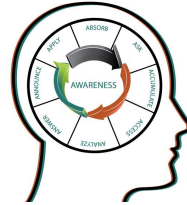




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Develop Your Data Mindset

Module 9 - Periodic Assessment for Differentiating Instruction

Part 1 - Background Knowledge

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Learning Goals

- Increase knowledge of elements that may be differentiated in a teacher's classroom
- Increase knowledge of Lexile measures

SLDS Data Use Standards

- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Teacher Thought

If I know how periodic assessment may be used for differentiating reading content, I will be able to assign appropriately leveled reading material to each student in my class.

Introduction

Teacher 1:

Time has really flown by. I cannot believe we are only a few days away from Christmas Break!

Teacher 2:

You don't have to tell me. I was looking at my fall interim assessments when I realized it isn't fall anymore!

Teacher 3:

Have you finished your Christmas shopping?

Teacher 4:

I have to spend it with my mother-in-law AGAIN.

Teacher 5:

I love all the gifts I get from the children this time of year.

Teacher 6:

Except the homemade food! That always makes me nervous...

Introduction

Ryan:

I have great holiday news. This is your last PLC meeting before winter break! I know it's December, and we probably could've covered this earlier in the year, but we'll be using data from the district's fall interim assessment to differentiate instruction for your students. I wanted to let the other data use purposes you've been implementing sink in a bit before introducing another way for you to use data. Consider it my gift to you!

You have all done a great deal of work in our PLC and Data Team meetings this year. We have tackled universal screening, goal setting at the classroom and student-level, and progress monitoring. Our focus for today's PLC meeting will be:

Periodic Assessment for Differentiating Instruction

Specifically, we are going to differentiate content by Lexile using our fall benchmark interim assessment data. Let's use our time together today to learn the important fundamentals of using periodic assessment for differentiating instruction.

Introduction

Ryan:

I hope you remembered to bring your Data Binder to this PLC meeting because as you know, we do utilize it *every* meeting even when you are thinking about holiday baking!

Differentiating instruction sometimes can seem overwhelming, but it's simple when we think of the primary goal - to ensure each student achieves maximum academic growth (much like what will happen with my waistline over the holiday break) during the best possible learning experience. I believe that's why we all went into teaching.

Introduction

Ryan:

Just like our previous meetings, we are going to first review background knowledge we will need for our district's protocol. I have created a Differentiating Instruction flyer to assist you. For now, there are multiple choice items that you will complete.

If you recollect from the previous meetings, you will fill in the terms by answering the multiple choice questions. Then you will keep the information in a binder for all of our PLC and Data Team meetings after holiday break. During this activity you will complete your flyer online, but at the end of the module, you will have access to print the document and store it in your physical binder if you'd like.

Activity - 09.01.01

On a basic level, differentiated instruction_____. For example, when a teacher provides targeted support to a single student or small group of students as a means to optimize the learning experience, the teacher is differentiating instruction.

- represents the efforts implemented by teachers to address variance among learners
- means the teacher enjoys delivering unique content to each student
- is about making the learning experience as complex as possible for each student
- represents delivery of the same content in the same way to all students

Standard: S.7.A Strategies

Activity - 09.01.02

Instruction may be differentiated based on student interest, readiness, or learning profile. When differentiating instruction for your students, the primary goal is to

_____.

- ensure each student achieves maximum academic growth through the best possible learning experiences
- ensure the parents of all students know how to facilitate learning opportunities for their children at home
- help make sure all students know how to learn curricular content in the exact same way
- help make sure each student spends the same amount of time on each task

Standard: S.7.A Strategies

Activity - 09.01.03

As a teacher, you may differentiate at least four elements in your classroom, including content, process, products, and learning environment. If you use tiered activities that allow your 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, you are differentiating which element in your classroom?

