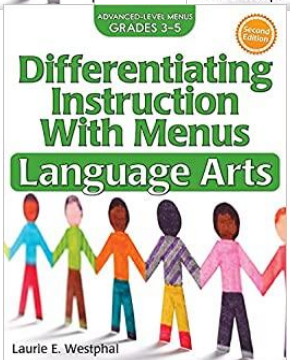
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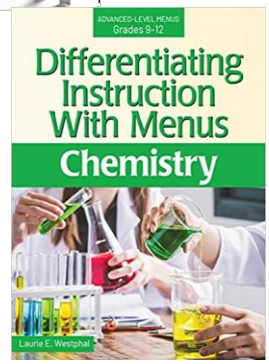
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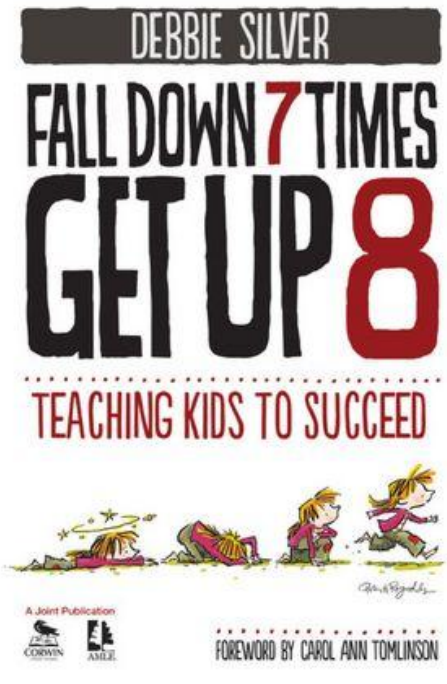
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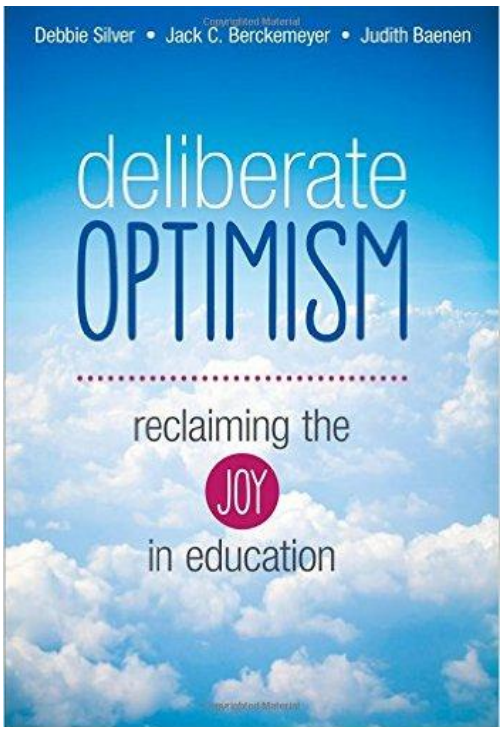
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https://ttaconline.org/

www.differentiationcentral.com
(Carol Ann Tomlinson's UVA website)

http://nrich.consulting/
(Richard Cash's website)

Come visit Virginia!

107

http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html

Academics & Organization

Sample Resource

- Break learning tasks into small steps.
- Probe regularly to check understanding.
- Provide regular quality feedback.
- Present information visually and verbally.
- Use diagrams, graphics and pictures to support instruction.
- Provide independent practice.
- Model what you want students to do.
- Clearly define and post classroom expectations for work and behavior.
- Explicitly teach study and organizational skills.
- Teach student how to use planner or agenda to record assignments and due dates.
- Provide prompts of strategies to use and when to use them.
- Ask process-type questions such as "How is that strategy working?
- Use Direct Instruction.
- Provide simple instructions (preferably one at a time).
- Sequence slowly, using examples.
- Speak clearly and turn so students can see your face.
- Allow time for students to process requests and allow them to ask questions.
- Use graphic organizers to support understanding of relationships between ideas.
- Use adaptive equipment if appropriate (books on tape, laptop computers, etc.).
- Ask questions in a clarifying manner, then have student describe understanding of the questions.
- Use an overhead projector with an outline of the lesson or unit of the day.
- Reduce course load.

108

https://ttaconline.org/Resource/JWHaEa5BS76yevjkXBOgkg/Resource-sdi-specially-designed-instruction-resources-for-co-teachers

(This is the TTAC Website)

- Provide clear photocopies of notes and overhead transparencies.
- Provide a detailed course outline before class begins.
- Keep oral instructions logical and concise and reinforce them with brief cue words.
- Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the board.
- At the end of class, summarize the important segments of each presentation.
- Eliminate classroom distractions (e.g. excessive noise, flickering lights, etc.).
- Give assignments both in written and oral form.
- Have more complex lessons recorded and available to the students.
- Have practice exercises available for lessons, in case the student has problems.
- Have student underline key words or directions on activity sheets (then review the sheets with them).
- Provide and teach memory strategies, such as mnemonic strategies and elaborative rehearsal.
- Write legibly, use large type, and do not clutter the board.
- Assist the student in borrowing notes from a peer if necessary.
- Clearly label equipment, tools, and materials, and use color-coding.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, while maintaining the same or similar learning objectives.
- Review relevant material, preview the material to be presented, present the new material, and then summarize the material just presented.
- Provide a peer tutor or assign the student to a study group.
- Allow the student to use a tape recorder.
- Use specific language and state expectations.

