Alfred Bonnabel Academic Magnet High School

Differentiated Instruction & Assessment

Participant's Guide

Knowing the Learner – Multiple Intelligences

Intelligence	*My Sign*	*Assessment Tool*	*Career Choices*
Verbal/Linguistic	The Communicating You!	Listening Reading Writing Linking Speaking	Journalist Teacher Announcer Actor Storyteller Comedian Speaker Author
Musical/Rhythmic	The Listening You! The Musical You! The Rhythmic You!	Rhythms Beats Poems Inflections Tonal Patterns	Musician Dancer Sound technician Composer Band director Poet
Logical/Mathematical	The Gadget You! The Problem Solving You! The Analyzing You!	Numbers Problem solving Logical thinking Puzzles Games	Inventor Programmer Analyst Technician Accountant
Visual/Spatial	The Creative You! The Artistic You! The Designer You!	Art media Visualization Brainstorming Color coordination	Artist Designer Builder Fashion coordinator Makeup artist Architect
Bodily/Kinesthetic	The Athlete You! The Tactile You!	Manipulatives Experiments Simulations Role-plays Paper folding	Actor Athlete Seamstress Lab technician Surgeon Dentist
Naturalist	The Scientific You! The Survivor You!	Working with nature Ability to surviv	Environmentalist Farmer Oceanographer Astronaut Zoologist
Intrapersonal	The Goal-Setting You! The Metacognitive You!	Knowing self Accepting self Working alone	Computer program analyst Accountant
Interpersonal	The Social Butterfly You! The Team Player You!	Cooperative learning Socializing Sharing	Teacher Receptionist Talk show host

Chapman, C. & King, R. (2005). *Differentiated Assessment Strategies: One Tool Doesn't Fit All*. Thousand Oaks, CA: Corwin Press, Inc., p. 31.

Learning Styles (Dunn & Dunn, 1987)

Auditory Learners

Auditory learners prefer spoken and heard material and to be involved in aural questioning rather than reading. They engage and absorb through discussion and interaction. They prefer listening to lectures, stories, and songs and to discuss their learning with other students.

Visual Learners

Visual learners prefer to learn by reading or seeing information. They create and seek illustrations, pictures, and diagrams. Graphic organizers are useful tools. Color has an impact on their learning. Visual stimuli help them make memories, and they can recall ideas that have been presented in visually, symbolically, or pictorially.

Tactile Learners

Tactile learners prefer handling materials, writing, drawing, and being involved with concrete experiences. They keep their hands busy to engage their minds. They are "mild" kinesthetic learners.

Kinesthetic Learners

Kinesthetic learners prefer opportunities to learn by doing and moving, becoming physically involved in learning activities that are relevant to their lives. Creating models and constructing samples and examples allow their muscles to "Make memories."

Auditory	Visual	Bodily/Kinesthetic
• Dialogue • Presentations • Auditory recordings • Song lyrics • Oral report • Press conference • Interviews • Cooperative learning • Literature circle • Debate or panel • Speech • Travelogue	• Poster • Advertisement • Brochure • Comic strip • Bulletin board • Graphic organizer • Computer program • Magazines • Photo essay • Cartoons • Slide show • Video web	• Role playing • Simulations • Collections • Dance • Exhibits • Model • Learning center • Play or skit • Mime • Rap or rhyme • Photography • Experiments

Thinking Styles (Gregorc, 1985)

Concrete Random Thinkers

Concrete Random thinkers are divergent thinkers who need to find alternative ways of doing things. They enjoy experimentation and take intuitive steps in order to create. In the classroom they need opportunities to make choices about their learning and how to demonstrate understanding.

Concrete Sequential Thinkers

Concrete Sequential thinkers are based in the physical world and learn through their senses. They are detail-oriented, appreciate order, and don't like "out of the ordinary" in the classroom. They like structure, frameworks, timelines, and organization to their learning, preferring lecture and teacher-directed activities.

Abstract Sequential Thinkers

Abstract Sequential thinkers prefer the world of theory and abstract thought. They are logical, rational, and intellectual. They need to examine and seek support for new information by analyzing so that the learning makes sense and has meaning for them.

