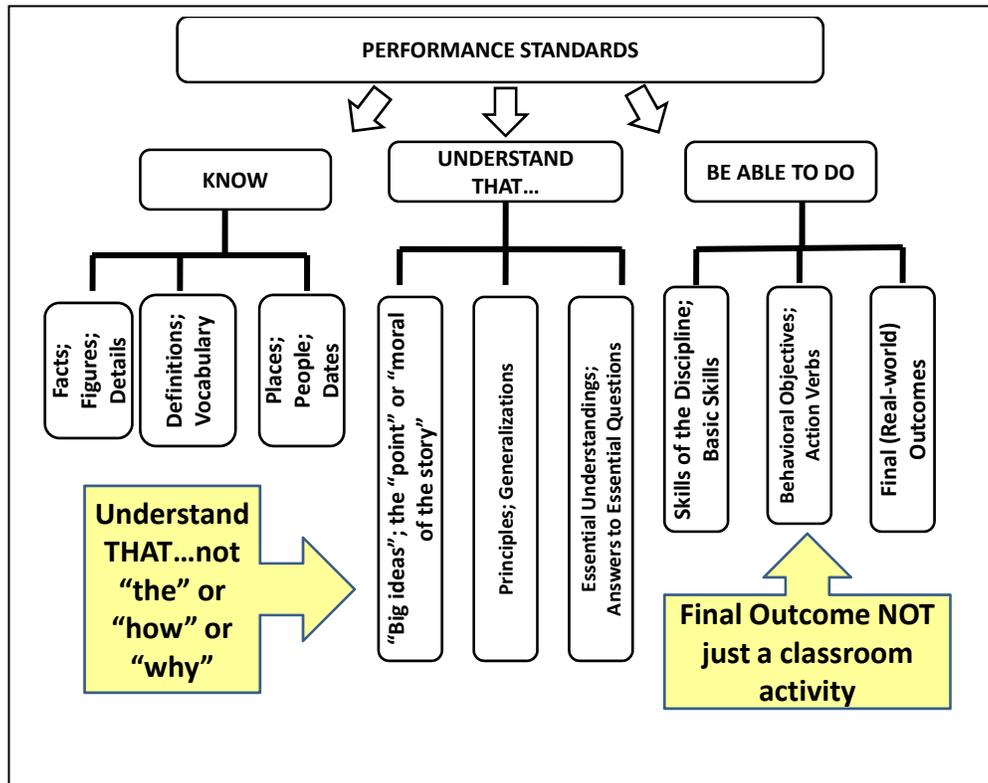


**DIFFERENTIATING INSTRUCTION: REVISITING THE NON-NEGOTIABLES
KUD REVIEW**



DO is NOT a classroom activity; is a FINAL OUTCOME

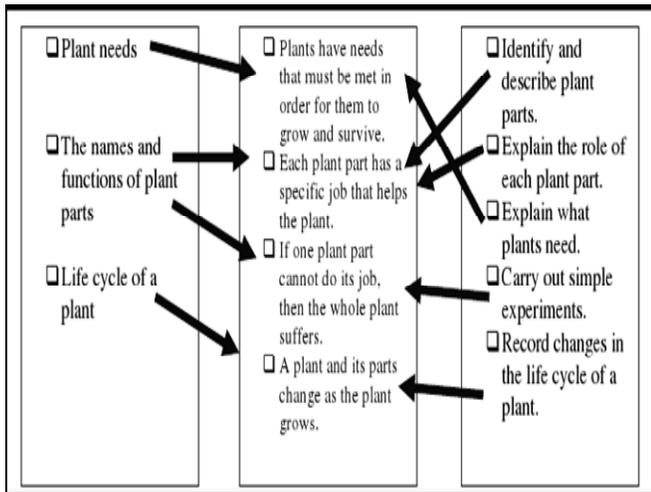
YES	NO
<ul style="list-style-type: none"> Identify personal characteristics and explain how these characteristics might impact success as an entrepreneur 	<ul style="list-style-type: none"> I want students to fill out a survey to identify their characteristics
<ul style="list-style-type: none"> Use common search engines Choose the appropriate search engine for a particular task Refine a general search to seek more specific information 	<ul style="list-style-type: none"> Complete a worksheet showing the steps for using Google search. Match the task to the appropriate search engine
<ul style="list-style-type: none"> Explain how the national government and our Constitution have worked and continue to work to protect individual rights and promote the common good. Explain how American ideals may be revealed by a study of key government documents such as the Constitution and the Bill of Rights 	<ul style="list-style-type: none"> Make a chart that shows how the national government and our Constitution have worked and continue to work to protect individual rights and promote the common good
<ul style="list-style-type: none"> Identify the parts of a plant Explain the purpose or role of each plant part Tell how to keep a plant healthy and why we might wish to do so 	<ul style="list-style-type: none"> Match plant parts to their label
<ul style="list-style-type: none"> Collect & analyze data Display data appropriately Interpret charts and graphs 	<ul style="list-style-type: none"> Collect information about what your classmates like to do in their free time