- content
- process
- products
- learning environment

Standard: S.7.A Strategies

Activity - 09.01.04

If you implement routines and/or create spaces for students to work individually or in small groups, you are differentiating which element in your classroom?

- content
- process
- products
- learning environment

Standard: S.7.A Strategies

Activity - 09.01.05

If you 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, you are differentiating which element in your classroom?

- content
- process
- products
- learning environment

Standard: S.7.A Strategies

Activity - 09.01.06

If you deliver ideas through both auditory and visual formats and/or assign reading materials based on student readability levels, you are differentiating which element in your classroom?

- content
- process
- products
- learning environment

Standard: S.7.A Strategies

Tutorial

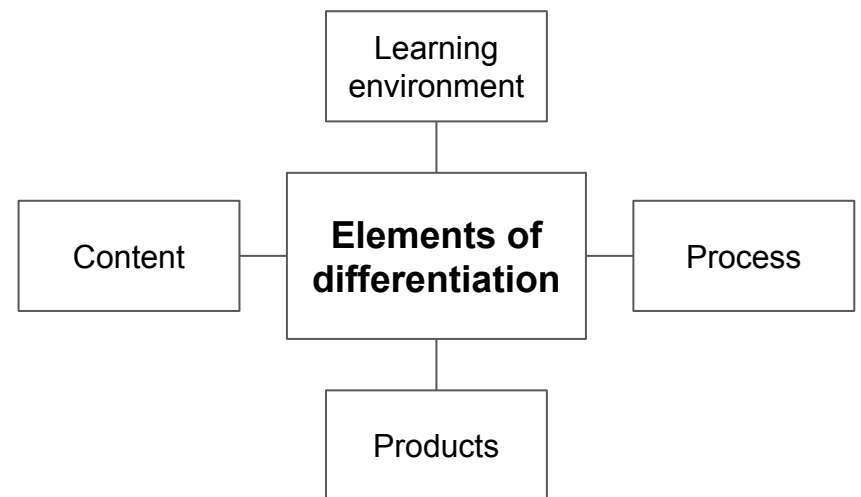
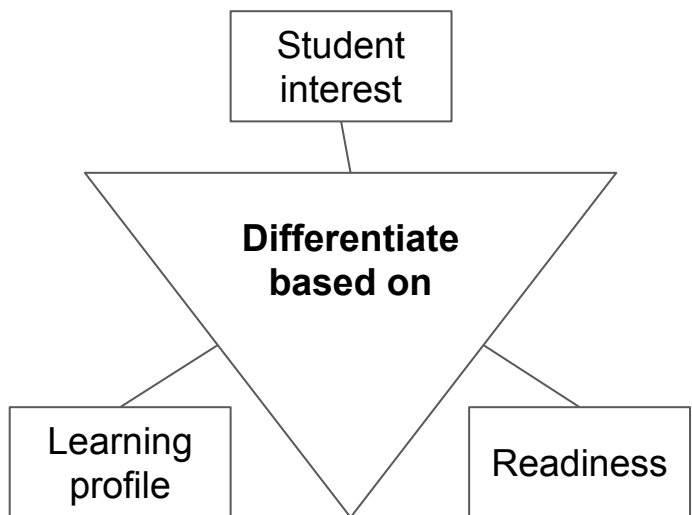
As you know, not all students have the same level of knowledge or skill, learn in the same way, or share the same interests. As a teacher, you can address these and other types of student variances through practices of differentiated instruction.

On a basic level, **differentiated instruction** represents the efforts implemented by teachers to address variance among learners. For example, when a teacher provides targeted support to a single student or small group of students as a means to optimize the learning experience, the teacher is differentiating instruction.

Tutorial

Instruction may be differentiated based on student interest, readiness, or learning profile. When differentiating instruction for your students, the primary goal is to ensure each student achieves maximum academic growth through the best possible learning experiences.

As a teacher, you may differentiate at least four elements in your classroom, including process, learning environment, products, and content.



