

CWS's Differentiation Instructional Focus

2013-2014
Cohort Work

Cohort Brainstorming and Planning Worksheets

Differentiation Focus for November-January (Cycle 1): Ongoing Assessment

Short Term Work (November 6-18)

- Collect assessment tools to create/design a variety of assessment options. (PreK)
- Homogenous grouping based on unit post-assessments for all subject areas with a focus on writing. (1/2)
- We will administer an on-demand writing assessment for our upcoming information book unit. (3)
- Pre-assessment for Social Studies unit “Three Worlds Meet”—designed to assess what students already know about Dutch, English, French, Native Americans, and African influence on one another. (4)
- Gather and share current ongoing assessment practices. (5 + 3/4/5)

Products Cohorts Will Share on November 18

- We will produce a list of relevant Pre-K assessments. (PreK)
- With teacher conferences and observations, homogeneous groups will be formed to target specific needs. (1/2)
- We will take notes on their use of structure and elaboration, since those areas are the focus of the unit. (3)
- Paper and pencil assessment that all students will take. (4)
- Chart what we have—master list for each subject (5 + 3/4/5)

Long Term Work (November – January)

- ❖ PreK
 - Work samples
 - Performance tasks
 - Portfolios
 - Self-assessment/Reflection
- ❖ Grade 1/2
 - Compare rubrics
 - Log of targeted skills
 - Create new groups based on needs through flexible grouping
 - Also using *Words Their Way* assessments to help guide instruction

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- ❖ Grade 3
 - Pre-assess Lenape study to help plan Social Studies
 - Use mid-unit TERC assessments for planning
 - Use reading conferences to plan small-group work
 - Periodically take notes on all students' writing in order to plan whole-group and small-group work

- ❖ Grade 4
 - Design questions to assess student understanding—document through accountable talk rubric
 - Student projects assessed through rubrics and checklists
 - Facilitate student criteria and self-evaluation
 - End-of-unit assessment

- ❖ Grade 5
 - Use of pre-assessments to inform later assessments
 - Homework as an ongoing assessment
 - Ways to differentiate type of assessment to reflect varied intelligences as pertained to CCSS
 - Using assessment rubrics to maintain expectations

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Notes from November 5 Session

Ideas for Schoolwide Differentiation Focus:

Begin with Collecting Information on Student
Readiness, Interest, and/or Learner Profiles

POSSIBLE STRATEGIES/PRACTICES

GRADUATED RUBRICS

FLEXIBLE GROUPING

VARYING QUESTIONS (INCLUDING CUBING)

RAFT AND/OR INDEPENDENT PROJECTS

CONTRACTS, COMPACTS, AND TASK CARDS

INTEREST STATIONS

Nomination Notes:

a. Using Different Instructional Formats

b. On-Going Assessments (vertical alignment of assessments, homework)

c. Varied Informational Resources

How to decide?

--Needs of kids

--External factors (QR, Danielson Framework/Evaluation, Common Core)

--Teacher interest

--Option B should inform future work with Option A

--Plan to have three cycles (Nov-Jan, Feb-Mar, Apr-May) and incorporate each option

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November 5 Professional Learning Session Evaluation (Differentiation Session)

What was most valuable about today's professional learning session?

- Choosing one focus for the whole school that will help us, the students, and with outside evaluations
- What the different cohorts need
- Meeting with the PreK and K cohorts
- Meeting with cohort and brainstorming
- Discussing where we felt our teaching fell on the spectrum of traditional versus differentiated classrooms
- Connecting assessments to Blooms Taxonomy

What more would you like to learn?

- More about ongoing assessments
- More concrete examples of assessments
- Different assessment tools available

How, if at all, do you plan to use what you learned today with your students?

- Re-evaluate ongoing assessments and create more
- Create assessments as discussed by cohort; create samples
- To help learn more about our students, especially the ones who are slipping by without enough evidence
- Creating ongoing assessment
- I plan on using our instructional focus to determine grouping/what needs to be taught next.
- Using different assessments to provide evidence across grade, using assessment/data to inform instruction

Are there any other comments you would like to share about this session?

- The work being done needs to be realistic and applicable.
- Time management needs to improve, too much wasted time on school goal decision
- Faster decision making