NOT UNDERSTAND “THE” OR “HOW” OR “WHY”

- That you can pack a lot of information into a small space by using graphs and charts.
 - NOT Understand how to make graphs
- That adjectives must agree in gender and number with the nouns they modify
 - NOT Understand adjective agreement
- That for a plant to be healthy, all parts of the plant must be healthy
 - NOT Understand why a plant needs all its parts
- That literature is a reflection of ourselves and our society
 - NOT Understand literature
- That for the US government to work as envisioned by the forefathers, all branches must carry out their assigned role.
 - NOT Understand the role of the branches of government

REMEMBER

The best KUDs are cohesive in nature. They give CONTEXT & PURPOSE to the Know and DO



KNOW	UNDERSTAND	DO
<ul style="list-style-type: none"> •The parts of a plant •Plant needs •Life cycle of a plant 	<ul style="list-style-type: none"> •For a plant to be healthy, all parts of the plant must be healthy and fulfill their role •All living things follow a set cycle of growth 	<ul style="list-style-type: none"> •Label the parts of a plant •Explain the purpose or role of each plant part •Describe the life cycle of a plant •Tell how to keep a plant healthy
<ul style="list-style-type: none"> •Why and how humans use plants 	<ul style="list-style-type: none"> •Many animals, including humans, depend on plants for food 	<ul style="list-style-type: none"> •and why we might wish to do so

DOUBLE CHECK

- ✓ K,U,D, correctly placed?
- ✓ UNDERSTAND written as “I want students to understand THAT...”
- ✓ Do is OUTCOME not ACTIVITY?
- ✓ STANDARD is appropriately “covered”?
- ✓ KUD is cohesive?

Sample KNOWs

- What data is and why we collect, interpret and display it
- Common search engines and how they work
- What to look for when choosing sources
- The parts of a plant and its life cycle
- What plants need to be healthy
- Why and how humans use plants
- Key historical documents
- Key people involved in settling the Western Hemisphere
- Key signatures
- Ways to maintain health
- Types of business ventures
- Hand tools
- WORD, EXCELL, POWERPOINT
- Regular verb conjugations
- Color wheel
- Rules of the road
- Parts of a sewing machine
- Rules for soccer

Sample DOs

- Examine how the national government and related documents work to protect individual rights and promote the common good.
- Explain the difference between a plant and an animal
- Tell how to keep a plant healthy and why we might wish to do so
- Use common search engines; Choose the appropriate search engine for a particular task
- Refine a general search to seek more specific information
- Evaluate the usefulness of a website as a resource
- Collect, analyze, and display data
- Interpret charts and graphs
- Transpose a musical passage
- Read a blueprint
- Parallel park
- Make an exercise plan
- Safely cook a turkey

Sample UNDERSTANDs

- If we don't use accepted grammar, spelling, and punctuation rules, people might not understand what we are saying.
- Experienced writers (composers, artists, architects, etc) have a repertoire of tools and techniques at their disposal.
- You can pack a lot of information into a small space by using graphs and charts.
- Some representations of data are more useful than others depending on the type of data, the audience the data is designed for, and the message to be communicated
- Mathematicians have a common language that facilitates communication across topics.
- Mathematicians classify objects by examining and comparing their characteristics.
- The more you can refine your search parameters, the more useful the results
- Not every site on the web is created equal. The burden is on the reader to establish the validity, authorship, timeliness, and integrity of what you find.
- Each part of a plant has a specific role to play; For a plant to be healthy, all parts of the plant must be healthy
- Many animals, including humans, depend on plants for food
- The lab can be a dangerous place. Scientists take specific precautions to protect themselves and their environment.
- Government roles, practices and concerns may change over time, but should remain faithful to the values, principles, and beliefs set forth in founding documents.
- With freedom, comes responsibility
- Individuals and groups within a society can act as promoters of change or the status quo
- You cannot translate languages word for word
- Form follows function
- What you eat today can impact your health tomorrow

