The Role of Assessment in a Differentiated Classroom

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Absolute clarity about the learning destination
Persistently knowing where students are in relation to the destination all along the way
Adjusting teaching to make sure each student arrives at the destination (and, when possible, moves beyond it)
WHAT CAN BE ASSESSED?

**READINESS**
- Skills
- Content Knowledge
- Concepts/Principles

**INTEREST**
- Current Interests
- Potential Interests
- Talents/Passions

**LEARNING PROFILE**
- Areas of Strength and Weakness
- Learning Preferences
- Self Awareness

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On-going Assessment: A Diagnostic Continuum

**Feedback and Goal Setting**

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<th>Formative Assessment (Keeping Track &amp; Checking-Up)</th>
<th>Summative Assessment (Making sure)</th>
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<td>Portfolio Review</td>
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<td>Questioning</td>
<td>Windshield Check</td>
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</table>

**Remember to check for prerequisite skills**
At My Best…

Thinking about your strengths and best features, please answer the following:

1. A positive thing people say about me is:

2. When I’m feeling great at school, it’s probably because:

3. A dream I have for myself is:

4. A thing I like spending time on is:

5. Something that captures my imagination is:

6. The best thing about my family is:

7. My strength as a learner is:

8. What I can contribute to the classroom is:

9. A thing I wish people knew about me is:

10. I’m proud of:
Strength-Based Assessments

Typical Assessment Info.
• Average IQ
• Average reading achievement
• Above average math computation
• Missed 10 days of school this quarter
• 2 in-school suspensions this quarter

Strength-Based Assessment
• Likes mechanical things
• Reads magazines about motorcycles
• Wants to learn more about computers
• Seen as a big brother to neighborhood kids
• Wants to travel some day
• Likes to talk about ideas


Jo Gusman (2005), Practical Strategies for ~, New Horizons In Education, Inc.
# MATH INVENTORY

**NAME**  [Blank]  **DATE**  [Blank]

1. How do you feel about math?
2. Do you think you are good in math? Why?
3. What are your best areas in math?
4. What are your weakest areas in math?
5. Do you think it is important to be good in math? Why?
6. What do you think are characteristics of students who are good in math? Why?
7. What do you do when you come to a math problem you can’t solve?
8. How do you use math outside of class?
9. What do you usually do after school when you get home?
10. Do you most like to do when you have free time? Why?
11. What else should I know about you to teach you effectively this year?

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**Some Roles of Assessment in DI**

HELPING US KNOW
ABOUT KIDS’ INTERESTS
SO WE CAN
BUILD ON THEM TO
SUPPORT MOTIVATION
TO LEARN

(Pre-assessment of interest)
Puzzle

This puzzle is about you, your interests and things that you like to do. On each piece write things that you like to do in your free time and things that you would like to study in class. You can divide the areas if you need more pieces.

An example of pre-assessment of student interest

Some Roles of Assessment in DI

HELPING US KNOW WHERE KIDS ARE (& AREN’T) AS A UNIT BEGINS...

(Pre-assessment of readiness)
Directions: Complete the chart to show what you know about fractions. Write as much as you can.
Directions: Complete the chart to show what you know about a plant. Write as much as you can.

<table>
<thead>
<tr>
<th>Pictures</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plant</td>
</tr>
</tbody>
</table>

Knowledge Rating Chart

1. I’ve never heard of this before
2. I’ve heard of this, but am not sure how it works
3. I know about this and how to use it

_____ Direct object
_____ Direct object pronoun
_____ Indirect object
_____ Indirect object pronoun
_____ Object of a preposition
_____ Adjective
_____ Interrogative adjective

An example of pre-assessment of readiness
**Take a Look....**

...at a teacher using preassessment with kindergarten students.

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**So Far...**

<table>
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<th>Insights</th>
<th>Questions</th>
</tr>
</thead>
</table>

*Keep Thinking!*
A Learning Preference Survey

1. I learn best when I:
   Watch someone show me how
   Hear someone tell me how
   Try to do it myself

2. When I read, I often:
   See what I’m reading in my head
   Read out loud or hear the words in my head
   Fidget and move to get a sense of the contents

3. When asked to give directions, I:
   See the places in my mind or draw them as I give directions
   Have no trouble giving them verbally
   Have to point or move my body to give them

4. If I’m unsure how to spell a word, I:
   Write it on order to see if it looks right
   Spell it aloud to see if it sounds right
   Write it in order to determine if it feels right

5. When I write, I:
   Worry about how neat my words look
   Often say the words and sounds to myself
   Push hard on my pen or pencil to feel the flow of the letters & words

6. If I had to remember a list of items, I’d remember them best if I:
   Wrote them down
   Said them over and over to myself
   Moved around and used my fingers or body to name and practice the items
7. I prefer teachers who:
   - Use the board, overhead or powerpoints when they talk
   - Talk with a lot of expression
   - Use hands-on activities

8. When trying to concentrate, I have trouble when:
   - There's a lot of clutter or movement in the room
   - There's a lot of noise in the room
   - I have to sit still for a length of time

9. When solving a problem, I:
   - Write or draw diagrams to solve it
   - Talk myself through it
   - Use my body or objects to help me think

10. When given written directions on how to make or build something, I:
    - Read them silently and try to visualize how the parts will fit or look
    - Read them aloud as I try to put the parts together
    - Try to put the parts together and read the directions later

11. To keep occupied while I'm waiting, I:
    - Look around, stare, read
    - Talk or listen to others talking
    - Walk around, manipulate things with my hands, wiggle my feet

12. If I had to verbally describe something to someone else, I'd:
    - Be brief because I don't like to talk a lot
    - Go into great detail because I like to talk
    - Gesture and move around while I talk

