

# **New Teacher Workshop: “Differentiating for Learning”**

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## **Creating Differentiated Assessments - Preschool/Elementary Level**

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### **Welcome:**

Introductions and “I Wonder” Statements

### **Concept:**

Creating Differentiated Assessments

#### **What is Differentiated Assessment?**

*Differentiated assessment is an ongoing process through which teachers gather data before, during, and after instruction from multiple sources to identify learners’ needs and strengths. Students differ in the ways and speeds at which they process new learning and connect it to prior knowledge and understanding. They also differ in the ways they most effectively demonstrate their progress. (Adapted from *Differentiated Assessment Strategies* by Carolyn Chapman and Rita King.)*

### **Examples:**

There are several types of differentiated assessments and numerous examples of each type can be utilized during the learning process. (See [Differentiated Strategies for Assessment](#) and other **Resources/Links** for more detailed information.)

#### **Formative Preassessment**

The teacher performs assessment FOR learning, before the learning takes place. This ensures the teacher plans lessons to best meet the needs of the students.

#### **Assessment During the Learning**

The teacher performs assessments during the learning. The ongoing assessment provides essential information which helps to facilitate the learning.

### **Formative Assessment After the Learning**

The teacher assesses the students after the learning to ensure growth has taken place, providing immediate feedback of progress.

### **Summative Assessment**

The teacher performs more formal assessments to evaluate growth within particular standards where mastery is expected by providing students with different approaches to demonstrating what they know, understand, and can do.

## **Discuss and Share Ideas, Ask Questions, Apply Concept, Network Around Topic:**

Visit [DifferentiationCentral - Continuous Assessment \(Video Archive\)](#) to see numerous examples of differentiated assessment.

### **Resources/Links:**

- [Assessment and Student Success in a Differentiated Classroom \(book and video preview\)](#)
- [Dare to Differentiate](#)
- [Differentiated Assessment Strategies: Identifying Learners' Strengths and Needs - A Distance Learning Graduate Course \(Syllabus\)](#)
- [Differentiated Strategies for Assessment](#)
- [DifferentiationCentral](#)

### **References:**

Chapman, C., & King, R. (2012). *Differentiated assessment strategies: One tool doesn't fit all* (second ed.). Thousand Oaks, CA: Corwin Press.

Leggat, T. (2012, February 23). Differentiated Strategies for Assessment. Retrieved December 1, 2014, from [http://differentiatedstrategies.wikispaces.com/Differentiated Strategies for Assessment](http://differentiatedstrategies.wikispaces.com/Differentiated+Strategies+for+Assessment).

McTighe, J. (n.d.). DifferentiationCentral: Reach Every Learner Every Day Through Differentiated Instruction. Retrieved December 1, 2014, from <http://differentiationcentral.com/videos2.html#categories>.

Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

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## Available Books:

Armstrong, S., & Haskins, S. (2010). *A practical guide to tiering instruction in the differentiated classroom: Classroom-tested strategies, management tools, assessment ideas, and more to help you create effective tiered lessons that work for every learner*. New York: Scholastic.

Cash, R. (2011). *Advancing differentiation: Thinking and learning for the 21st century*. Minneapolis, MN: Free Spirit Pub.

Gentry, M. (2014). *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and improving teacher practices* (second ed.). Waco, TX: Prufrock Press.

Heacox, D., & Cash, R. (2014). *Differentiation for gifted learners: Going beyond the basics*. Minneapolis, MN: Free Spirit Pub.

Stanley, T. (2012). *Project-Based Learning for Gifted Students: A Handbook for the 21st-Century Classroom*. Waco, TX: Prufrock Press.

Tomlinson, C., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

Winebrenner, S., & Brulles, D. (2008). *The cluster grouping handbook: A schoolwide model : How to challenge gifted students and improve achievement for all*. Minneapolis, MN: Free Spirit Pub.

Winebrenner, S., & Brulles, D. (2012). *Teaching gifted kids in today's classroom: Strategies and techniques every teacher can use* (Rev. & updated third ed.). Minneapolis, MN: Free Spirit Pub.