Abstract Sequential Thinkers

Abstract Random thinkers make sense of information through sharing and discussing. They live in a world of feelings and emotion and learn best when they can personalize information. They prefer to discuss and interact with others as they learn. Cooperative group learning, centers or stations, and partner work facilitate their understanding.

	Concrete Random	Concrete Sequential	Abstract Sequential	Abstract Random
Characteristics	Experimental Intuitive Divergent thinkers	Hands-on apps 5 Senses Concrete materials	Theory/abstract Rational Logical Intellectual	Feelings/emotions Share/discuss learning
Classroom	Make choices about learning Independent work Rich environment	Structure Timelines Organization Lecture Step-by-step work	Presentations Substantive lectures Low tolerance for distraction	Group discussion Delayed reaction to new information Cooperative groups Partners

Knowing the Learner

Pre-Assessment Strategies

Gallery Walk

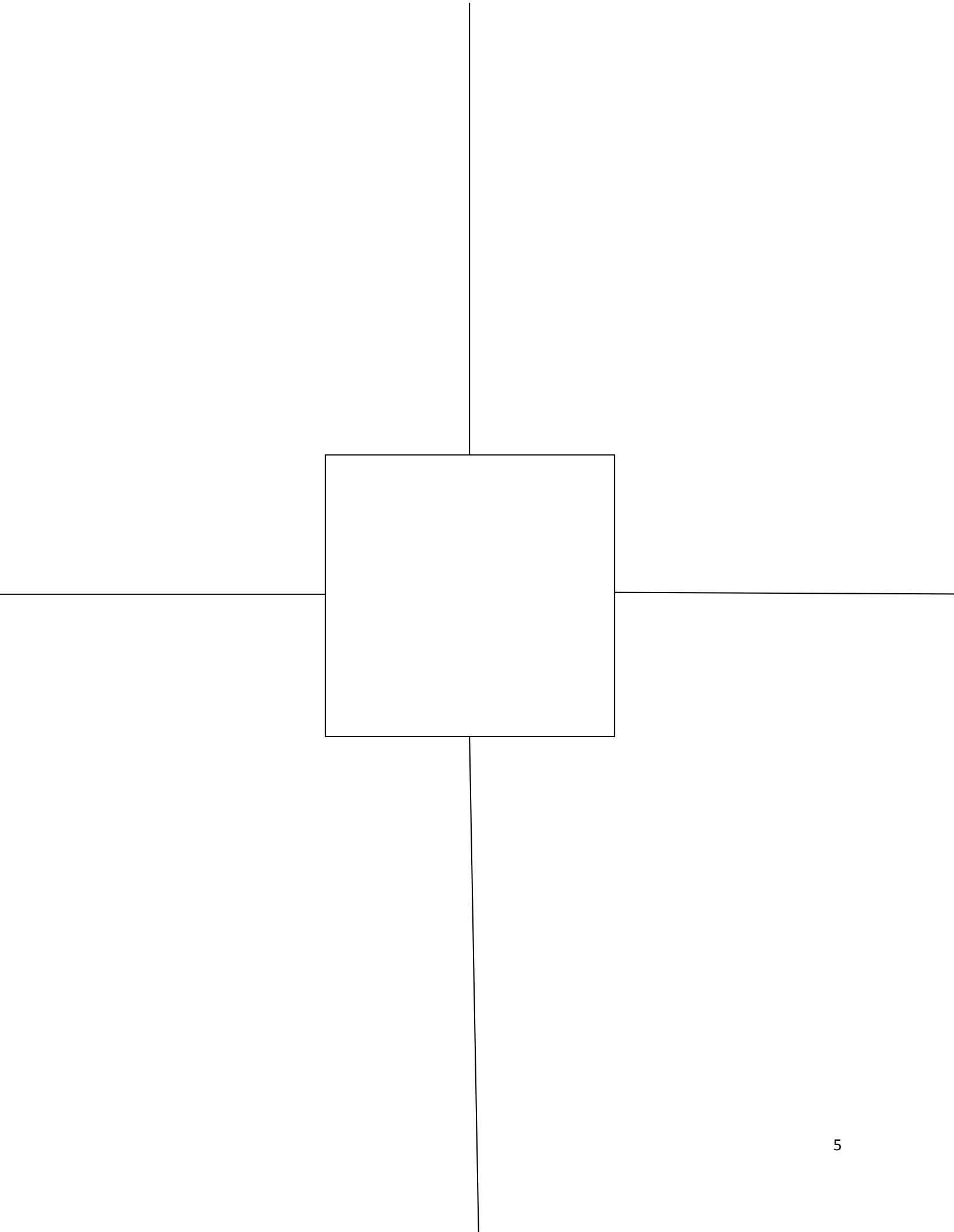
Before beginning a unit of study, put flip chart paper on the walls around the room. On the top of each piece of flip chart paper, write the name of a topic from the unit of study. (***Be sure to use flip chart markers that do not bleed through the paper.***) Have the students go through the gallery (individually or in small groups), writing down the things they know about that topic, continually adding to the body of knowledge. If they already know something that another has written, they should put a star or a check mark next to it. (This will indicate whether many students know something about the topic.) Debrief afterward, asking how many students knew information about the various topics.

