

1 Standard & Students

Standard: _____

Goal Strand: _____

■ Grade-Level Mean RIT: _____

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

4 Process & Activities

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

<p>UPPER LEVEL</p> <p>RIT range:</p> <p>Lexile range:</p>
<p>MID LEVEL</p> <p>RIT range:</p> <p>Lexile range:</p>
<p>LOWER LEVEL</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*® 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® (MAP®) and
MAP® 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; "How to Think About Differentiating Instruction")

Consider

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