

Figure 1.4 The Six-Step Planning Model for Differentiated Learning: Template

Planning for Differentiated Learning	
1. CORE STANDARDS: What should students know and be able to do?	Assessment tools for data collection: (logs, checklists, journals, agendas, observations, portfolios, rubrics, contracts)
Essential Questions:	
2. CONTENT: (concepts, vocabulary, facts)	SKILLS:
3. ACTIVATE: Focus Activity: Pre-assessment strategy Pre-assessment Prior knowledge & engaging the learners	<ul style="list-style-type: none"> • Quiz, test • Surveys • K-W-L • Journals • Arm gauge • Give me • Brainstorm • Concept formation • Thumb it
4. ACQUIRE: Total group or small groups	<ul style="list-style-type: none"> • Lecturette • Presentation • Demonstration • Jigsaw • Video • Field trip • Guest speaker • Text
5. Grouping Decisions: (TAPS, random, heterogeneous, homogeneous, interest, task, constructed) APPLY FORMative assessments ADJUST	<ul style="list-style-type: none"> • Learning centers • Projects • Contracts • Compact/Enrichment • Problem based • Inquiry • Research • Independent study
6. Summative ASSESSMENT Diversity Honored (learning styles, multiple intelligences, personal interest, etc.)	<ul style="list-style-type: none"> • Quiz, test • Performance • Products • Presentation • Demonstration • Log, journal • Checklist • Portfolio • Rubric • Metacognition