The Role of Assessment in Differentiation

Carol Ann Tomlinson
William Clay Parrish, Jr. Professor
University of Virginia
caty@virginia.edu

SGIS Conference
Zug, Switzerland
March 9-10, 2012

Goals for the Session

1) To explore the power of assessment to address students' varied needs.
2) To analyze the curriculum/assessment, instruction/management sequence.
3) To discuss questions, practices, observations.

Key Elements of Differentiated Instruction
THE HALLMARK OF EFFECTIVE TEACHING

Environment, Curriculum, Assessment, Instruction & Leadership/Management Working Together

My View of Assessment as an Early Teacher

Judgmental
In contrast to my desire to be an advocate
Distasteful
Interruptive
About grades
Self-defense with parents
An element of "gotcha" teaching
An element of reward/punishment (If you do/don’t study, do your homework, listen in class...)
Summative
Improvisational

In Time, a Deeper Understanding

Largely formative
About feedback, not grades
Done with students, not to them
A seamless part of instruction (vs. interruptive)
The compass of daily instructional planning
A way to guide students to take charge of their own learning
Teaching for success (vs. "gotcha" teaching)
A direct reflection and measure of KUDs
Game Plan for Assessment

- What's the learning target (KUDs)?
- What prerequisite skills am I assuming students have?
- Where is everyone in relation to the KUDs (& prerequisite skills)?
- What am I going to do with the information I get to move everyone forward—in UNDERSTANDING as well as knowledge & skills?
- How will I keep track of everyone’s progress?
- How can I involve student in more fully understanding & investing in their growth?
- How can assessment help students better understand how DI works and how they can best contribute to their own success?

The root of the word “assessment” is from the Latin assidere, which means “to sit beside.”

Assessment for Instructional Planning

Who’s where?

Next Step?

Instructional Sequence

Pre-Assessment

What tools?

Strategies/Mgmt
- small group nzch
- contracts
- tiering
- varied homework
- varied resources
- giving directions
- monitoring movement
- etc.
STEP 1—Clear KUDs

What must students KNOW

What prerequisite knowledge, understanding, & skill are you assuming students have?

What must students UNDERSTAND

Sense & Meaning Necessary for Learning

Critical for application, transfer, creation.

What must students BE ABLE TO DO

Planning a Focused Curriculum Means—At the Very Least—Clarity About What Students Should ...

• UNDERSTAND
  – Principles/generalizations
  – Big ideas of the discipline

• BE ABLE TO DO
  – Processes
  – Skills

KNOW

Facts, names, dates, places, information

• The Swiss Cantons
• Winston Churchill
• 1066
• The elements of literature
• The multiplication tables
• Procedural information (how to...)
• How the periodic table is useful
**BE ABLE TO DO**

Skills (basic skills, skills of the discipline, skills of independence, social skills, skills of production)
Verbs or phrases (not the whole activity)

– Analyze
– Solve a problem to find perimeter
– Write a well supported argument
– Evaluate work according to specific criteria
– Contribute to the success of a group or team
– Use graphics to represent data appropriately

**UNDERSTAND**

Essential truths that give meaning to the topic
Stated as a full sentence
Begin with, “I want students to understand THAT…”
(not HOW… or WHY… or WHAT)

– Multiplication is another way to do addition.
– People migrate to meet basic needs.
– All cultures contain the same elements.
– Entropy and enthalpy are competing forces in the natural world.
– Voice reflects the author.

**FOCUS HERE!!!**

*Students can hit any target that they know about and that stands still for them.*

~Rick Stiggins
Alignment between the KUDs (including the intent/crux of the lesson/sequence/unit is imperative!!!!

Translation: We have to know at the outset where students should end up and what they should be able to do with what they’ve learned when they get there...

Assessment for Instructional Planning

- Who's where?
- Pre-Assessment
- Next Step?
- Instructional Sequence
- What tools?
- Strategies/Mgmt
  - small group instr.
  - contracts
  - tiering
  - varied homework
  - varied resources
  - giving directions
  - monitoring movement
  - etc.

Where should students be right now? (KUDS)
the intent of the teachers who developed these pre-assessments...


1) Unpack the idea. What does it mean to you.

2) Support the idea with examples or argue against it with specific examples.

3) How might the idea apply to you or your family?