Tutorial

When **differentiating process**, you adjust how students receive and make meaning out of content. For example, you may use tiered activities that allow your 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.

Student Name	Percentile	Prevention level or tier
Anderson, Allen	63	Tier 1
Branson, Braden	23	Tier 2
Collins, Chad	44	Tier 1
Davidson, Dave	30	Tier 2
Fletcher, Fred	68	Tier 1
Geofries, Gina	30	Tier 2
Humphries, Hallie	71	Tier 1
Johnson, Jeff	30	Tier 2
Krueger, Karen	52	Tier 1
Lund, Lisa	33	Tier 2
Matthews, Martin	16	Tier 3

Tutorial

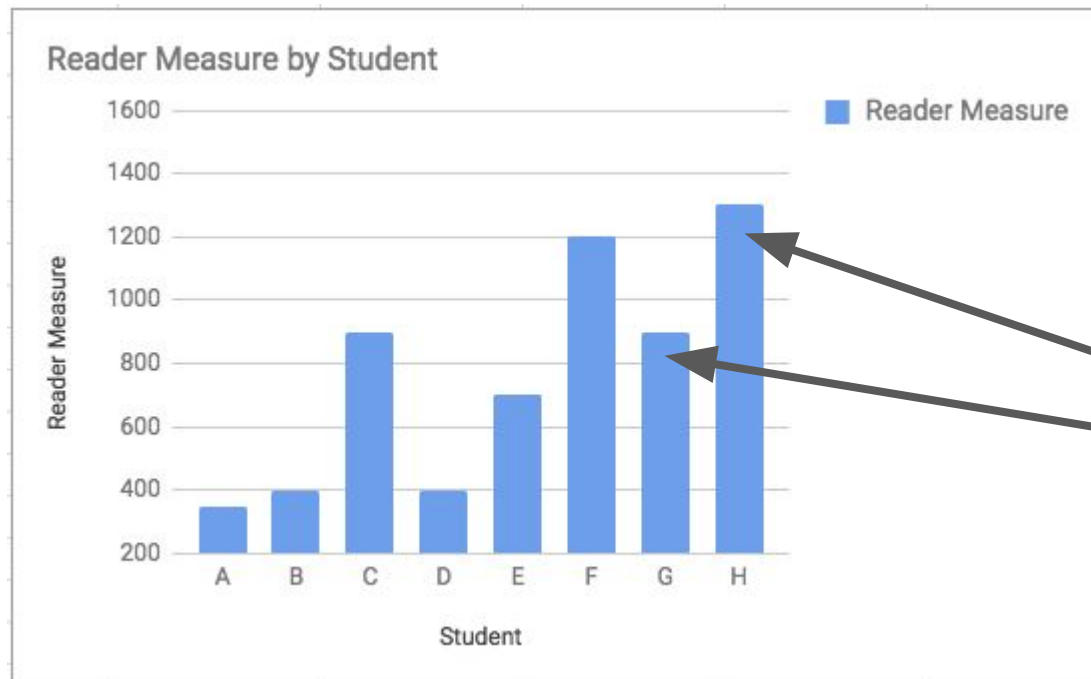
When **differentiating by learning environment**, you make adjustments to the climate of the classroom. For example, you may implement routines and/or create spaces for students to work individually or in small groups.

Tutorial

When **differentiating by products**, you adjust means by which students demonstrate learning. For example, you may 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.

Tutorial

When **differentiating by content**, you adjust the information and ideas students interact with to achieve learning goals. For example, you may deliver ideas through both auditory and visual formats and/or assign reading materials based on student readability levels.



Student
readability
levels

Activity - 09.01.07

As a teacher, you 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, which primarily focus on _____ and _____.

- text difficulty; reader ability
- Student attitude; gender
- Economic status; ethnicity
- Primary language; observations

Standard: K.1.D Types of Measures

Activity - 09.01.08

A Lexile measure for a text or reader is a number followed by a capital “L”. The Lexile scale spans a range from less than _____ for beginning text and readers to more than _____ for advanced text and readers.