Brainstorming

Before beginning a unit of study, have small groups of students brainstorm about the topics from the unit. For example, if the unit of study is the Middle Ages, brainstorming topics might be religion, the king/queen, clothing, architecture, art, science, people, etc. This can be done as a competitive game among groups, or you may assign each small group a specific topic. It is best if you do a few warm-up brainstorm activities to get their minds thinking and their creative juices flowing.

<u>Rules for Brainstorming</u>:

- No criticism, either verbal or nonverbal.
- No excessive praise.
- It's OK to piggyback onto someone else's idea by enhancing or reversing it.
- Wild ideas are OK. Wild ideas may remind someone of something relevant.



S-O-S Summary

Name _____ Date _____

Read the following statement: _____

What does it mean? _____

What's your opinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.)

☐

☐

☐

Name _____ Date _____

Read the following statement: _____

What does it mean? _____

What's your opinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.)

☐

☐

☐

From *Dodge (2009): 25 Quick Formative Assessments*

Sample Web Quests

Wuthering Heights

"Imagine that you are a playwright and have just been approached by a wealthy man who wishes to sponsor a group of playwrights to rewrite a classic tale in a more modern setting. The tale must include love, revenge, and betrayal. You batted around a number of ideas, but none of them fit the bill. Some had already been done before, others wouldn't translate well, but then someone mentioned Emily Bronte's Wuthering Heights. A hush comes over the group as you consider this idea. The more you think about it the more you like the idea. It has all of those elements and character that will be interesting in any period!"

The Chinese Cultural Revolution WebQuest

"Even those who actually lived through a particular historical period will have different perspectives of what it meant - for them, for others like them, for those who were different to them and for their society as a whole." Each member of your team will become an expert in one individual/family's experience during this time in Chinese history. Then you'll have to come back together to answer a question that gets to the heart of "what's the truth and who says so?'' Question: "How did Mao Zedong's Cultural Revolution affect the lives of ordinary Chinese - at home and abroad?"

A Creative Encounter of the Numerical Kind

"The year is 2073 A.D. and the President of the United Nations has drafted you (because of your famous mathematical brain) to join a team of mathematical consultants to travel to Zonetia, a recently discovered planet in a neighboring galaxy. King Zoppo (he's the green guy on the Home page) of the Zony Tribe on Zonetia insists that his primitive society cannot begin to make technological advancements unless they have guidance to develop a brand-new base 4 number system to fit the Zonies' two-fingered hands. That's right; they have two hands just like you, but each hand has only two fingers. Therefore, they need a specially-tailored number system with only four symbols. In order to best preserve Zony culture, King Zoppo, in his wisdom, has requested that the new number symbols be different than those used on Earth." Questions: Why does our number system have place value? and How does place value work?

The Nuclear Waste WebQuest

"As a group you're going to explore the topic of Nuclear Waste. Each member of your team will take on the role of one person interested in the storage of Nuclear waste. Then you'll have to come back together to answer a question that gets to the heart of 'what's the truth and who says so?' " Question: "What should we do with our Nuclear Waste?"