3) Where do you think we might be going with this idea?
Pre-assessment in Fourth Grade Science
Please draw two examples of how living things depend on one another and their environment. Then explain how your example shows that idea.

<table>
<thead>
<tr>
<th>Show (sketch an example)</th>
<th>Tell (explain your example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

1. Please explain anything you know about the words below.

Producer __________________________________________________________
Consumer _________________________________________________________
Decomposer _______________________________________________________
Ecosystem _________________________________________________________
Organism __________________________________________________________

2. Tell how these words relate to one another or how they go together.
____________________________________________________________________
____________________________________________________________________

What do you think the KUDs are for the lesson assessed here?

Elementary Science Pre-assessment

1. Please explain anything you know about the words below.

Producer __________________________________________________________
Consumer _________________________________________________________
Decomposer _______________________________________________________
Ecosystem _________________________________________________________
Organism __________________________________________________________

2. Tell how these words relate to one another or how they go together.
____________________________________________________________________
____________________________________________________________________

What's the understanding reflected in this example?

Social Studies Pre-assessment

<table>
<thead>
<tr>
<th>Mesopotamia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Economy</td>
</tr>
<tr>
<td>Lifestyle</td>
</tr>
<tr>
<td>Select 2 and explain how they are connected</td>
</tr>
</tbody>
</table>

What's the understanding reflected in this example?
High School Biology Interest Survey

Directions: I’ll be a better teacher for you if I understand some of your interests. In each box below, place an interest of yours. Write briefly about how you are involved with that interest. Note also any ways you can think of that the interest might connect with science.

<table>
<thead>
<tr>
<th>Interest:</th>
<th>Experience w/ it?:</th>
<th>Connection w/ Science?:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Example of a brief secondary interest pre-assessment.

Directions: Complete the chart to show what you know about fractions. Write as much as you can.

Definition

Information

Examples

Irrony

Non-Examples

Useful for pre-assessment & formative assessment of readiness in many grades & subjects

English 9

- Concept: Conflict
- Lesson Topic: Historical Fiction
- STUDENTS WILL UNDERSTAND THAT:
  - Conflicts are universal
  - Conflicts in literature often reflect conflicts in history and in our lives.
  - Conflicts drive action.
  - Conflict brings about both progress and destruction.
- STUDENTS WILL KNOW
  - The definition and types of conflict
  - The elements of fictional stories
  - The Resolution of Conflict model
  - The importance of historical conflict in literature
- STUDENTS WILL BE ABLE TO
  - Identify the conflicts in literature historical and personal events
  - Apply the resolution of conflict model to literary, historical and personal conflicts
  - Analyze and evaluate the actual and possible outcomes of literary historical and personal conflicts
  - Hypothesize cause and effect relationships.
Middle Grades English Pre-Assessment

• What is conflict?
• Describe one conflict from a movie, TV show or story you’ve seen/heard recently. Why do you remember it?
• Describe and explain a conflict that’s occurred in your personal life. What happened and how did it resolve? What are its lingering effects?

Formative (On-Going) Assessment
• Throughout a unit
• Rarely Graded

Assessment for Instructional Planning

Who's where?
Next Step?
What tools?
Instructional Sequence

Where should students be right now? (KUDS)

Formative Assessment

How will the student work with the ideas?
Strategies/Mgmt
small group instr.
contracts
tiering
varied homework
varied resources
giving directions
monitoring movement etc.
Effective Formative Assessment:

Is a process, not an instrument.

Is about feedback to the teacher and students.

Has the purpose of helping teachers plan more effectively to reduce the gap between where a student is relative to important learning goals and where the student needs to be.

Results in proactive rather than reactive teaching.

Engages students in understanding their own proximity to key goals and in developing the skills and attitudes necessary to support their own learning success.

Is an essential element in developing a growth or incremental mindset in both students and teachers.


**EXIT CARDS**

On your exit card---

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

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Give an example of a conflict in a TV show or movie you have watched. Explain why it's a conflict.

Write about a conflict you have experienced in your own life. Explain whether or not it was resolved. Describe any lingering effects of the conflict.
EXIT CARD: SOCIAL STUDIES

1. List 3 key reasons (other than Pearl Harbor) that caused the U.S. to become involved in World War II.

2. Which of the three was most important in causing the U.S. to become involved in World War II. Be sure to explain why you feel it was the most important.

