

ASSESSMENTS & LESSON DIFFERENTIATION





ASSESSMENTS DIFFERENTIATION

Extended Time

I will provide students with additional time to complete assessments based on their individual learning needs. Some students may need extra time to read questions, process information, and organize their thoughts before answering. For example, students who need additional support may be given extra time to complete a math assessment or writing assignment. This will allow students to demonstrate their understanding without feeling rushed or pressured to finish at the same pace as their classmates.





Oral Responses

I will allow students to provide oral responses during assessments as an alternative to written answers when appropriate. For example, during a reading comprehension assessment, students may verbally explain the main idea of a story or describe the characters and events. This will allow students who struggle with writing to demonstrate their understanding without their writing difficulties affecting their ability to show what they have learned.

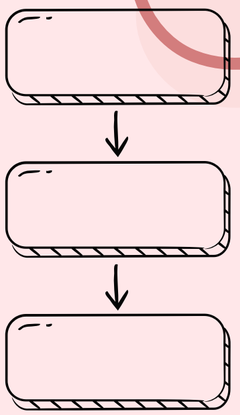
Alternative Assessment Formats

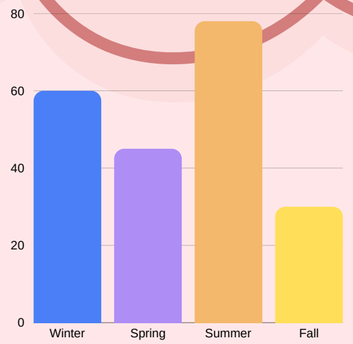
I will provide students with different ways to demonstrate their understanding during assessments. For example, students may use drawings, diagrams, models, or written responses to show what they have learned. During a math assessment, students may draw an array, use a number line, or write an equation to explain how they solved a problem. This will allow students to demonstrate their knowledge in a way that best supports their individual learning needs while still meeting the same learning objective.

ASSESSMENTS DIFFERENTIATION

Visual Assessment supports

I will provide students with visual supports, such as pictures, diagrams, and graphic organizers, to help them better understand assessment questions. For example, during a reading comprehension assessment, students may use a story map to organize information about the characters, setting, problem, and resolution. These visuals will be available to all students so that no one feels singled out for needing additional support. This will allow students to demonstrate their understanding while receiving support based on their individual learning needs.





Exit ticket

I will use differentiated exit tickets at the end of a lesson to assess students' understanding of what they have learned. Students may complete a short written response, solve a math problem, or draw a picture to demonstrate their understanding. For example, after a reading lesson, students may write a sentence or draw a picture to explain the main idea of the story. This will allow me to identify students who have mastered the concept and those who may need additional support or reteaching.



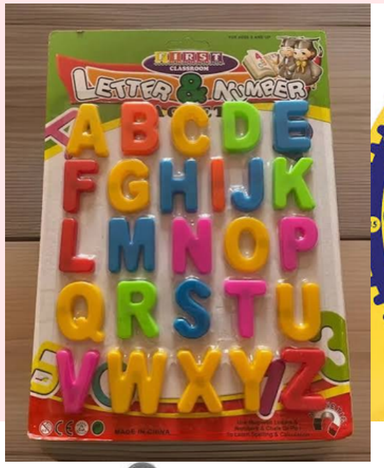


LESSON DIFFERENTIATION

- Hands-on manipulatives
- Visual supports
- Small group Instruction
- Sentence Frames
- Flexible Grouping

HANDS-ON MANIPULATIVES:

I will provide students with hands-on manipulatives such as counter, base-ten blocks, play money, and magnetic letters, to help them better understand different concepts.Students can use clocks to practice telling time, play money to practice counting money, and magnetic letters to build and spell new words. These materials will allow students to practice skills through hands-on learning while providing additional support based on their individual learning needs.







