"Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to hook the whole range of kids on learning.”

Tomlinson (2005)

Questions Leading to Appropriate Differentiation

- Planning: What do I want students to know, understand, or to be able to do?
- Preassessment: Who already knows and understands the information and/or can do it? Who needs additional support in order to know, understand, and/or demonstrate the skills?
- Differentiation: What can I do for him, her, or them so they can make continuous progress and extend their learning?

Preassessment Strategies

- Established Data
- End-of-the-previous-unit assessment
- End-of-the-unit assessment
- K-W-L (T-W-H)
- Graphic Organizer
- Venn Diagram
- Punnett Square
- Interest Inventory
- Open-ended questions

Grouping

- Administrator decision: readiness, ability, or performance grouped classes; cluster groups based on ability or performance; total school cluster grouping
- Educator decision: Cooperative learning groups; mixed-ability groups; flexible grouping

- Flexible grouping for instructional purposes (students have different learning experiences): interests; learning profile; multiple intelligences; ability, readiness, or level of achievement
- Flexible grouping for noninstructional purposes (students have the same learning experiences): gender, self-selection, random grouping, etc.