A WORKING RUBRIC FOR KUDs

	Exemplary	Solid	Developing
KNOW	<p>KNOWs are accurately placed</p> <p>KNOWs are organized into categories:</p> <ul style="list-style-type: none"> • Must knows • Nice to knows • Key prerequisite knows 	<p>KNOWs are accurately placed</p> <p>KNOWs are key to unit success (what everyone must walk away knowing)</p>	<p>KNOWs are inconsistently placed.</p> <p>Not all KNOWs are integral to the unit.</p>
UNDERSTAND	<p>UNDERSTANDs include only essential, big ideas of the unit and/or discipline. They are written so they complete the phrase: "Students must understand that..."</p> <p>UNDERSTANDs include and are organized according to "universal and/or "overarching" understands as well as "topical" understands</p>	<p>UNDERSTANDs are essential, big ideas of the unit or discipline.</p> <p>UNDERSTANDs are written so they complete the phrase: "Students must understand that..."</p>	<p>Some UNDERSTANDs are really KNOWs.</p> <p>Some are written as UNDERSTAND HOW... or UNDERSTAND WHY... or UNDERSTAND THE...</p>
DO	<p>DOs clearly represent several of the following: basic skills, skills of the discipline, skills of independence, social skills, and/or skills of production</p>	<p>DOs begin with an observable verb; are real-world OUTCOMES of the unit not just classroom activities during the unit</p>	<p>Some DOs are really classroom activities or assessments rather than what students can do in the real-world as a result of the unit</p>
GENERAL	<p>All elements are in correct place.</p> <p>KUD is cohesive. Individual elements reinforce and support one another. Every KNOW and every DO has an UNDERSTAND that gives it context and purpose.</p> <p>Standard is clearly embedded in all elements of the KUD.</p>	<p>All elements are in correct place, although there may be an occasional KNOW that is better placed as an UNDERSTAND.</p> <p>The UNDERSTANDs help students organize the KNOWs and DOs.</p> <p>Standard is present in one or more elements of the KUD</p>	<p>Elements are incorrectly placed.</p> <p>Some UNDERSTANDs are redundant or There are so many UNDERSTANDs that it will be hard for students to use them to organize the unit KNOWs and DOs.</p> <p>It is difficult to reconcile the KUD with the standard.</p>

Formative Assessment and the Differentiated Classroom

Unless otherwise marked, the information below comes from the following sources:

- *The Power of Formative Assessment to Advance Learning User Guide*, ASCD, 2008
- *Transformative Assessment* by W. James Popham; ASCD 2008

Reflection on Formative Assessment

Discuss and give representative examples from your classroom

- What are some ways you let students know what the learning goals are
 - For a lesson
 - For a unit
- What are some ways you help students make connections between the learning goals and the work they do?
- What are some ways you find out from students where they feel confident in their understanding and where they are having trouble?
- What are some ways you give feedback to students
 - During work in class
 - After assignments are turned in
- Do you keep records about the kinds of feedback students needed and received? If so, how?
- What are some ways you use student self assessment?
- **How can technology help you to plan, carry out, and analyze formative assessments and the resulting data?**
- **How might common planning time or professional learning community time be used to help you design and refine your current assessment practices?**

Definition of Formative Assessment

Formative assessment refers to the ongoing process students and teachers engage in when they

- Focus on learning goals.
- Take stock of where current work is in relation to the goal.
- Take action to move closer to the goal.

“A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.” Popham p. 5

Logic behind Formative Assessment (Popham, 2008)

- Teachers function in order to help kids learn
- Few teachers devise perfect instruction first time around (if ever!)
- Most plans need to be massaged to work optimally

Formative Assessment

- Takes place during instruction
- Provides assessment-based feedback to teachers and students
- Is designed to help teachers and students make adjustments to improve achievement

These adjustment decisions are made **not by whim** but **on evidence** of current level of student mastery.

Formative Assessment

- Is used by both students and teachers
 - Chief activity through which teachers monitor how well they are teaching something and, if needed, adjust their instruction
 - Chief activity through which students monitor how well they're learning and make adjustments to learning tactics.

The Assessment Experience	
For Students on Winning Streaks	For Students on Losing Streaks
Assessment results provide	
Continual evidence of success	Continual evidence of failure
The student feels	
Hopeful and optimistic Empowered to take productive action	Hopeless Initially panicked, giving way to resignation
The student thinks	
It's all good, I'm doing fine, See the trend? I succeed as usual. I want more success, School focuses on what I do well. I know what to do next Feedback helps me, Public success feels good,	This hurts, I'm not safe here, I just can't do this... again, I'm confused, I don't like this-help! Why is it always about what I can't do? Nothing I try seems to work, Feedback is criticism, it hurts, Public failure is embarrassing,
The student becomes more likely to	
Seek challenges Seek exciting new ideas, Practice with gusto. Take initiative, Persist in the face of setbacks, Take risks and stretch-go for it!	Seek what's easy, Avoid new concepts and approaches. Become confused about what to practice, Avoid initiative. Give up when things become challenging. Retreat and escape-trying is too dangerous!
These actions lead to	
Self-enhancement Positive self-fulfilling prophecy Acceptance of responsibility Manageable stress Feeling that success is its own reward Curiosity, enthusiasm Continuous adaptation Resilience Strong foundations for future success	Self-defeat. self-destruction Negative self-fulfilling prophecy Denial of responsibility High stress No feelings of success; no reward Boredom, frustration, fear Inability to adapt Yielding quickly to defeat Failure to master prerequisites for future success

Formative assessment is all about decision making. Is an adjustment needed, and, if so, what should that adjustment be?