http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html

Sample Resource

Reading

- Provide a quiet area for reading activities.
- Use books on tape, and books with large print and big spaces between lines.
- Provide a copy of class notes to student.
- Allow alternative forms for book reports.
- Have students use both visual and auditory senses when reading text.
- Present material in small units.
- Use graphic organizers to connect ideas.
- Read and share stories with students.
- Provide students with chapter outlines or study guides that highlight key points in their reading.
- Announce reading assignments well in advance.
- Offer to read written material aloud, when necessary.
- Share informational texts and invite students to wonder about the new ideas presented.
- Point out ways in which reading is important in everyday life (e.g., on labels, instructions, and signs).
- Teach students how books are organized.
- Use stories that have predictable words and words that occur frequently in the text.
- Label objects in classroom.
- Help students notice the letters in the environmental print that surrounds them.
- Engage students in activities that help them learn to recognize letters visually.
- Teach students to attend to the sounds in language.
- Model and demonstrate how to break short sentences into individual words.
- Have students clap out syllables and listen for and generate rhymes.
- Focus on activities that involve sounds of words, not on letters or spellings.
- Model specific sounds, and ask students to produce each sound in isolation.
- Teach students to blend, identify sounds, and break up words into sounds.
- When teaching the letters of the alphabet, activities should be explicit and unambiguous.
- When teaching decoding, begin with small, familiar words.
- Model sounding out words, blending the sounds together, and saying the word.
- Have students read new stories and reread old stories every day to build fluency.
- Engage students in discussion of reading topics that are of interest.
- Provide high interest reading selections whenever possible.
- Model comprehension strategies and provide students with guided assistance.
- Point out how titles, headings, and graphics reveal main ideas and tell what a book is about.
- Teach students to identify main ideas presented in the text, as well as the supporting details.
- Point out unfamiliar words, revisit them, and explore their meaning.
- Teach students to use contextual clues to figure out meanings of unfamiliar words.
- Build background for reading selections and create a mental scheme for text organization.
- Set a purpose for reading – to gain meaning from text.

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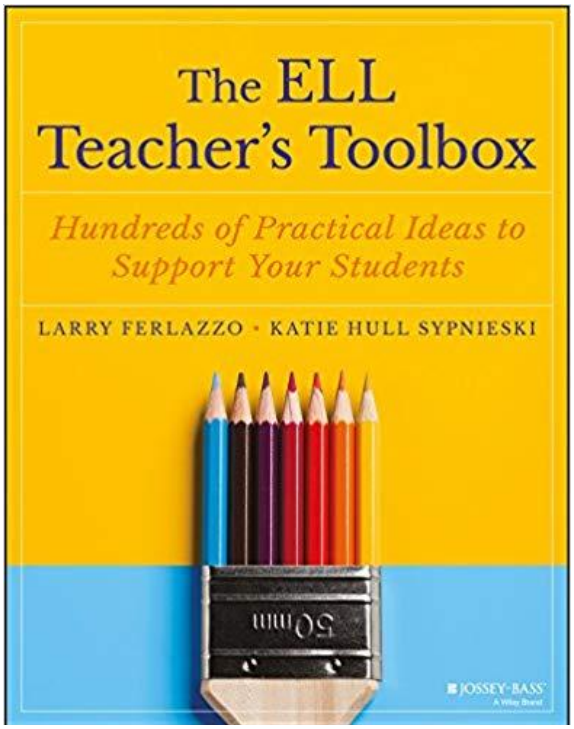