The Search for Absurdity

"What is absurd? Discover the historical and cultural origins of Absurdity as a philosophical and creative force. Learn to appreciate Absurdity as it impacts your life and the world around you. Make Meaning from Meaninglessness and become a better person for it. Expand your sense of humor through immersion in the Absurd."

Personal Trainer

"You are a personal trainer employed by Berry's Fitness, the hottest new fitness consulting firm. As part of your job, you provide custom individualized diet and exercise portfolios for the clients of Berry's Fitness. Today your appointments include four clients: John, Michelle, Kim, and Brian."

From www.bestwebqusts.com

Cross Classification Chart

Compare These	Period	Focus	Style	Features

Choice Board – by Multiple Intelligences

Verbal/Linguistic	Musical/Rhythmic	Visual/Spatial
Logical/Mathematical	Free Choice	Bodily/Kinesthetic
Naturalist	Interpersonal	Intrapersonal

Bloom's Taxonomy – Potential Activities

Level 1: Knowledge (Recall)	**Level 4: Analysis**
• Describe the… • Make a timeline of the events… • Make a facts chart of … • Write a list of … steps in … facts about… • List all of the animals in the story… • Make a chart showing… • Make an acrostic… • Recite a poem.	• Design a questionnaire about… • Conduct an investigation to produce… • Make a flowchart to show… • Construct a graph to show… • Put on a play about… • Review a work of art in terms of form, color, and texture. • Prepare a report about the area of study.
Level 2: Comprehension	**Level 5: Synthesis**
• Cut out or draw pictures to show an event. • Illustrate the main idea in a drawing • Make a cartoon strip showing the sequence of… • Write and perform a play based on the… • Compare this…with … • Construct a model of … • Write a summary report of the event. • Prepare a flowchart to illustrate the sequence of…	• Create a model that shows your new ideas. • Devise an original plan or experiment for… • Finish the incomplete… • Make a hypothesis about… • Change … so that it will … • Prepare a method to … • Prescribe a new way to … • Give the book a new title.
Level 3: Application	**Level 6: Evaluation**
• Construct a model to demonstrate using… • Make a diorama to illustrate one event. • Make a scrapbook about the study… • Design a relief map to include relevant information about an event. • Produce a collection of photos to illustrate a particular viewpoint. • Paint a mural expressing the theme…	• Prepare a list of criteria you would like to judge… • Indicate the priority ratings for… • Conduct a debate about an issue. • Make a booklist about five rules you see as important. Convince others. • Forma panel to discuss pros and cons of… • Prepare a case to present your view of… • List some common statements about…that people often make. Are they accurate?

Adapted from Gregory & Herndon (2010). *Differentiated Instructional Strategies for the Block Schedule*. Thousand Oaks, CA: Corwin Press.

