Differentiated Assessment Strategies: One Tool Doesn’t Fit All
With Carolyn Chapman

I. Introduction: Assessment Drives Curriculum

- Assessment is ongoing. It is done before, during, and after the learning.
- Assessment data drives curriculum planning.
- There is a blending of informal and formal assessment tools used in planning.
- One important aspect of assessing learners is finding out what learners know about a topic. By doing a pre-assessment of knowledge, teachers can plan curriculum and design instruction to meet the needs of the total class as well as individuals.
- Pre-assess learning one to two weeks out so that the teacher can use the information in planning.

II. Informal Assessment Tool Samples:

Note: Based on feelings and knowledge base from past experiences.
Tip: Use an informal tool instead of a formal if it provides the information needed to find out what the students know.

A. Motions/Signals
- Thumb it!
- Speedometer
- Fist of Five
- Likert Arm

B. Cards
- Got it!/Not a clue (! ?)
- Yes No (maybe or some) True/False Fact/Opinion
- Face the Facts
- ABCD 2 4 6 8
- Content Cards

C. Squaring Off!

<table>
<thead>
<tr>
<th>Dirt Road</th>
<th>Paved Road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely Ever</td>
<td>I have done this.</td>
</tr>
<tr>
<td>I do not know about this.</td>
<td>I know a little or some.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Highway</th>
<th>Yellow Brick Road</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do this often.</td>
<td>I do this as much as possible.</td>
</tr>
<tr>
<td>I know a lot about this.</td>
<td>I am great at this. I know this.</td>
</tr>
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<table>
<thead>
<tr>
<th>___ Palm Pilot</th>
<th>___ Telescope</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Teddy Bear</td>
<td>___ Spinning Top</td>
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D. Carousel Charts or Paper Pass
1. Post charts around the room with a related topic written on each sheet.
2. Small groups gather at each location to give ideas and views on the chart heading.
3. A signal is given for the group to move to the next chart and respond.
4. Groups continue around the carousel.
5. A recorder fills in the charts with great ideas generated.
6. The last group remains at the chart and prepares a report on the information.

E. Talking Heads: Partner Talk
1. AB AB Look at Me!
2. BA BA (2 sentences each on same topic)
3. A starts and swap to B at signal.

III. Formal Assessment Tools
A. Use Effective Pre-Test/Post-Test
   Tips for success!

B. Find My Talents and Interests: I am an EXPERT!
   - Conduct Surveys and Inventories
     Construct quality inventories and surveys. Teachers know what goal, purpose and information is to be learned. Survey often because interests change as students grow. These tools will teach you so much about the learners in your classroom! Also Educators develop “withitness”.

   - Talk to Me! Anecdotal Records
     Write specific observable comments.
     Omit adjectives, adverbs and other subjective comments.

   - Add a blank page to the test.
     Give a point for each correct answer.

   - Create “Check Stops” or “Bus Stops”.
     Students need to grade some of their own work. They see what is wrong and add correct responses. This gives immediate feedback.

   - Find out “What I Know”!
     Practice Effective Questioning Tips

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Assign ELOs or ELFs. (Evening Learning Opportunities)
Create a problem solver, thinker, inventor, discoverer, and explorer.

Ex. Ready Resource Shelf  Mystery Words or Concepts

Give Exciting Journal Entries
Students need time allotted to writing journal entries of their requests, comments, questions and reflections.

1. Use Graphic Organizers to plot data.
2. Use AHA boxes. Write the AHA and then put the box around it.
3. Draw a picture, cartoon or graphic.
4. Use a Likert scale.

2 3 4 5
Why?

5. Color your day or lesson segment

<table>
<thead>
<tr>
<th>Select a color</th>
<th>Tell why</th>
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</table>

6. Choose a theme song for today. (Song Why?)

IV. Use Portfolio Assessment
In Portfolio Assessments students, teachers and parents monitor progress through collected work samples. A major purpose of portfolio assessment is to engage the learner in the evaluation as needs and strengths are identified. Portfolios generate student pride in work that is seldom manifesting in any other assessment tools. (Stiggins1994)

A Portfolio assessment is designed to
- Empower learners to show what they have learned.
- Show growth of a period of time.
- Determine strengths, weaknesses, improvements, and needs.
- Increase student's responsibility in learning
- Improve self-efficacy, the "I CAN DO feeling!"
- Teach students to be self-reflective.
- Generate feeling of success.
- Provide avenues for self-analysis and self-improvement.
- Guide learners to higher levels of thinking through self-evaluations and peer critiques.
- Generate genuine pride in accomplishments.
- Create a Showcase for Success

V. Celebrate Learning:
A. The Grading Dilemma with adjustable assignments
Use an effective blending.
B. Use Energizing Cheers.

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<tbody>
<tr>
<td>Triple Yes</td>
<td>Awesome</td>
<td>Microwave</td>
<td>Seal of Approval</td>
</tr>
<tr>
<td>Table Rap Clap</td>
<td>Oh! Yes</td>
<td>Yah! Hoo!</td>
<td></td>
</tr>
<tr>
<td>Ketchup bottle Clap</td>
<td>Fish Clap</td>
<td>Excellent Guitar</td>
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C. Wraparounds

Participants form a circle. Each individual takes a turn telling...
A significant AHA from this session.
Something to use from information or activities learned today
Something to remember from today.

VI. Reflections and Celebration

- Be a Cheerleader for yourself!! Share your success stories.
- Show your PASSION!
- Your journey begins. The power is yours!
- Keep in Touch!

Sources:


The Power Is Yours!