"The best available information about what to do next almost always flows from a determination about what students currently know and can do [and understand]." Popham p. 14

"Improved formative assessment helps low achievers more than other students – and so reduces the range of achievement while raising achievement overall." Black & William 1998, p. 141 as quoted in Popham, 2008

Cindy says: therefore we must gather evidence of current student status with respect to KUD

Challenge for Teacher

What is a sensible number of assessment informed adjustments?

STRATEGIES

Strategies for Pre-assessment and Diagnosis

Background Knowledge and Skills

Prior Knowledge: What prior knowledge and skills would students need to bring to this unit in order to be successful with these goals?

- Give a brief pre-test on enabling skills (e.g., 2-digit subtraction without borrowing if the unit will include 2-digit subtraction with borrowing).
- Use pre-test questions on cards or otherwise organized for a classroom game (e.g., blackboard baseball).

Knowledge of Content to Be Taught: What do students already know about the content of the unit you are intending to teach?

- Make flash cards with key terms, get show of hands or ask students to stand up if they think they know each term, and get student definitions.
- Ask students if any of them have ever studied this topic before.
- Select two or three key concepts, and ask students to predict what they think they mean.
- Use the "K" column in a K-W-L chart.

Interests and Personal Connections

- What are students' interests and personal connections with the content? Briefly preview the unit content with the class.
- Ask younger students to bring in any relevant "show and tell" items.
- Have students design and give an interest survey for the unit topic.
- Ask students to do a think-pair-share and report out what they think the most interesting part of the unit will be for them, and any personal connections.

Procedures & Routines for Formative Assessment

- Ask a multiple choice or true false question and on signal, students raise card that gives answer
 - Index card sets for each student: A, B, C, D, E, T, F, ?
- White boards for short answers
- Red, green, yellow cups as they work indicating at a standstill, going strong, need help soon to keep going

Cindy says: DI – could stop at this point and say – if you answered X, do this activity, if Y, this other activity. If your cup is red, come here/do this, etc.

Strategies for Checking for Understanding

Using Oral Language

- Accountable talk: Teach students to enrich their academic discourse.
- Noticing nonverbal cues: Use student nonverbals as clues to understanding.
- Value lineups: Have students line up according to their agreement with a statement, then fold in half to talk with partners.
- Retellings: Ask students to summarize a text in their own words.
- Think-Pair-Share: Have students think about a question, discuss with a partner, then share with the whole class.
- Misconception analysis: Discuss and evaluate students' preconceived notions about a concept.
- Whip Around: Have students list three items in response to a question and stand up. Call for one item at a time. Students must sit when all their ideas have been shared.

Asking Questions

- Constructing effective questions: Prepare questions carefully, choose who will respond and how, wait for answers and prompt if necessary, give appropriate feedback, and evaluate student response patterns.
- Nonverbal support: Pay attention to students as they answer, maintain eye contact, don't interrupt.
- Developing authentic questions: Use a taxonomy or framework to ensure that questions require deep thinking, not just recall.
- Response cards: Use index cards, signs, and dry-erase boards.
- Hand signals: Let students do thumbs up/down, use fingers as rating scales (1-5), or put hands up/down.
- Audience response systems: Use electronic response systems, especially with carefully constructed multiple-choice questions.
- ReQuest: Set up reciprocal questioning about portions of text; teacher and students take turns being the questioners.
- Socratic Seminar: Lead discussion based on open-ended questions about text

Using Writing

- Interactive writing: Have students take turns constructing a text.
- Read-Write-Pair-Share: Have students read a text, write a response, discuss with a partner, share with class.
- Summary writing: Ask students to summarize text in their own words (similar to retelling, but in writing).
- RAFT: Provide prompts in this format: role, audience, format, topic.