TIC – TAC- TOE BOARD

A	B	A
A	ALL	A
A	B	B

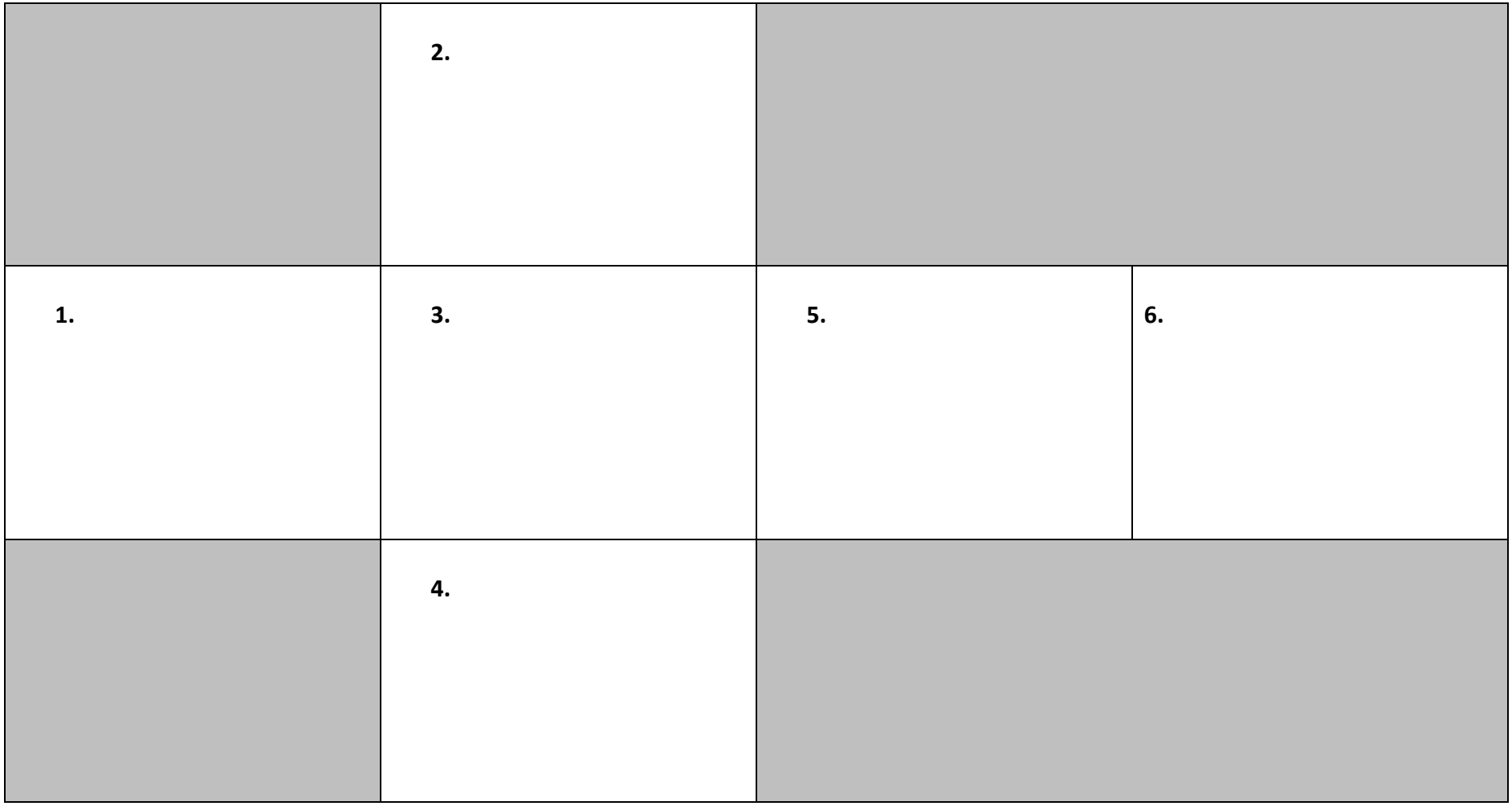
Differentiation of Instruction: Content-Process-Product Grid

Content:_____

Kathleen Campbell, 2008

Process skills → **Product types** ↓	**Knowledge** define label identify show recall examine recognize collect	**Comprehension** explain interpret summarize predict translate describe demonstrate	**Application** apply experiment solve show	**Analysis** classify relate connect organize arrange compare differentiate	**Synthesis** design compose imagine construct combine hypothesize	**Evaluation** decide judge criticize rate rank assess
Oral debate lecture discussion radio show mock trial						
Visual story book map comic strip chart time line graph diagram collage display						
Kinesthetic maze skit/play model diorama sculpture puzzle lab experiment manipulative						
Written short story journal report diary editorial poem review letter						
Technological website power pt webquest video blog						

Cubing



- **Cut on all solid lines, cutting out the shaded portion**
- **Fold and crease on all lines to make a cube**

Writing a Mystery Story with Morphological Analysis

Use the last four digits of your phone number to create the plot for your story.

	Victim	Method	Setting	Motive
0	clown	strangling	mansion	revenge
1	millionaire	poison	parking garage	inheritance
2	river pilot	fire	warehouse	insurance
3	gangster	gun shot	resort hotel	power
4	scientist	stabbing	carnival	fame
5	politician	drug OD	French Quarter	blackmail
6	grocery store owner	hit & run	park	protect a loved one
7	army officer	drowning	backstage	keep a secret
8	policeman/woman	falling out window	racetrack	get credit for invention
9	celebrity	hit on the head	beach	gain freedom

Use the detective you created and the plot above as the basis of your story. You still need to decide who the murderer is.

Think of two clues the detective will find to help him/her solve the crime.

Now write a short story!