

**1 Standard & Students**

Standard: \_\_\_\_\_

Goal Strand: \_\_\_\_\_

■ Grade-Level Mean RIT: \_\_\_\_\_

|   |
|---|
| <p><b>UPPER LEVEL</b></p> <p>RIT range:</p> <p>The Lexile® Framework for Reading (Lexile range):</p> <p>Students:</p> |
| <p><b>MID LEVEL</b></p> <p>RIT range:</p> <p>Lexile range:</p> <p>Students:</p>                                       |
| <p><b>LOWER LEVEL</b></p> <p>RIT range:</p> <p>Lexile range:</p> <p>Students:</p>                                     |

**2 Skills & Concepts**

What skills & concepts should all students know or be able to do at the end of the unit or project?

|   |
|---|
| <p><b>UPPER LEVEL</b></p> <p>RIT range:</p> |
| <p><b>MID LEVEL</b></p> <p>RIT range:</p>   |
| <p><b>LOWER LEVEL</b></p> <p>RIT range:</p> |

**3 Product & Assessment**

How will students show what they've learned at the end of the unit, project, or lesson?

|   |
|---|
| <p><b>UPPER LEVEL</b></p> <p>RIT range:</p> |
| <p><b>MID LEVEL</b></p> <p>RIT range:</p>   |
| <p><b>LOWER LEVEL</b></p> <p>RIT range:</p> |

**4 Process & Activities**

What activities, lessons, and/or assignments will be included?  
What learning materials will be used?

|  |
|--|
| <p><b>UPPER LEVEL</b></p> <p>RIT range:</p> <p>Lexile range:</p> |
| <p><b>MID LEVEL</b></p> <p>RIT range:</p> <p>Lexile range:</p>   |
| <p><b>LOWER LEVEL</b></p> <p>RIT range:</p> <p>Lexile range:</p> |

## 2 Skills & Concepts

- Use *DesCartes* to identify the skills appropriate for each level. Decide what each student will be accountable for learning.

## 1 Standard & Students

First, choose the standard that will be the focus of the lesson(s).

Next, use *DesCartes: A Continuum of Learning*<sup>®</sup> to identify the goal area related to the standard.

Use the *Class Breakdown by Goal Report* to identify three groups of students. The groups of students do not need to be equal sizes.

### Consider

- Are there students with RIT scores noticeably above or below the rest of the group?
- Are there students who would benefit from independent work?

### Differentiation Planner

Measures of  
Academic Progress<sup>®</sup> (MAP<sup>®</sup>) and  
MAP<sup>®</sup> for Primary Grades



## 4 Process & Activities

Would any of these lessons be logical choices for differentiation?

### Consider

- Could a lesson be easily made simpler or more complex?
- Tool: Tomlinson's suggested adjustments ([http://www.kidsource.com/kidsource/content/diff\\_instruction.html](http://www.kidsource.com/kidsource/content/diff_instruction.html); "How to Think About Differentiating Instruction")

### Consider

- Are there reading materials being used? How can Lexile<sup>®</sup> measures help match students to appropriate reading materials?
- Tools (both allow you to search for books using levels and key words):
  - ▶ [Lexile.com](http://Lexile.com)
  - ▶ Scholastic<sup>®</sup> Book Wizard<sup>®</sup>: [www.scholastic.com/bookwizard](http://www.scholastic.com/bookwizard)

**Note:** Not every lesson can be (or should be) differentiated. Sometimes, whole-group instruction is more effective or simply more manageable.

## 3 Product & Assessment

Will all students be given the same assessment?

**Yes?** Draw an "X" in each box on this page and move on to Step 4: Process.

**No?** Can the assessment/expectations be adjusted to levels appropriate for each student or group of students?

### Consider

- Levelled tests/assignments
  - ▶ Start with the assessment you would normally use. Use *DesCartes* as a guide to adjust the difficulty or complexity of each question or requirement.
- Rubrics or checklists
  - ▶ Especially useful for projects
  - ▶ Create a rubric that would be appropriate for students in the middle. Use *DesCartes* as a guide for increasing or decreasing the level of difficulty for use with other students.
- Samples and links: <http://www.foridahotteachers.org/rubrics.htm>