Developing Metacognition

- Think logs: Teach students how to use self-regulation and self-monitoring strategies.
- Reflective journals: Have students self-reflect to foster their self-awareness of how they are doing and what they need to improve on.
- Peer response groups: Encourage students to discuss their work and thought processes with one another in a constructive way.
- Teacher interviews: Probe students' understanding by asking pertinent questions and encouraging students to talk about what and how they have learned.
- Rubrics: Help students develop and apply appropriate rubrics for evaluating their own and others' work.
- Exit slips: Ask students to write a few brief comments reacting to how a particular lesson or assignment has affected their progress toward the learning goal

Using Projects and Performances

- Readers theatre: Have students turn text into a script, then perform it as a reading.
- Multimedia presentations: Let students summarize their learning using text, graphics, video, sound, etc.
- Electronic and paper portfolios: Ask students to choose evidence that demonstrates their understanding of selected learning goals.
- Visual displays of information: Have students use graphic organizers, inspiration software, foldables, and dioramas.
- Public performances: Allow students to have exhibitions, celebrations, and demonstrations of their work.

Using Tests

- Multiple-choice, short-answer, dichotomous-choice tests: Match test item format with the instructional targets in both content and thought processes required.
- Essays: Design prompts that match instructional targets in both content and thought processes required.

Strategies for Using Test Information Formatively

For any type of test:

- Give answer key and ask students to sort their wrong answers into 3 piles
 - “Typo” knew answer but didn’t write what was intended
 - Recommendation: Be more careful , take more time, check work, reread, etc
 - No clue – didn’t know answer at all
 - Recommendation: Collect and use for reteaching
 - Misconception (Mistake) – thought they knew but were wrong
 - Recommendation: Collect and use for reteaching

For Multiple Choice Tests:

- Work in hetero groups of 3-4
- Give group a worksheet with correct answers and ask them to collect data on how many of them got each answer wrong
- If no one was wrong, move on
- If one or more made a mistake, write a sentence explaining why the correct answer is correct using notes, books, etc

Teacher's Role in Formative Assessment

- Clearly communicating learning goals to students.
- Helping students make connections between the learning goals and the work they do.
- Getting information from students about where they are.
- Giving feedback to students-suggestions about how they might move closer to the goal.
- Keeping records to allow seeing patterns in the kinds of feedback students needed and received.
- Facilitating student self-assessment.

Sharing Assessment Evidence with Students

"I'll give each of you the same assessment evidence so that you can decide for yourself whether your personal learning tactics are working satisfactorily. ...if you decide that an adjustment would be a good idea, you'll be able to decide for yourself what that adjustment is going to be...I'll try to help you figure out whether a learning tactic adjustment seems necessary and I'll be offering some suggestions about the kinds of learning tactics that might work better...but the ultimate decision..is up to you not me." p. 74

Offer Optional Assessments

- Offer other check in points as options; include answer keys
- Consider peer assessment opportunities as appropriate, and with guidance

Leave Grades out of it

- Intended to help teachers and students make decisions about learning
- Not the time for comparison
- Not the time for grades
- Use other assessments for grades

What to do with results

Has the student already mastered the building block completely, partially, or not at all?

Cindy says: Popham talks about determining a critical percentage of students mastering a building block that would allow us to go on or to reteach. **In DI we would provide for both as needed.**

Categories	Novice	Apprentice	Practitioner	Expert
Understanding	I did not understand the problem.	I understood parts of the problem. I got started, but I couldn't finish.	I got it. I understood the problem and have an appropriate solution. All parts of the problem are addressed.	I got it!! I did it in new ways and showed you how it worked. I can tell you what math concepts are used.
Strategies, Reasoning, Procedures	I couldn't get started. I don't know how to begin.	I am stuck. I have part of the solution, but now I don't know what to do. I'm not sure my answer is right. I could use some help.	I have a correct solution. I used a plan to solve the problem.	My solution is effective and inventive. I used big math ideas to solve the problem. I addressed the important details. I showed you some other ways I can solve this problem. I checked to make sure my answer was right.
Communication	I did not explain how I solved the problem. I didn't use pictures, tables or graphs to show you how I solved the problem.	I explained some of what I did. I tried to use pictures, tables, graphs and numbers to explain how I did the problem.	I clearly explained how I solved the problem. I used math language and pictures, tables, graphs and numbers to explain how I did the problem.	I clearly detailed how I solved the problem. I included all the steps so you don't have to guess what I did. I used words, numbers, pictures, graphs and/or models.