13. If someone was verbally describing something to me, I'd:
    - Try to visualize what he/she was saying
    - Enjoy listening, but want to interrupt and talk myself
    - Get bored if the description was long and detailed

14. When trying to recall names, I remember:
    - Faces, but forget names
    - Names, but forget faces
    - The situation when I met the person, but may not remember the name or face

Adapted from an inventory developed by Jonelle A. Beatrice
<http://alaike.lcc.hawaii.edu/lrc/stest.html>

Note: All questions are in a VAK Format. Might want to scramble them before administering.
An Informal Formative Assessment Strategy

- The teacher poses a thought question that probes the essence of what students should understand for the lesson/learning experience.
- Students write (sketch, rehearse) their answers silently for about two minutes,
- The teacher explains the “order of answering” so there is no lag time,
- Students read their answers in the designated order,
- The teacher keeps a running record (plus, check, minus—1,2,3,4) of the degree to which each student’s response shows understanding.
EXIT CARDS

On your exit card---
Explain the difference between simile and metaphor. Give some examples of each as part of your explanation.

EXIT CARDS

On your Exit Card---
Explain the difference between prime and composite numbers. Give some examples of each as part of your explanation.
Exit Cards: Science

Name:

• Draw the earth’s orbit around the sun.
• Briefly explain what causes the seasons. Use illustrations, if necessary.
• How have your opinions about this topic changed? What questions do you still have about?“?

3-2-1 Card

Name:

• 3 things I learned from the friction lab...
• 2 questions I still have about friction...
• 1 thing way I see friction working in the world around me....
EXIT CARDS - Learning Preferences

We used the following learning strategies in this lesson:

- 3 minute pause
- T-P-S
- Visualizing

What learning strategy or strategies seemed to work best for you? Why?

Windshield Check

- CLEAR – “I get it!”
- BUGS – “I get it for the most part, but I still have a few questions.”
- MUD – “I still don’t get it.”

**Alternative Methods:**

Dip Stick Check—Tank Full, Half Full, Need Oil

Weather Report—Sunny Skies, A Few High Clouds, Fog & Smog
Take a Look....

...at 2 teachers using on-going assessment in high school.

Some Roles of Assessment in DI

HELPING KIDS KNOW THEMSELVES BETTER AS LEARNERS SO THEY CAN OWN THEIR LEARNING ...

(Formative or On-going Assessment)
3-2-1 Summarizer

After reading over my rough draft---
3 revisions I can make to improve my draft.
2 resources I can use to help improve my draft.
1 thing I really like about my first draft.

Name: 
Date: 

<table>
<thead>
<tr>
<th>Readers' Theater Reflection</th>
<th>Needs Work</th>
<th>OK</th>
<th>Great!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed</td>
<td>I read too fast. I read too slow.</td>
<td>Sometimes I was too fast or slow but sometimes I was just right.</td>
<td>I read at just the right speed.</td>
</tr>
<tr>
<td>Articulation</td>
<td>My words were sloppy and hard to understand.</td>
<td>Sometimes my words were sloppy but sometimes they were clear.</td>
<td>My words were clear and easy to understand.</td>
</tr>
<tr>
<td>Fluency</td>
<td>My reading was choppy.</td>
<td>Sometimes my reading was choppy but sometimes it was smooth.</td>
<td>My reading was smooth.</td>
</tr>
<tr>
<td>Volume</td>
<td>I was too quiet. I was too loud.</td>
<td>Sometimes I was too quiet or loud but sometimes I was just right.</td>
<td>My volume was just right.</td>
</tr>
<tr>
<td>Expression</td>
<td>I didn't use any expression.</td>
<td>Sometimes I used expression but sometimes I didn't.</td>
<td>I used lots of expression.</td>
</tr>
<tr>
<td>Following</td>
<td>I lost my place twice or more.</td>
<td>I lost my place once.</td>
<td>I followed along the whole time.</td>
</tr>
<tr>
<td>Listening &amp; Respect</td>
<td>I moved around a lot. I didn't listen to others. I interrupted twice or more.</td>
<td>I moved around some. I listened sometimes. I interrupted once.</td>
<td>I stayed on my spot. I listened respectfully. I didn't interrupt others.</td>
</tr>
</tbody>
</table>

PEER COMMENTS:

Jess McGinnis, Foothills School, Boise, ID (Grade 2-3)
Question Box

• After doing today’s exit card, what questions do you still have?
• “I still don’t get…”
• “I don’t understand why…”
• “I understood everything until…”
• $y=mx+b$ ???

Some Roles of Assessment in DI

SEEING WHO GOT WHERE WE NEEDED THEM TO GET...

(Summative Assessment)
A Planet Show & Tell
An Example of a Differentiated Summative Assessment

| Use computer to make a drawing showing how rotation and revolution work to create day and night and seasons | Paint a picture showing how rotation and revolution of Earth works to create day and night and seasons | Construct a model that shows how rotation and revolution of Earth works to create day and night and seasons | Create a book or a puppet show that shows how the rotation and revolution of the Earth works to create day and night and seasons |
| Make labels for the sun, earth, day, night, orbit to attach to your creation. Be ready to explain orally. | Write sentences that identify and explain each part of your drawing or model and show how each part works. | Write a paragraph that explains the earth's rotation, revolution, day, night, and seasons | Write a poem that explains the earth's rotation, revolution, day, night, and seasons |

So Far...

Keep Thinking!

Comments Ideas
“Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as ‘given’ or ‘known’ and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.”

Assessment as Learning: Using Classroom Assessment to Maximize Student Learning
Lorna M. Earl
Corwin Press, Inc. – 2003 – pp. 86-87

Teaching in the Dark
is Questionable Business

Hilda Taba