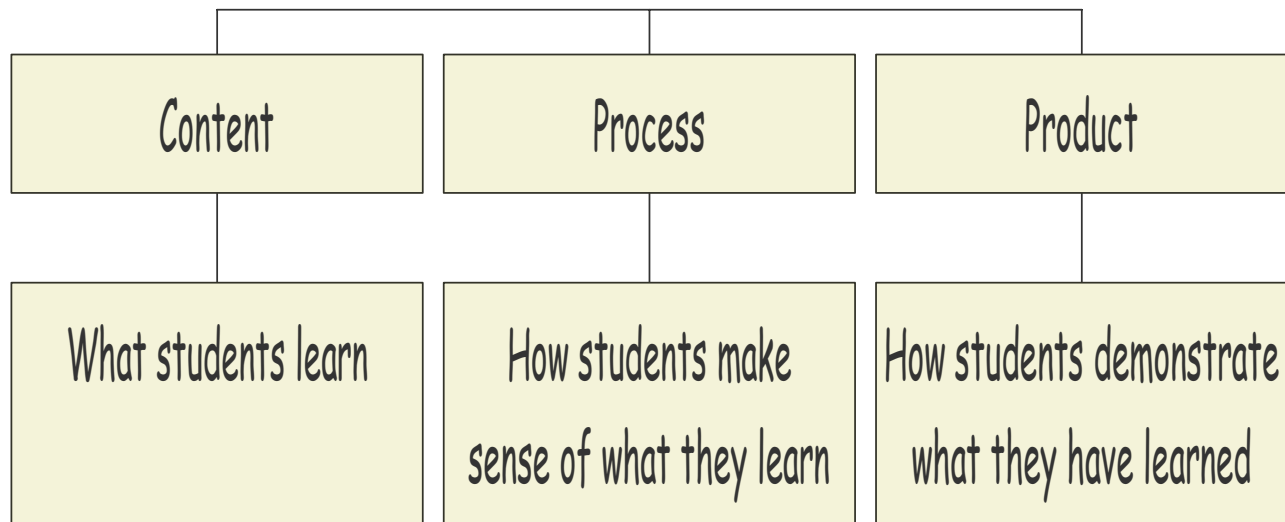


# *Differentiating Instruction* means...

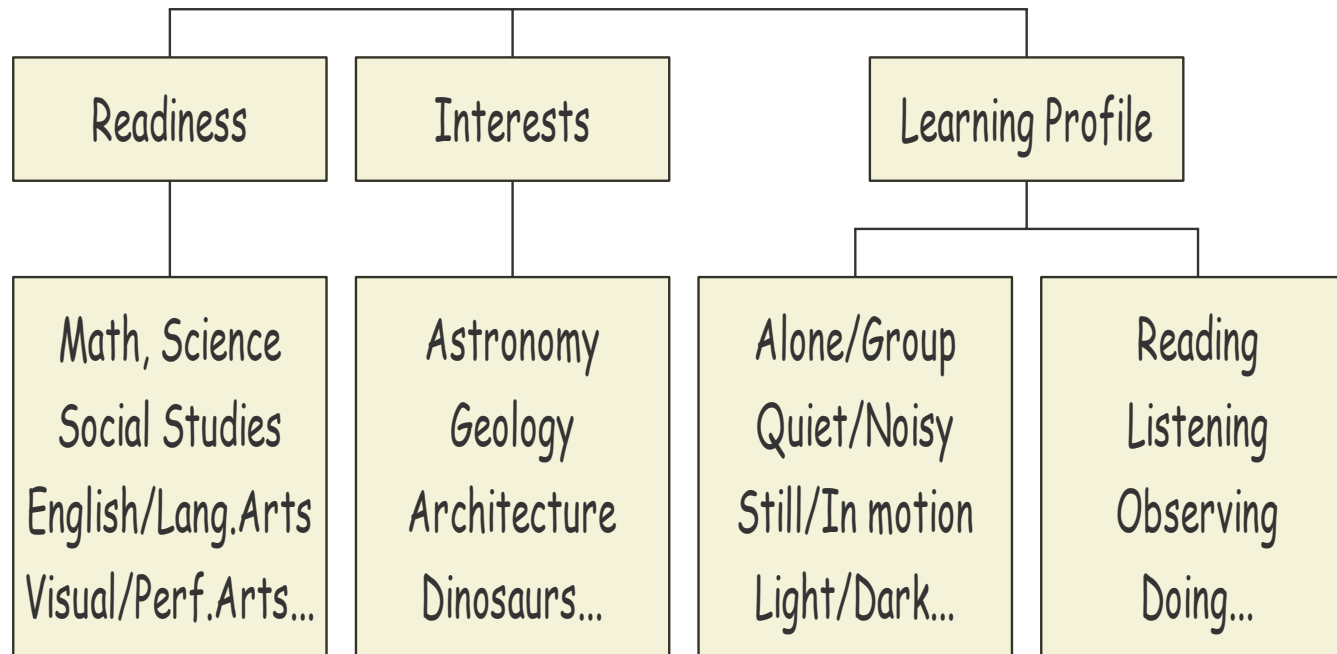
modifying instruction  
(content, process and/or product)  
to meet the differing needs  
of students in a classroom  
based on one or more of the following:

- readiness
- interests
- learning profile.

# Teachers can differentiate



# Instruction should be differentiated based on a student's



# Strategies for ...

<b>Differentiating Instruction</b>	<b>Differentiating Assessment</b>
<ul style="list-style-type: none"><li>▪ Flexible Grouping</li><li>▪ Adjusting Questions</li><li>▪ Extension Menus</li><li>▪ Interest Centers/Interest Groups</li><li>▪ Tiered Assignments</li><li>▪ Mentorships</li><li>▪ Curriculum Compacting</li><li>▪ Independent Projects/Investigations</li><li>▪ Learning Contracts</li><li>▪ Learning Centers</li></ul>	<ul style="list-style-type: none"><li>▪ Observation</li><li>▪ Paper-pencil Quiz/Test</li><li>▪ Conferencing</li><li>▪ Performance Assessment</li><li>▪ Student Self-assessment</li><li>▪ Portfolio</li><li>▪ Interest Inventories</li><li>▪ KWL Chart/I Wonder Chart</li><li>▪ Questioning</li><li>▪ “Most Difficult First”</li></ul>

# Glossary of Strategies

**Flexible Grouping**-grouping of students for instruction or completion of a specific task or assignment; groups change as needed based on students' readiness, interests and/or learning profiles

**Adjusting Questions**-varying the level of questions posed to learners in discussions and on tests based on their readiness or abilities

**Extension Menu**- an array of independent learning activities presented in a 2x2, 2x3, or 3x3 format (boxes) to provide students with choices for extending or enriching the essential curriculum

**Interest Centers/Interest Groups**-means of providing students with meaningful enrichment when required assignments are completed; these centers/groups can be differentiated by level of complexity, independence required, and student interest

**Tiered Assignments**-two or three activities or assignments addressing essential understandings, key skills and important concepts, but varying in levels of complexity

**Mentorship**-observation of and interchange with an expert in a selected career field

- Curriculum Compacting**-a 3-step process implemented by the teacher for one or more students who have mastered portions of the essential curriculum:
- 1) pre-assess what a student knows about content/skills to be studied;
  - 2) modify learning activities so that student only receives instruction about what he/she does not already know;
  - 3) provide alternate learning activities that offer acceleration or meaningful and challenging enrichment

**Independent Projects/Investigations**-individual or small group investigation about a topic of interest to the student, including the development of a product for sharing information learned with an appropriate audience

**Learning Contract**-agreement between student and teacher that grants the student certain freedoms and choices about completing tasks, yet requires student to meet certain specifications

**Learning Centers**-stations or collections of instructional materials provided for learners to explore topics or practice skills

Source: Tomlinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development