Level	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice Makes an effort No or little understanding	I did not understand the problem.	My math thinking is not correct.	I used no math language and/or math notation.	I did not notice anything about the problem or the numbers in my work.	I did not use a math representation to help solve the problem and explain my work.
Apprentice Ok, good try Unclear if student understands	I only understand part of the problem. My strategy works for part of the problem.	Some of my math thinking is correct.	I used some math language and/or math notation.	I tried to notice something, but it is not about the math in the problem.	I tried to use math representation to help solve the problem and explain my work, but it has mistakes in it.
Practitioner Excellent Clear Strong understanding Meets the standard	I understand the problem and my strategy works. My answer is correct.	All of my math thinking is correct.	I used math language and/or math notation throughout my work.	I noticed something about my math work.	I made a math representation to help solve the problem and explain my work, and it is labeled and correct.
Expert Wow, awesome! Exceptional understanding!	I understand the problem. I used a rule, and/or verified that my strategy is correct.	I showed that I knew more about a math idea that I used in my plan. Or, I explained my rule.	I used a lot of specific math language and/or notation throughout my work.	I noticed something in my work, and used that to extend my answer and/or I showed how this problem is like another problem.	I used another math representation to help solve the problem and explain my work in another way.

Level	Understanding	Strategies, Reasoning, Procedures	Communication
Novice <i>Makes an effort. No understanding.</i>	<ul style="list-style-type: none"> I did not understand problem. 	<ul style="list-style-type: none"> I was not sure how to do it. 	<ul style="list-style-type: none"> I have no explanation. I am not sure how to draw the problem.
Apprentice <i>OK, good try. Unclear.</i>	<ul style="list-style-type: none"> I got started. I have part of the problem. 	<ul style="list-style-type: none"> I am still thinking. It would help me to work with somebody. My answer doesn't look right to me. 	<ul style="list-style-type: none"> I can explain some of what I did. I tried to use pictures, numbers, graphs and words.
Practitioner <i>Very good. Clear, strong.</i>	<ul style="list-style-type: none"> I understood the problem, including all of the math required to solve it. I have the right answer. 	<ul style="list-style-type: none"> I used a plan to solve the problem. I can tell you or show you how I got the answer. 	<ul style="list-style-type: none"> I used mathematical terms, pictures, graphs, numbers and words to tell you how I solved the problem
Expert <i>Wow! Awesome! Excellent!</i>	<ul style="list-style-type: none"> I got it. I used important math ideas to solve the problem. I have the right answer. 	<ul style="list-style-type: none"> I had a very efficient way of solving the problem. I checked to make sure my answer was right. I showed you some other ways that you can use this same plan to solve new problems, or I made a connection to another problem. 	<ul style="list-style-type: none"> I showed you how I know my answer is right step by step. I clearly used words, pictures, numbers, graphs and/or models to show my solution and mathematical thinking.

Math Problem Solving Steps
Kindergarten to Grade Two
Student Self-Assessment

- I listened carefully to the problem.
- I read the problem to myself.
- I talked about the problem with my teacher or a friend.
- I highlighted or underlined the important information.
- I thought about how to answer the question.
- I did one of these to show my thinking:
 - showed a pattern, looked for a rule
 - made a diagram
 - made a chart or table
 - made a model to show the teacher
 - acted out the problem
- I solved the problem and answered the question.
- I made an "I noticed..." list to show what I learned.
- I checked all my work.

Problem Checklist

Name _____ Date _____

Title of work _____

1. Did I tell how I solved the problem? List what I did?
YES NO

2. Did I check my answer? Make sure it's correct?
YES NO

3. Did I discuss why I did what I did? What strategy I used and why?
YES NO

4. Did I show how I solved it? Use a visual (graph, model, diagram, table, chart)?
YES NO

5. Did I use math words?
YES NO

6. Did I make any observations?
YES NO

Problem Solving and Assessment

GROUP WORK

How did we do?

1. We took turns.



2. We checked with each other.



3. We helped each other.



4. We shared materials.



5. We encouraged each other.

Good job!
You can do it!
Cool idea!



On the back of this page list:
• All group members' names
• What we could have done better
• "Bragging rights"