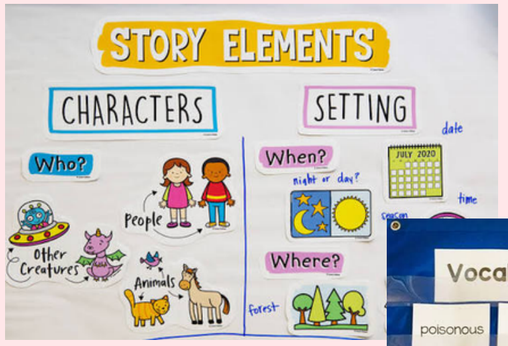


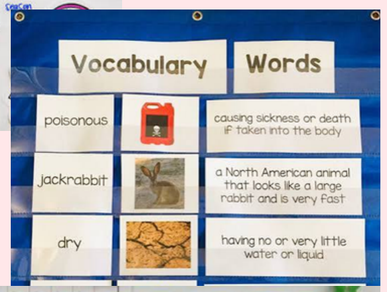
LESSON DIFFERENTIATION

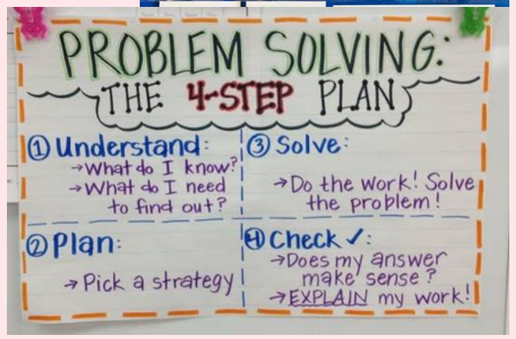
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VISUAL SUPPORTS

I will use visual supports, such as anchor charts, pictures, vocabulary cards, and step-by-step examples, to help students better understand the lesson. Students will be able to refer back to these visuals throughout the lesson when they need additional support. These visuals will help students make connections and work more independently.







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SMALL GROUP INSTRUCTION

I will use small-group instruction to provide additional support to students based on their individual learning needs. Students will work in smaller groups where I can reteach concepts, provide additional examples, and answer questions. This will allow me to monitor their understanding and provide immediate feedback.

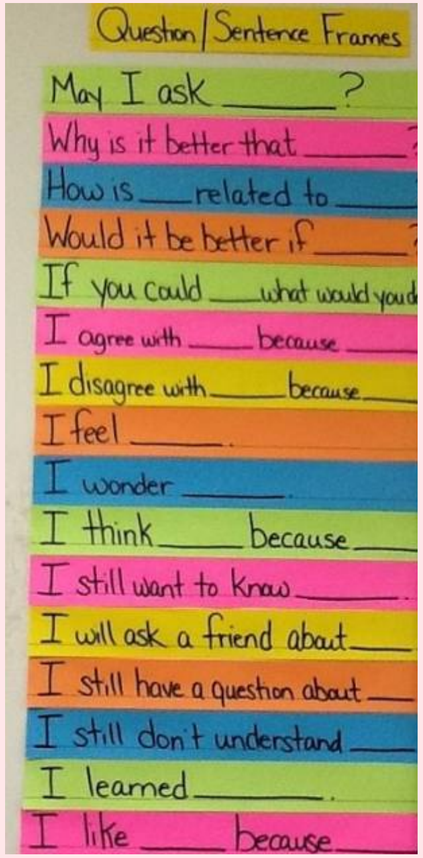


LESSON DIFFERENTIATION

- Hands-on manipulatives
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SENTENCE FRAMES

I will provide students with sentence frames to help them organize their thoughts and communicate their understanding of the lesson. Students can use sentence frames during classroom discussions, writing activities, and when answering questions. This will allow students to practice using complete sentences, build their academic vocabulary, and feel more confident when participating in classroom activities.



LESSON DIFFERENTIATION

- Hands-on manipulatives
- Visual Support
- Small group Instruction
- Sentence Frames
- Flexible groups

FLEXIBLE GROUPING

I will use flexible grouping to allow students to work independently, with a partner, or in small groups based on their learning needs. For example, during a reading lesson, students may work with a partner to discuss the story, while other students work in small groups to complete an activity. I can also adjust the groups throughout the lesson based on students' understanding and progress. This will allow students to collaborate, share ideas, and receive support while developing their learning skills.





SUPPORTING DIVERSE LEARNERS

The differentiation strategies I have selected are designed to support students with different learning needs, including students with learning disabilities, English Language Learners (ELLs), and Gifted and Talented Education (GATE) students. By providing different instructional approaches and assessment options, I can ensure that students have opportunities to participate, demonstrate their understanding, and receive the appropriate level of support. These strategies will help me create an inclusive classroom where students can learn and succeed based on their individual needs and abilities.