A Formative Assessment in Art

<table>
<thead>
<tr>
<th>What is perspective?</th>
<th>Show an example of perspective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of a variety of methods artists use to create depth and dimension</td>
<td></td>
</tr>
<tr>
<td>What techniques do artists use to create perspective in drawing?</td>
<td>Explain technique(s) you used to create perspective in your portfolio drawing and why you chose it/them.</td>
</tr>
</tbody>
</table>

Exit Card

- **Say It in a Sentence:** What do you think Marley is trying to get Scrooge to see, understand, and/or do in the part of the play we read for today?
- **How do you know?** (Cite specific examples and textual evidence from this section.)
Where should students be right now? (KUDS)

Next Step? Instructional Sequence

Who’s where? Assessment

What tools? Strategies & Mgmt

small group inst
contracts
tiering
varied homework
varied resources
assigning student groups
movement in the room
handling noise
etc.

Instructional planning using formative assessment information

Involves two stages:

1) Determining what particular students need next in a learning sequence to keep growing

2) Deciding how to provide what’s needed, (including student groupings and which instructional strategies to use)

Readiness Follow-up

Knowledge or Skill Assessed: Explain the difference between simile and metaphor

Sample answer: Correct Knowledge or Skill
Gives both correctly

Sample answer: Partial Knowledge or Skill
Gives one or the other correctly

Sample answer: Incorrect Knowledge or Skill
Gives neither or is incorrect about both

• What these students will need next

Sample answer: Correct Knowledge or Skill
Gives both correctly

Sample answer: Partial Knowledge or Skill
Gives one or the other correctly

Sample answer: Incorrect Knowledge or Skill
Gives neither or is incorrect about both

• What these students will need next
Follow-up: What these students will need next

- Sample answer: Correct Knowledge or Skill
  Gives both/all correctly

- Sample answer: Partial Knowledge or Skill
  Gives one or the part correctly

- Sample answer: Incorrect Knowledge or Skill
  Gives neither or is incorrect about both

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Assessment for Instructional Planning

Where should students be right now? (KUD/S)

Assessment: Which where?

Next Step? Instructional Sequence

What tools?

Strategies & Mgmt:
- small group into contracts
- tiering
- varied homework
- varied resources
- assigning student groups
- movement in the room
- handling noise
- etc.

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Parts of Speech KUDs

**KNOW:** Students will know the definitions of the eight parts of speech and their function in sentences.

**UNDERSTAND:** Students will understand THAT words are like people – their role depends upon their context.

**DO:** Students will:

1. Identify and supply missing part of speech in sentences
2. Use various parts of speech to describe themselves
3. Manipulate the context surrounding a given word to change its part of speech/role in the sentence
Pre-Assessment

- Administered during previous class period
- Diagnostic in nature – 16 questions
  - Match each part of speech to its definition (8)
  - Identify parts of speech as used in a sentences (8)
- Included some “tricky” questions to see who’s really got it (e.g., one word used in a variety of ways).

Results:
- **Group A** – Firm grasp of definitions and use/application
- **Group B** – Firm grasp of definitions but struggled with application
- **Group C** – Struggled with both definitions and application

Steps in Lesson

- Each student receives an index card with his/her name written on it. Each student must supply a noun, a verb, and an adjective or adverb that both relate to him/her AND begins with the same initial consonant as his/her name (first or last). Teacher demonstrates with her name.
- Students share answers and discuss answers in terms of how the words are used (to review definition and function of parts of speech; fill in definitions on white board
- Students engage in role play with teacher to show how one person can be a daughter, a sister, and a teacher, depending upon her context – who she’s hanging out with and what job she is doing.
- Teacher relates this activity to words (e.g., love) and adds that suffixes help words change “roles” (like our outfits help us change roles)

“Shady” Words Lesson

Words can change their part of speech depending upon who they’re hanging out with!

Ex: LOVE
- Noun – **Love** is a beautiful thing.
- Verb – I **love** Reese’s Peanut Butter Cups
- Adjective – You look **lovely** today
- Adverb – She **lovingly** fed her dog a treat.
Crayon Box Groups

• **Green** -- Meet by bookshelves and complete assigned task

• **Yellow** – Meet in next two rows and complete assigned task

• **Blue** – Meet with the teacher for “group huddle” before completing assigned task.

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**Green Cards**

• List as many words as you can think of that can function as more than one part of speech in a sentence.

