

## ***Differentiated Instruction Checklist***

The items in this checklist represent direct actions in teaching, learning and curriculum implementation for differentiating instruction. This checklist is a self-assessment. After reading each item, place a mark in the appropriate column. "Getting Started" means that you may or may not know about the action or have only used it sparingly. "Along The Way" means that you know about the action and do it occasionally. "Regular and Frequent Practice" means that you do the action on at least a weekly basis and in many cases, more than once a week.

### **Differentiating Products or Assessments**

Teacher Action	Getting Started	Along The Way	Regular & Frequent Practice
1. Use different products or assessments for the same content on a regular basis (not just the one same test over and over year after year).			
2. Use a combination of both short and longer products (not always a major test).			
3. Use simple products to lead to more complex products.			
4. Use a variety of products per subject per marking period (at least 5-6).			
5. Use a high frequency of products per subject per marking period (at least 20 if subject taught 5xwk).			
6. Relate products directly to standards, anchors, eligible content and big ideas so assessment is "on purpose" (actually use the content of the anchors in assessments).			
7. Use a combination of testing formats, rubrics, checklists, and traditional (multiple choice, true/false, short answer) assessments during the marking period.			

8. Move products and assessments beyond measuring “facts only” so that students have to “do” something, higher order learning, with the information.			
9. Incorporate short, direct, and frequent performance assessments as a starting point to longer, project-based performance assessments.			
10. Count performance assessments as much as traditional assessments in grading.			
11. Provide clear and concise components of assignments.			
12. Develop study guides when developing the assessment, and teach to the study guide.			
13. Instruct students on test taking skills as part of the subject and not during special test taking classes.			
14. Develop the assessment for a particular unit or topic before teaching it and use it to guide instruction.			

***Differentiating Activities or “What Students Do”***

Teacher Action	Getting Started	Along the Way	Regular & Frequent Practice
1. Develop and use short, direct, and frequent activities to target learning standards, anchors, eligible content and big ideas.			
2. Integrate traditional activities such as asking questions, sharing with a partner, checking each other’s work, note taking, and organizers with other activities so they are done as part of learning the content in the subject.			
3. Relate activities directly to the learning targets so that the activities are explicit, on purpose and can serve as formative or summative assessments.			

4. Design activities that outline steps for students and include scoring guides or rubrics.			
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*Differentiating (not changing) Content*

Teacher Action	Getting Started	Along the Way	Regular & Frequent Practice
1. Analyze students' readiness levels for specific content before starting to teach the content.			
2. Move content from concrete to abstract along a continuum, structured and discrete so students understand connections.			
3. Base content on the curriculum (standards, anchors, eligible content and big ideas) not the textbook.			
4. Recognize inherent weaknesses in textbooks, particularly their heavy emphasis on facts, and then adjust content presentation accordingly.			
5. Make the connection to concepts and principles from facts presented in text materials.			
6. Analyze content and break down the material into sections.			
7. Analyze content and re-organize the material into steps according to the curriculum scope and sequence, based on standards, anchors, eligible content and big ideas.			
8. Present information through a combination of visual, auditory, and kinesthetic modes.			
9. Have students express information through a combination of visual, auditory, and kinesthetic modes.			
10. Make sure that content emphasizes both "know" and "do" aspects of learning contained in the standards, anchors and curriculum frameworks big ideas.			