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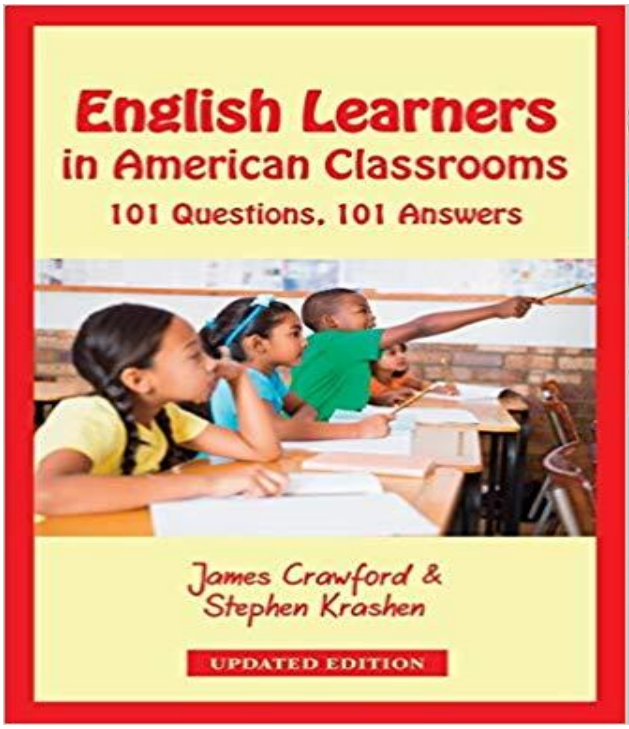
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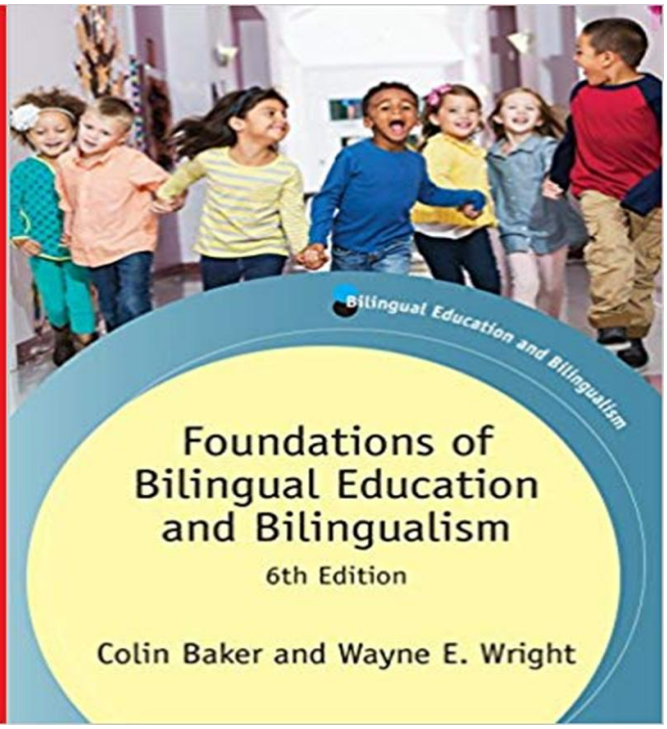
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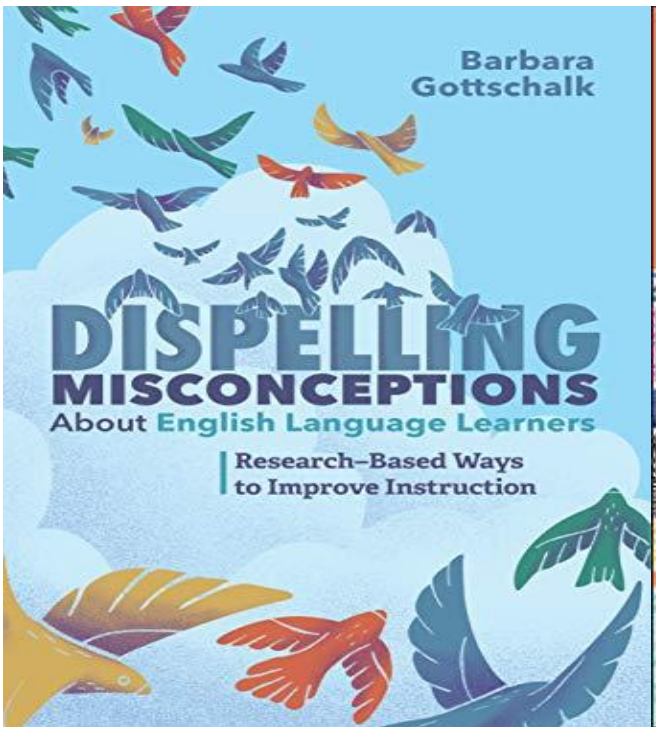
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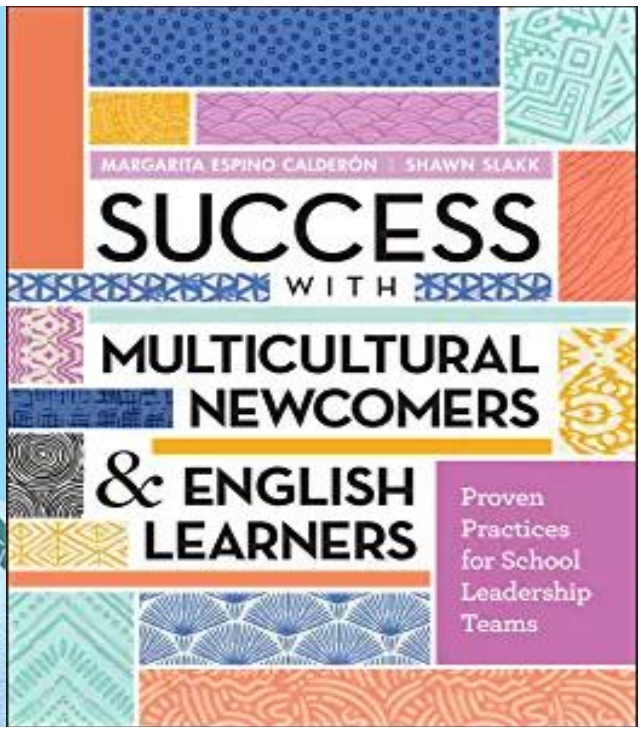
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