

DIFFERENTIATION CHECKLIST

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Date _____ School Year: _____
Student Name _____ Date of Birth _____
School _____ Grade _____

Below is a checklist of student behaviors which demonstrate differentiated curriculum in the classroom. The checklist provides an opportunity for parents and teachers to gain awareness about ways to implement differentiation, to assess the extent to which differentiation is being provided, and to plan differentiated learning experiences. Differentiation should be an integral part of rather than an addition to the core curriculum. **Please check the column which represents your opinion about your program in each of the following statements.**

| NATURAL DIFFERENTIATION | | Ongoing | Needs Improvement | Plan to Implement |
|--------------------------------|--|---------|-------------------|-------------------|
| 1. | Student's responses (written, oral, performance, products) are periodically evaluated for programming and grouping purposes. | | | |
| 2. | Student's interests are used to select topics, issues, themes, and real-life problems for study. | | | |
| 3. | Students relate learning experiences to their cultural and/or community beliefs. | | | |
| 4. | Students respect the ideas of their peers. | | | |
| 5. | Students are expected to excel in their areas of strength and to make improvement in others. | | | |
| 6. | Students participate in establishing criteria for evaluating success. | | | |
| 7. | Students are involved with peer evaluation and self-evaluation. | | | |
| 8. | Students have opportunities to "know themselves" through formal and informal group and/or individual counseling. | | | |
| 9. | Students work in an environment that is like a laboratory or workshop. | | | |
| 10. | Students work in an open atmosphere that encourages intellectual and creative risk taking. | | | |

| STRATEGIES FOR DIFFERENTIATION <u>Acceleration/Pacing</u> | | Ongoing | Needs Improvement | Plan to Implement |
|--|---|---------|-------------------|-------------------|
| 11. | Students spend time in small-group instruction as well as in total group instruction, (cooperative learning, paired problem defining and solving, peer grouping and independent study). | | | |
| 12. | Students have access to range of learning environments and materials within the class setting and the total program design. | | | |
| 13. | Students move at flexible rates frequently participating in out-of-grade-level activities | | | |

DUPLICATE BACK-TO-BACK BEFORE DISTRIBUTING.

| Depth | | Ongoing | Needs Improvement | Plan to Implement |
|-------|---|---------|-------------------|-------------------|
| 14. | Students have optimum practice with activities that require higher-level thought process. | | | |
| 15. | Students dig deeper into subjects noting details, patterns, trends, "Big ideas" or themes. | | | |
| 16. | Students have sufficient <u>time</u> to become independent learners through training in process and skill areas such as | | | |
| | a. critical thinking | | | |
| | b. creative thinking | | | |
| | c. logic | | | |
| | d. research techniques | | | |
| 17. | Students are involved in assignments that reflect quality not quantity. | | | |

| <u>Complexity</u> | | Ongoing | Needs Improvement | Plan to Implement |
|--------------------------|---|---------|-------------------|-------------------|
| 18. | Students note issues in an area of study, (problems, ethics), and establish ethical criteria. | | | |
| 19. | Students relate information across time periods such as present, past, future (Medieval to present). | | | |
| 20. | Students consider relationships among disciplines, connect concepts, and develop multiple perspectives. | | | |
| 21. | Students focus on the meaning of a theme at varying levels within a discipline and between and among disciplines. | | | |
| 22. | Students develop a multicultural perspective from which to view learning experiences. | | | |

| <u>Novelty</u> | | Ongoing | Needs Improvement | Plan to Implement |
|-----------------------|---|---------|-------------------|-------------------|
| 23. | Students develop products that use new techniques, materials, forms and resources beyond grade level. | | | |
| 24. | Students develop products that challenge existing ideas and reflect original ideas. | | | |
| 25. | Students have opportunities to share individual perspectives through a variety of media and with appropriate audiences. | | | |