

differentiating for . . .

<i>Domain</i>	<i>Distinguished</i>	<i>Developing</i>	<i>Basic</i>
<i>Interest</i>	<ul style="list-style-type: none"> ◆ assesses student interests (e.g., interest inventory) and uses to inform instruction ◆ consistently offers students choices for learning ◆ promotes student interests beyond the classroom ◆ makes connections between content and student interests ◆ connects most content to real-world experiences and situations ◆ consistently plans instruction around student interests ◆ consistently uses flexible grouping based on student interests 	<ul style="list-style-type: none"> ◆ has awareness of student interests ◆ sometimes offers students choices for learning ◆ develops student interests in the content area ◆ sometimes makes connections between content and student interests ◆ connects some content to real-world experiences and situations ◆ sometimes plans instruction around student interests ◆ sometimes uses flexible grouping based on student interests 	<ul style="list-style-type: none"> ◆ lacks awareness of student interests ◆ offers no choice for learning ◆ expects students to be interested in content ◆ makes no connections between content and student interests ◆ makes no connections between content and real world ◆ does not plan instruction around student interests ◆ does not use flexible grouping based on student interests
<i>Readiness</i>	<ul style="list-style-type: none"> ◆ consistently uses pretesting to diagnose student readiness and inform instruction ◆ consistently modifies curriculum for student readiness ◆ consistently uses flexible grouping ◆ uses ongoing assessment data to offer intervention and enrichment/extension as needed 	<ul style="list-style-type: none"> ◆ sometimes uses pretesting to inform instruction ◆ sometimes modifies curriculum for student readiness ◆ sometimes uses flexible grouping ◆ does some intervention and enrichment/extension 	<ul style="list-style-type: none"> ◆ expects all students to have prerequisite skills (does not use pretesting to inform instruction) ◆ teaches to “the middle” (does not modify curriculum for student readiness) ◆ does not use flexible grouping; groups by “ability” ◆ fails significant numbers of students
<i>Strength (Learning Profile)</i>	<ul style="list-style-type: none"> ◆ consistently teaches to multiple learning modalities (visual, auditory, tactile) ◆ consistently integrates students’ multiple intelligences into instruction over time (e.g. intrapersonal, interpersonal, logical/mathematic, verbal/linguistic, visual/spatial, bodily/kinesthetic, musical/rhythmic) ◆ focuses and builds on student strengths 	<ul style="list-style-type: none"> ◆ has awareness of student learning modalities ◆ sometimes considers multiple intelligences when planning instruction ◆ sometimes builds on student strengths 	<ul style="list-style-type: none"> ◆ lacks awareness of student learning modalities ◆ plans instruction without considering students’ multiple intelligences ◆ focuses on student weaknesses