- 200L; 1600L
- 2L; 16L
- 0L; 10L
- 50L; 100L

Standard: K.1.E Data Metric

Activity - 09.01.09

The TEXT measure within the Lexile Framework, which represents text difficulty and complexity, is based on _____ and _____.

- vocabulary; sentence length
- font size; page margins
- number of chapters; line spacing
- book or article title; cover size

Standard: K.1.D Types of Measures

Activity - 09.01.10

Your student may receive a Lexile READER measure, which represents reading comprehension ability, based on _____.

- the student's performance on a periodic criterion-referenced or norm-referenced assessment (e.g., NWEA MAP, Star, aimsweb) linked with the Lexile scale
- observations of locations where the student prefers to spend time reading in your classroom
- results of an annual survey asking parents to describe their child's reading ability
- Lexile measures of the student's closest friends

Standard: K.1.D Types of Measures

Activity - 09.01.11

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 _____ of the text.

- 25%
- 50%
- 75%
- 100%

Standard: K.1.E Data Metric

Activity - 09.01.12

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 your student's reader measure is 900L, it would be appropriate for your student to read a book or article with a text measure spanning from _____.

- 800L-950L
- 850L-1000L
- 890L-905L
- 100L-500L

Standard: K.1.E Data Metric

Activity - 09.01.13

Teachers may use Lexile measures to _____.