• Pick one of these words and figure out how you can use it as a noun, a verb, an adjective, and an adverb. Remember that you can add **suffixes** to help your word change roles.

• Complete one of the following assignments
  - Create a parts of speech explanation sheet for next year’s seventh graders. On this sheet, feature your selected word functioning as each of the four parts of speech; explain why it is a noun in one sentence, a verb in the next, etc.
  - Create a wanted poster for your chosen word. Include a description for how you can recognize him/her “posing” as each of the four parts of speech.

  **Your task will be graded according to how well you demonstrate an understanding of the role each part of speech plays in a sentence.**

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**Yellow Cards**

• Use your definitions to correct your application questions from your pre-assessment. Let the teacher know when you’re finished.

• Pick one of these words that you can use as a noun, a verb, and an adjective, or an adverb: **Cheer; smile; cry; bore** (Remember that you can add **suffixes** like –ly, -ed, and –ing to help your word change roles).

• Complete one of the following assignments
  - Create a parts of speech explanation sheet for next year’s seventh graders. On this sheet, feature your selected word functioning as each of the four parts of speech; explain why it is a noun in one sentence, a verb in the next, etc.
  - Create a wanted poster for your chosen word. Include a description for how you can recognize him/her “posing” as each of the four parts of speech.

  **Your task will be graded according to how well you demonstrate an understanding of the role each part of speech plays in a sentence.**
Blue Cards

- Use the notes on the board from our class discussion to correct your definitions. Let the teacher know when you’re finished.
- Use your definitions to correct your application questions.
- As a group, we will discuss how the word “jump” can be used as a noun, a verb, and an adjective, or an adverb. (Remember that we can add suffixes like -ly, -ed, and -ing to help our word change roles).
- Complete one of the following assignments
  - Create a parts of speech explanation sheet for next year’s seventh graders. On this sheet, feature your selected word functioning as each of the four parts of speech; explain why it is a noun in one sentence, a verb in the next, etc.
  - Create a wanted poster for your chosen word. Include a description for how you can recognize him/her “posing” as each of the four parts of speech.
  
  Your task will be graded according to how well you demonstrate an understanding of the role each part of speech plays in a sentence.

Future Steps in Lesson (cont’d)

- Students present products; teacher assesses products for student understanding of nouns, verbs, adjectives, and adverbs (used as formative assessment).
- Re-teach as necessary
- Formative assessment of and instruction on remaining 4 part of speech (pronouns, prepositions, conjunctions, and interjections)
- Eventual summative assessment: Grammar test
  - Primarily objective – identify, define, etc.
  - Includes some short answers that address the understanding of the principles behind the facts

Exit Card: High School U.S. History

Name:

- Name 3 factors (other than Pearl Harbor) that contributed to the United States’ involvement in WWII.
- Briefly explain what you believe to be the most significant of these factors and tell why?
Different Strokes for Different Folks: **Students who clearly, reasonably, and thoroughly defend their answer on the exit card**

- Students pair with classmates who had similar answers on exit cards.
- Teams engage in a “structured academic controversy” to argue both for and against their original position (prepare a position, argue it, adopt opposite position, argue it, synthesize arguments).
- Teams work together to compose a joint “This We Believe” statement about US involvement in WWII, taking care to represent each viewpoint presented by group members.

Different Strokes for Different Folks: **Students who have difficulty defending their opinion of the top reason for US involvement**

- Students with like answers add “fuel to the fire” of their argument and gather evidence to make it stronger.
- Work with another pair to engage in three steps of Structured Academic Controversy (prepare a position, argue, synthesize).
- Teams work together to compose a joint “This We Believe” statement about US involvement in WWII, taking care to represent at least two differing viewpoints presented by group members.

Different Strokes for Different Folks: **Students who have difficulty articulating the reasons for US involvement**

- Students rank the different “reasons” in order of importance with a key as to why they’ve ranked them this way (cards and graphic organizer provided).
- Second shot at completing the exit card (oral learning check).
- Small group is divided in two. Students engage in a short debate arguing the top two reasons given in oral learning check.
- After students debate, they create a “This We Believe” statement.
“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

PUNCH LINE
Assessment that is key to learning:
Is not graded (grades get in the way of learning),
Features targeted and specific feedback,
Places the student as participant in analysis and planning,
Obliges us to plan for student differences,
Helps students understand differentiation.

Check the research, logic, and your own experience.