Step by Step (Pre)assessment Planner – Long Version

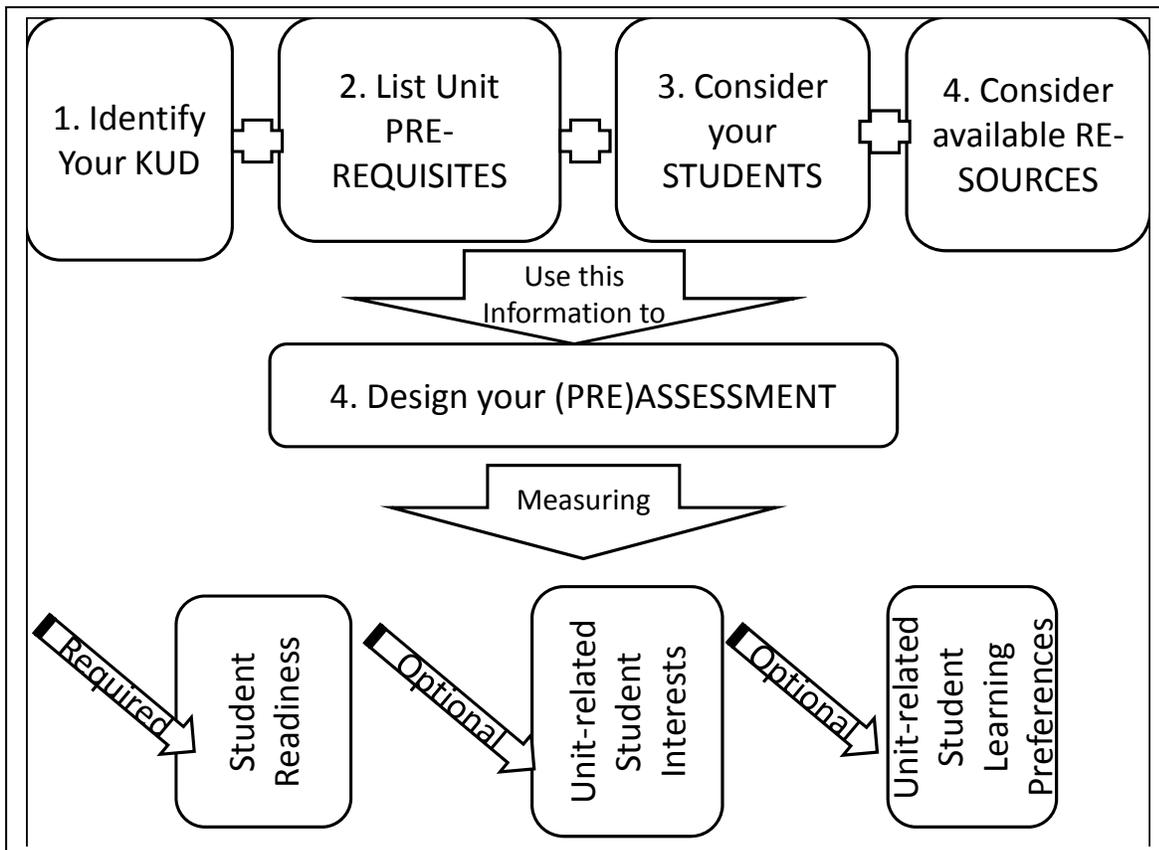
Step One: Consider

1. What is your unit KUD?
2. Which aspects of the KUD are the most important?
3. What prerequisite skills are necessary to be successful with this KUD?
4. Who are your students? How do they vary?
5. Of all the ways they vary, which differences are greatest?
6. Of all the ways they vary, for which differences do you have or could you gather appropriate resources?

