

25 Formats for Differentiation

Formats Offering Student Choice

- 1. Choice of assignments designed by learning preference (multiple intelligences)**
Example: Students choose from a list of activities relating to a topic that reflect a variety of learning preferences: sing it, write it, diagram it, draw it, act it out, etc.
- 2. Choice of assignments skillfully designed by challenge and complexity level**
Example: Teacher uses a tic-tac-toe, show-and-tell, two-by-two, or other such choice board presenting differentiated tasks with teacher-planned choices.
- 3. Journal prompts provided by the teacher and selected by the students based on interest ***
Example: Students select from a list of writing assignments related to a theme, concept, or topic of study.
- 4. Choice of work style: individual, with a partner, in a small group ***
Example: Students do the same task but have a choice of ways to complete it.
- 5. Availability of study guides like notetaking templates or graphic organizers**
Example: Teacher-developed graphic organizers that capture key ideas from the text or lecture are used for preparation for assessments/exams.
- 6. Choice of topic by interest, same task ***
Example: All students complete the same task (e.g., construct an informational brochure), however, they choose the topic for their product (e.g., choose from a list of key topics related to the rain forest).
- 7. Choice of activity by interest ***
Example: All students choose to do particular parts of a group project (e.g., a newspaper project in which students choose the role of columnist, editorial cartoonist, editorial page editor, etc.).
- 8. Choice of topic, same task, leveled reading sources assigned by teacher**
Example: A compilation of articles related to the selected topics are placed in colored folders classified by reading level. Students select a topic and are directed to the folder containing the resources matched to their reading readiness.
- 9. Choice of ways to share information ***
Example: Students may write, present, draw, or diagram information.

Teacher-Prescribed Formats

- 10. Tasks based on readiness demonstrated in preassessment**
Example: Students are assigned to science labs involving different topics and different tasks based on their prior knowledge; all groups share their results with the class.
- 11. Tasks with similar content, different levels of difficulty or complexity**
Example: Students work with the same content, but are assigned to different activities based on their learning needs.
- 12. Tasks assigned based on learning preference**
Example: Bodily/kinesthetic students perform a skit, while visual/spatial students create a poster.
- 13. Readings or research in small groups assigned by prior content knowledge ***
Example: One group explores introductory or foundational information; another explores more complex, in-depth, technical information. All groups share.

* indicates formats that require little or no prep

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14. Tasks supported by greater scaffolding

Example: Students who need more support in their learning, or who need a complex task broken down into more accessible steps, are provided necessary templates, formats, or procedure checklists to increase their likelihood of success.

15. Tasks supported with technology resources

Example: Students who have extensive knowledge and interest in a particular topic are matched to online resources to extend their learning beyond the core curriculum. Other students use online sources to supplement or support text content.

16. Tasks demanding different levels of abstraction

Example: Some students are assigned more concrete applications to assist them in understanding; other students engage in tasks that demand more abstract thinking.

17. Tiered graphic organizers

Example: Students using the same content are assigned to particular graphic organizers differing in their degree of structure and level of complexity or abstraction.

18. Essay questions or journal prompts tiered by level of difficulty

Example: Essay questions reflecting varying levels of complexity or abstractness are assigned to particular students.

19. Tasks tiered by demonstrated readiness

Example: Students are assigned to particular activities based on their readiness levels (e.g., additional practice with vocabulary/skills, application of vocabulary/skills, extension of vocabulary/skills).

20. Same project, student roles assigned by teacher *

Example: Teacher assigns particular students in each group to take leadership roles based on their particular talents or learning preferences (e.g., the lead writer, the lead researcher, etc.).

21. Paired reading and question responses with partner of similar ability, struggling readers with teacher *

Example: Struggling readers can be better coached through reading and response by a teacher than by an age peer; other students may select to join the teacher's group if they wish.

22. Mini-lessons on skills or content by invitation and self-selection *

Example: Students who lack particular skills or content based on formative data are invited by the teacher to join the mini-lesson; other students may select to attend based on their own perceived needs.

23. Work partners assigned based on same content knowledge *

Example: Students work with partners who are at the same knowledge level related to the content being studied.

24. Same topic, different reading sources based on reading readiness

Example: All students read about the same topic but their resources vary by reading readiness.

25. Same topic, primary or paraphrased readings

Example: All students read about the same topic but some are assigned primary resources while others are given paraphrased readings (e.g., either Martin Luther King Jr.'s original speech or a summary of his key points, ideas, and themes).

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