Differentiated Assessment: Student-Centered Options to Maximize Understanding and Success

Forum for Excellence 2019

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-part of the ICCB Professional Development Network
Let’s start with a pre-assessment on assessment!
How do you want me to assess what you know about assessment?

• Written multiple choice
• Written essay
• Act out what you know
• Build a diorama
• Give a presentation
• Write a song or rap and perform it
• Perform an interpretive dance
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE
What do you teach?

Learning happens IN us not TO us
So what does that statement mean for teachers?
Differentiated Instruction is a way of thinking about teaching and learning.
Differentiation is NOT NEW
What is Differentiation?

• “Differentiation is a sequence of common sense decisions made by teachers with a student first orientation.” -Adam Hoppe

• Differentiated instruction is a way of thinking about teaching and learning. It is also a model that guides instructional planning in response to students’ needs.

• An approach that helps educators tailor their teaching so that all students, regardless of their ability, can learn the classroom material.
Why Differentiate?
Why Differentiate?

• Effective teachers strategically select an appropriate assessment tool for each learning situation. In the same way that a carpenter chooses a hammer to drive a nail and a saw to cut a board, the teacher chooses the right tool for each purpose.

• Rich data is gathered using a wide variety of instruments. This allows students to show what they know in more than one way. In short, it takes more than one form of assessment, or more than one tool, to gauge individual learning. (Adapted from Differentiated Assessment Strategies by Carolyn Chapman and Rita King.)
Why Differentiate?

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Why Differentiate?

“Develop an environment that invites people to learn.”

Carol Ann Tomlinson
The Differentiated Classroom
What is Differentiation?

Differentiation typically entails modifications to

- **practice** delivery
- **process** design
- **products** kinds of work
- **content** materials
- **assessment** measure of what students have learned
- **grouping** arranged - paired
What is Differentiation?

Differentiated Assessment is **Authentic Assessment**

- Applies to real-life situations
- Uses multiple skills in a task
- Is ongoing for days, weeks, or throughout a study
- Hands-on activities
- Demonstrations of ability to apply information
- Reflects growth in a skill or ability

Differentiated Assessment Strategies by Carolyn Chapman and Rita King
Carol Ann Tomlinson
The Differentiated Classroom
Differentaiation is Not

Tracking or grouping students into classes by “ability”

Incompatible with standards

Bluebirds, buzzards & wombats

(approach grouping within a classroom)

Dumbing down

Teaching for some students

Something extra on top of good teaching

A set of instructional strategies

Mostly for students identified as gifted

Mostly for students with identified learning challenges

Carol Ann Tomlinson
The Differentiated Classroom
Appropriate, ongoing assessment keeps the learner on track in the learning journey.

Chapman and King, 2008
Learning Circle
Differentiating Assessment

• Allows for all kinds of OUTPUT!

• **ALLOWS FOR ALL KINDS OF OUTPUT!**

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Assessment

• In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

• Assessment is:
  ✓ Ongoing
  ✓ Improves learning quality
  ✓ Provides feedback
  ✓ Process-oriented
Differentiated Assessment Examples

• Written multiple choice
• Written essay
• Act out what you learned
• Build a diorama
• Give a presentation
• Write a song or rap and perform it
• Perform an interpretive dance
Differentiated Assessment Examples from the Real World

• Written multiple choice
• Written essay
• Act out what you learned
• Build a diorama
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Differentiated Assessment Examples from the Real World

• Solving problems
• Efficiency and Productivity
• Customer relations
• Asking good questions
• Being a good team member - Collaboration
What Does that Differentiated Assessment for the Real World Look Like in Our Classrooms?

• Pick the **content**
  • Solving problems
  • Efficiency and Productivity
  • Customer relations
  • Asking good questions
  • Being a good team member – Collaboration
  • Other

• Pick a **process** and a **grouping**
  • Group collaboration
  • Individual work
  • Research in groups or alone
  • Other
Let’s Assess for the Future

• OUTPUT!
• OUTPUT!
• OUTPUT!
• OUTPUT!
• OUTPUT!
• OUTPUT!
Differentiated Assessment Supports Four C’s
What are we going to do next?

• Classroom assessments
• Real World assessments
“Excellence in education is when we do everything that we can to make sure they become everything that they can.”

-Carol Ann Tomlinson
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