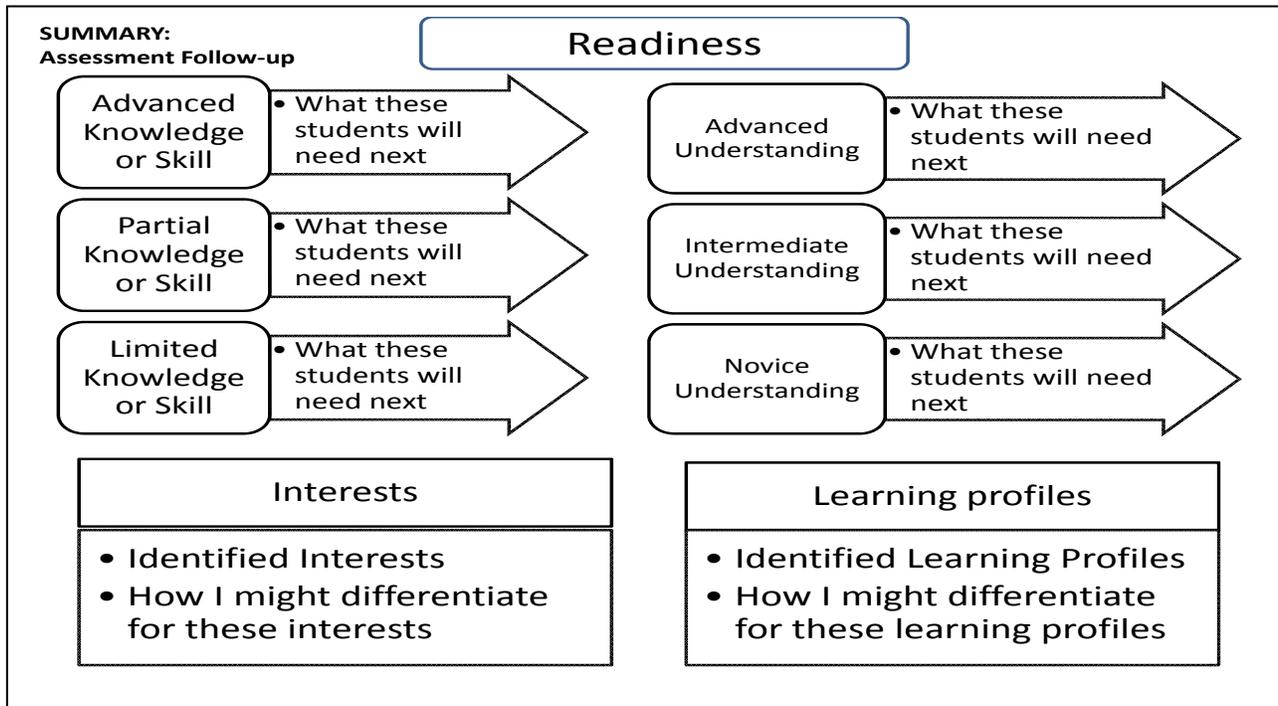
Step Two: Plan

7. Sketch out possible preassessment items that would help you identify those differences in students *for which you are likely to differentiate*.
8. Check with a colleague - ask him or her to identify your purpose in including each item. Refine items as necessary.
9. Decide whether you will administer the preassessment as a whole or in pieces.
10. Plan a date or dates to administer the preassessment that is sufficiently in advance of the start of the unit for you to interpret the results.
11. Administer the preassessment
12. Evaluate and record the results in such a way that you can identify student differences for separate aspects of the KUD rather than recording an overall impression of student knowledge, understanding and skill.

SHORT VERSION



USE YOUR RESULTS



CRITIQUING YOUR (PRE) ASSESSMENT

Choose from the following questions:

- How did you decide which elements of your unit to preassess?
- What kind of information were you seeking in this preassessment? Interest? Learning profile? Readiness? If readiness, which questions helped you find out about student knowledge, understanding, skill?
- How did you talk to your students about the preassessment? What questions did they have?
- What differences in student readiness, interest, and/or learning profile did the preassessment reveal?
- Share student examples. How did/will your teaching change in response to the results of the preassessment?
- What changes to the preassessment would you make if you could do it again?

Summary

From a teacher's perspective, formative assessment involves ...

- Clearly communicating learning goals to students.
- Helping students make connections between the learning goals and the work they do.
- Getting information from students about where they are.
- Giving feedback to student- suggestions about how they might move closer to the goal.
- Keeping records to allow seeing patterns in the kinds of feedback students needed and received.
- Facilitating student self-assessment.

Benefits to students can include

- Increased achievement.
- Increased understanding of how to learn.
- Increased control over their own learning (and the motivation that goes with it).

Prerequisites for Success: Commitment and Resilience

- Commit to goals
- Devote substantial energy to monitoring and upkeep at least until practices are well-established and routine
- Be ready to modify less-than-stellar procedures & processes promptly
- Keep eye on the target

Teachers who engage in intentional professional development in FA often find they have not been regular or specific enough in their feedback or systematic enough in their record keeping to be sure they have worked formatively with all students

“Those who fail to keep abreast of recent development in their field will almost certainly find themselves approaching today’s tasks with yesterday’s tools.” p. 110

“Students who routinely experience the classroom benefits of less-than-perfect formative assessment [or other powerful practices] will be better off educationally than will students whose teachers have discarded formative assessment because ‘it’s too darn hard’” (p. x) [or too complex to do well right off the bat].

“Don’t let pursuit of the instructionally perfect prevent you from reaping the rewards of the instructionally possible.” (p. ix)

Next Time: Sharing your differentiated activity & Jigsaw on DI strategies

You will each share a differentiated activity that you have designed and carried out **based on formative assessment** data. Bring your KUD, your assessment tool, the various versions of the task, and sample student work for each version. Be ready to share the following:

- **What were your objectives for this activity?**
- Why did you feel the need to differentiate this activity?
- How did you decide the kind of differentiation to use (readiness, interest, learning profile)? In retrospect, was this a good choice?
- How did you decide number of versions? In retrospect, was this a good choice?
- **What made each version of your activity equally engaging and equally challenging?**
- **How did you decide who got which version?** Did you make the right choices?
- What was the level of quality of student work? Did some versions yield better work than others? If so, what changes would you make to the activity?
- Did you tell students that the activity was differentiated? Why or why not? Was this a good choice?
- How did you handle the management issues – giving multiple directions, rearranging the room, distributing materials, dealing with early finishers, etc?
- What changes to the activity would you make if you could do it again?
- What will you try next in terms of differentiation?