- 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
- All of the above

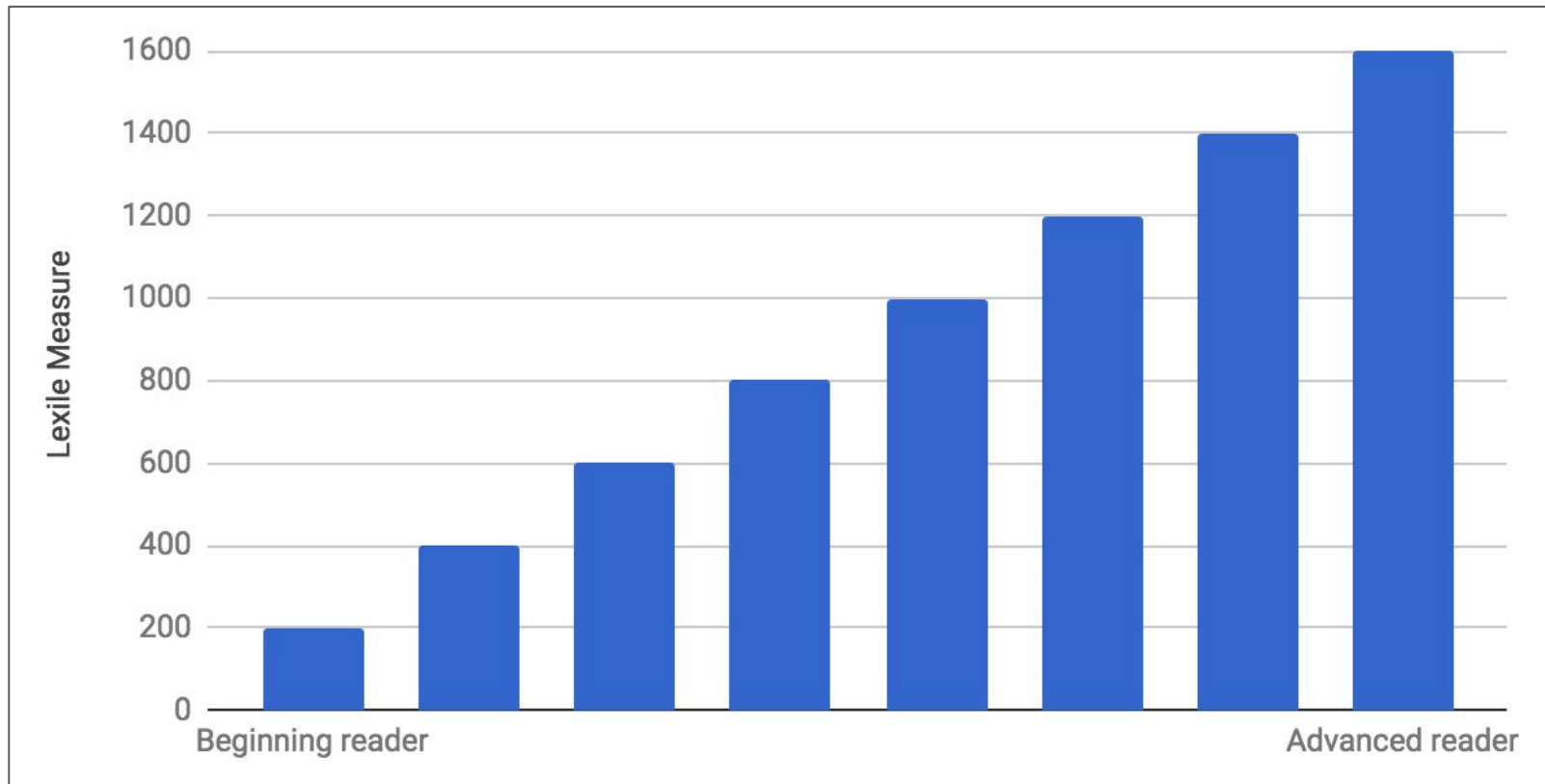
Standard: S.7.A Strategies

Tutorial

We're going to narrow our focus on differentiating instruction by content. As a teacher, you may differentiate content in a variety of ways; one way is by assigning reading materials based on student readability levels. This option for differentiating could be applicable to teachers of any subject area at any grade level. A common method of operationalizing student readability level is through the use of **Lexile measures**, which primarily focus on text difficulty and reader ability.

Tutorial

A Lexile measure for a text or reader is a number followed by a capital “L”. The Lexile scale spans a range from less than 200L for beginning text and readers to more than 1600L for advanced text and readers.



