PERIODIC ASSESSMENT FOR

DIFFERENTIATED INSTRUCTION

| Lexile |

Four Elements

- **13. Blank** - adjust how students receive and make meaning out of content - *Ex: use tiered activities that allow the students to acquire the same knowledge and skills with different levels of support and/or vary the amount of time students are given to complete a task*

- **14. Blank**- make adjustments to the climate of the classroom - *Ex: implement routines and/or create spaces for students to work individually or in small groups*

- **15. Blank** - adjust means by which students demonstrate learning - *Ex: use rubrics that align with various knowledge or skill levels and/or allow students to create unique products as long as they include elements required by the assignment*

- **16. Blank** - adjust the information and ideas students interact with to achieve learning goals - *Ex: deliver ideas through both auditory and visual formats and/or assign reading materials based on student readability levels*

Differentiated Instruction

On a basic level, differentiated instruction **11. Blank**. For example, when a teacher provides targeted support to a single student or a small group of students as a means to optimize the learning experience, the teacher is differentiating instruction. Instruction may be differentiated on student interest, readiness, or learning profile. As a teacher, you may differentiate at least four elements in your classroom.

When differentiating instruction for your students, the primary goal is to **12. Blank**.

Differentiating CONTENT by Lexile

Teachers may differentiate content by assigning reading materials based on student readability levels. A common method of operationalizing student readability level is through the use of Lexile measures.

Lexile Measure

• Primarily focus on 27. Blank

• A number followed by a capital "L"

• Lexile scale spans a range from less than 28. Blank for beginning text and readers to more than 28. Blank for advanced text and readers

Lexile TEXT Measure

• Represents text difficulty and complexity - is based on 29. Blank

Lexile READER Measure

• Represents reading comprehension ability, may be based on 30. Blank

More on Lexile

When the Lexile measure of a student is the same as the Lexile measure of a text (e.g., a student with a reader measure of 800L reads a book with a text measure of 800L), the student is expected to comprehend 31. Blank of the text.

 An appropriate range of text difficulty for a student ranges from 100L below the student's Lexile measure to 50L above the student's Lexile measure. Therefore, if the student's reader measure is 900L, it would be appropriate for your student to read a book or article with a text measure spanning 32. Blank.

Teachers may use Lexile measures to:

33. Blank all of the options below

✦ *Develop individualized reading lists for students*

✦ *Organize the delivery of reading materials from least to most difficult*

✦ *Select articles relevant to a common theme that are appropriately leveled for each student*