

Creating Differentiated Assessments with Jennifer Christofferson, LA Teacher, ROCORI

On Notecard, names, types of assessments you use, number of kids you see daily, what would you like to get out of the session

- Teachers' Needs:
 - Daily, targeted, meaningful FA: working towards summative
 - Authentic, everyday creation of FA/materials for various reading levels
 - Zone of proximity for varied levels
 - Sensitivity re: differentiation and working with ranges (hi/lo)
 - How much differentiation for low levels?
 - Understanding what to expect from teachers re: differentiation for ST who need it
 - Strategies re: identifying ST who need help
 - How can I assess ST who refuse to do any work?

Differentiated: help ALL students succeed

Assessments: process of evaluation

In first year, start small.

- Differentiation isn't about making numerous types of assessments...you don't have to create a new set of materials in order to be successful insofar as assessments are concerned

Social/emotional: quizzes to begin with something positive

- ie. What is something that made you smile today? _____ Helps to set the tone/attitude for the assessment

Circle a question you'd like the teacher to drop. Write the number in big numbers at the bottom of the page to see which question to drop. This will show the problem(s) that most students may be having trouble with so that can work on reteaching/clarification.

When have a quiz where students are writing, put answer blanks all on the same side in order to ease grading.

Procedure when going over answers for FA/Review/Pretests

- Stand up as teacher is sharing answers.
- If you feel confident, stay standing. If not sure, sit down. This helps T see visually what ST may be having trouble with.
- Stand back up if feeling confident.
- Sit down if you feel you know the answers.
- On simple quiz, offer students a choice as to which questions they will answer.
- Ask them to ask two questions that you as T didn't ask

Ideas for Formative Assessments with notetaking. What are good take-aways?

- Guided notes as T walks around the classroom. Students answer questions on the board.
- Class set of whiteboards.
- Colored pencils/highlighters. Make copy of page...ST need to color code every time they see something related to similes, metaphors, parts of speech...can target to science, math, etc. This allows for T to see that ST are engaged.

Handout re: Differentiating Assessments: Ideas and Definition