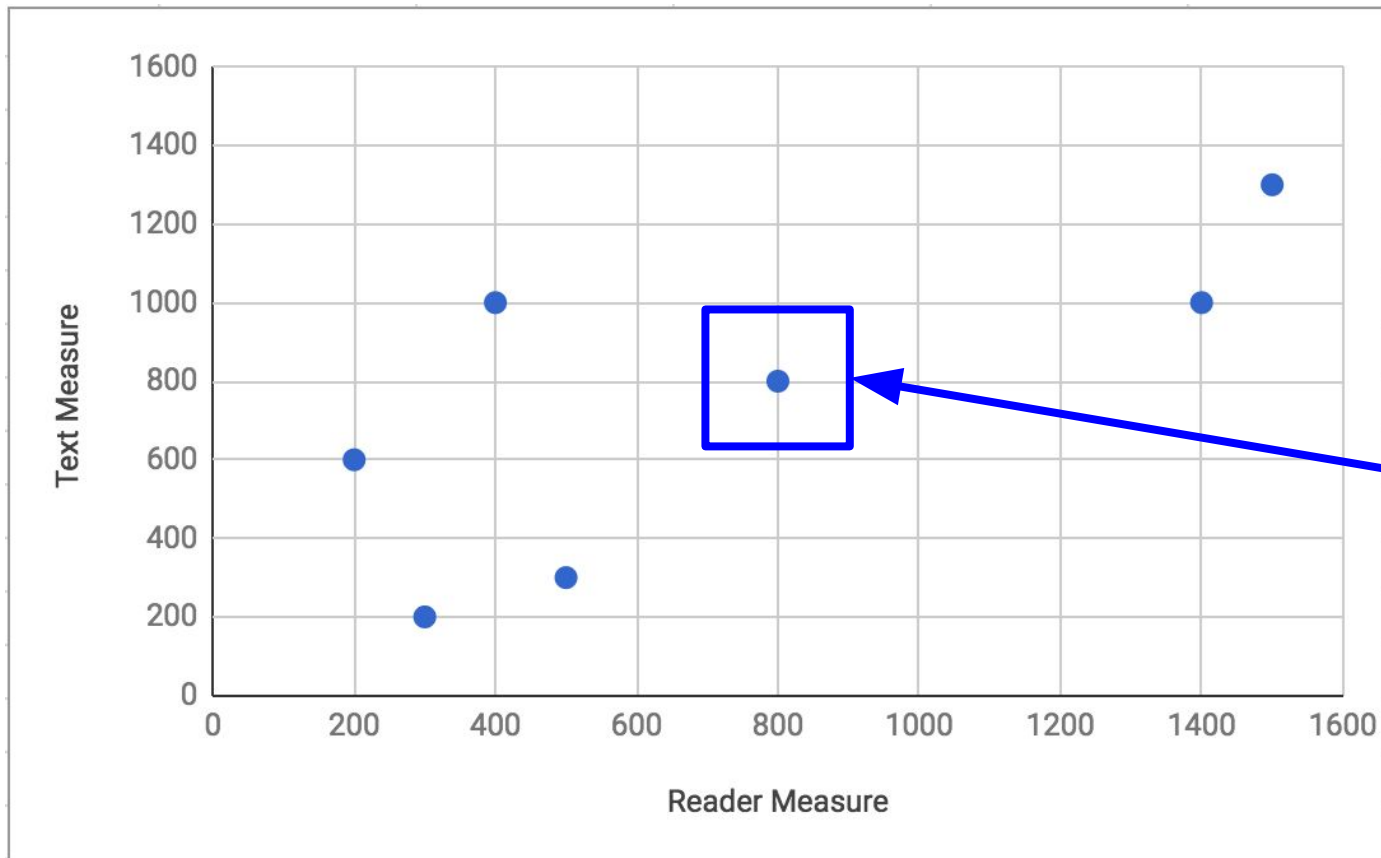
Tutorial

The **TEXT measure** within the Lexile Framework, which represents text difficulty and complexity, is based on vocabulary and sentence length.

Your student may receive a **Lexile READER measure**, which represents reading comprehension ability, based on the student's performance on a periodic criterion-referenced or norm-referenced assessment (e.g., NWEA MAP, Star, aimsweb) linked with the Lexile scale.

Tutorial

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 75% of the text.



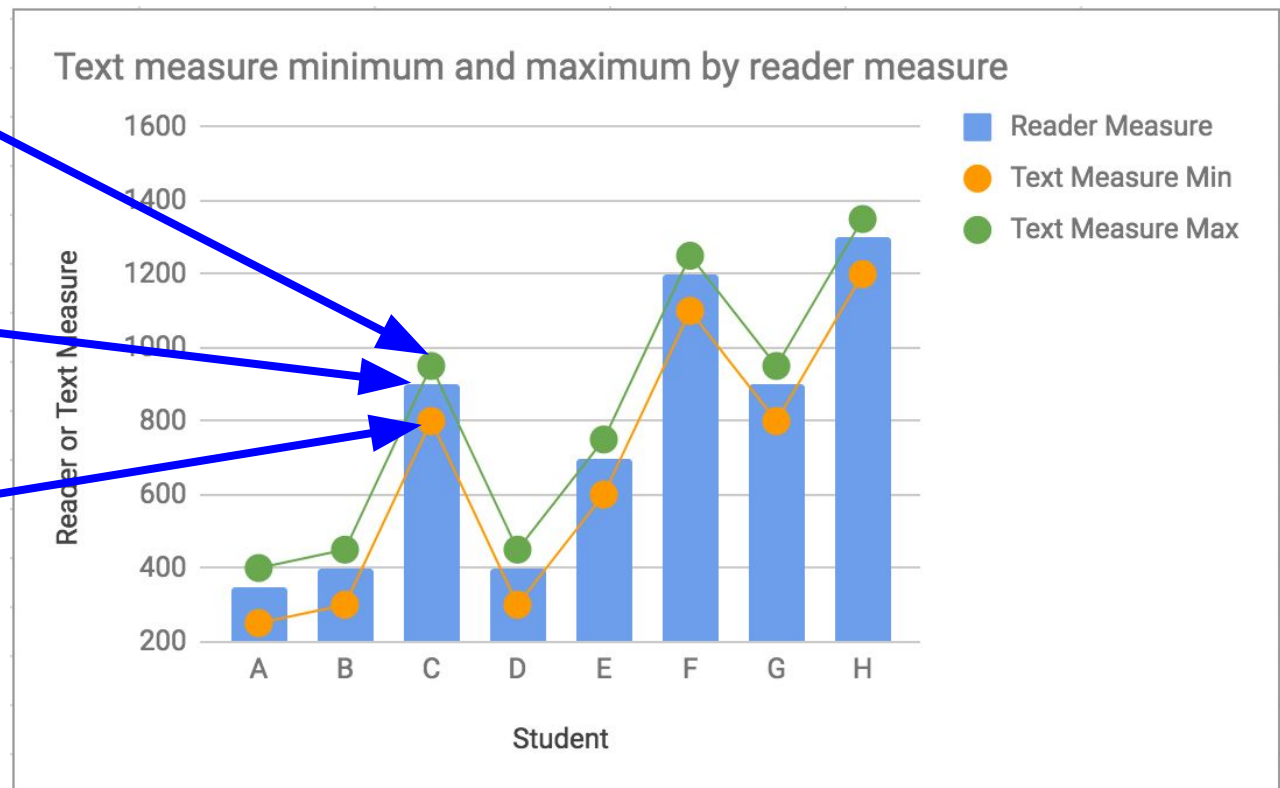
Tutorial

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 your student's reader measure is 900L, it would be appropriate for your student to read a book or article with a text measure spanning from 800L - 950L.

Maximum text measure = 950

Reader measure = 900

Minimum text measure = 800



Tutorial

Teachers may use Lexile measures for a variety of purposes, including

- developing individualized reading lists for students,
- organizing the delivery of reading materials from least to most difficult, and
- selecting articles relevant to a common theme that are appropriately leveled for each student.

Conclusion

Ryan:

Awesome work on filling in the information for your flyer relevant to periodic assessment for differentiated instruction. Here is a finished and polished version for you to keep in your data binder to reference as we get going on using our fall interim benchmark assessment data for differentiating content by Lexile. Our data binders are going to be our best friends this year as we truly start to apply our evidence based decisions to positively impact students. Please remember to *bring your binder with you* to all of our PLC meetings as well as our Data Team meetings. Have a great rest of your day!

Link to periodic assessment for differentiated instruction flyer:

<https://goo.gl/FmfNDJ>

Activity Answers

09.01.01	represents the efforts implemented by teachers to address variance among learners
09.01.02	ensure each student achieves maximum academic growth through the best possible learning experiences
09.01.03	process
09.01.04	learning environment
09.01.05	products
09.01.06	content
09.01.07	(text difficulty; reader ability)
09.01.08	(200L; 1600L)
09.01.09	(vocabulary; sentence length)
09.01.10	the student's performance on a periodic criterion-referenced or norm-referenced assessment (e.g., NWEA MAP, Star, aimsweb) linked with the Lexile scale
09.01.11	75%
09.01.12	800L-950L
09.01.13	All of the above

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of elements that may be differentiated in a teacher's classroom				
This module part increased my knowledge of Lexile measures				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.