

# Thinking & Learning

Conference



**CAROLYN COIL**

Monday 25 May

**Differentiation, RTI and Achievement:  
How They Work Together**

*Session 1*

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**MELBOURNE**

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# CAROLYN COIL

Carolyn (EdD) is an internationally known speaker and consultant who has worked in the field of education and training for over 30 years. She currently teaches courses in gifted education and does workshops for schools on a wide variety of topics. Carolyn has been adjunct professor at several universities and worked all over the world in places like Bermuda, Ecuador and China.



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## Differentiation, RTI and Achievement: How They Work Together

Presented by Carolyn Coil

at the Hawker Brownlow Teaching and Learning Conference

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### Response to Intervention (RTI)

- ❖ RTI began as a special education initiative that emphasizes the need for prevention strategies in the regular classroom.
- ❖ It recommends intervention services and the use of best practices and strategies in the regular classroom before a referral for special education services.
- ❖ It provides a framework for responding to the needs of all students in the regular classroom.
- ❖ Therefore it is for all teachers, not just special education teachers or a small RTI team.

In the RTI approach, schools are likely to have:

- Academic and behavioural screening for all students
- Targeted interventions aimed at addressing individual students' problem areas and needs that were identified during the screening process
- Frequent monitoring of student progress in order to assess how well a specific intervention is working

### Who can benefit?

- ✓ The RTI approach gives students with academic delays or behavioural problems one or more research-based interventions and monitors their progress frequently to see if the interventions are helping each student succeed in school.
- ✓ Gifted students who are advanced beyond their year level, are bored with school and are not motivated
- ✓ Twice-exceptional students who need interventions on many aspects of their academic progress and behavioural challenges.
- ✓ English Language Learners who may need monitoring for language, maths and social and cultural adjustments

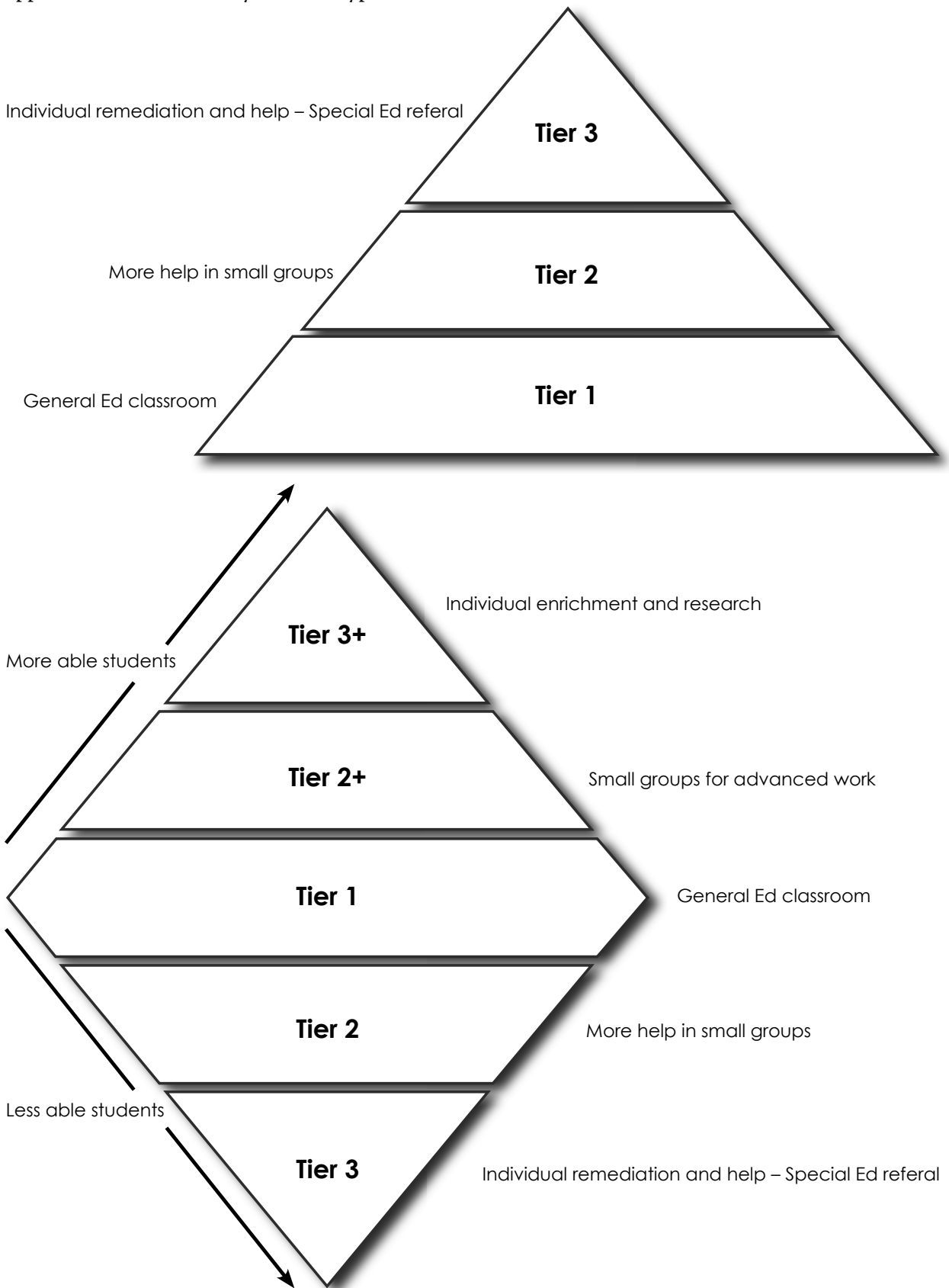
### Pre-assessment

- An essential element of differentiation and RTI
- Necessary in order to meet the diverse needs of each student
- Specifies each student's starting point before instruction begins
- Shows learning differences between students (important for differentiation)
- Indicates when there is a need for targeted interventions (important for RTI)

### Formative Assessment

- Assessment while instruction and/or student work is going on
- Shows student progress toward a learning goal (RTI progress monitoring)
- Alerts teachers to students' misunderstandings and gives evidence of their need to learn something again or in a different way (Differentiation)

We need to move beyond thinking of RTI as a Special Education initiative to thinking about it as an approach to use with many different types of students.



RESOURCE

COIL RTI PROGRESS MONITORING FORM™

1

NEED/CONCERN OR INTERVENTION: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

TARGETED SKILL, KNOWLEDGE OR BEHAVIOUR  
 \_\_\_\_\_

PRE-ASSESSMENT: (RECORD ALL THAT APPLY)

DATE(S) OF PRE-ASSESSMENT: \_\_\_\_\_

TEST SCORE(S): \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

OBSERVATION(S) 2

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PERFORMANCE ASSESSMENT

Below Expectation → Exceeds Expectations				

STRATEGIES OR INTERVENTIONS: (DESCRIBE OR LIST BELOW) 3

Intervention or Strategy	Person Responsible	Timeline

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**RESOURCE**

**FORMATIVE ASSESSMENTS** (MONITORING THE STUDENT'S RESPONSE TO THE INTERVENTION)

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

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**PERFORMANCE ASSESSMENT**



Below Expectation <span style="float: right;">→ Exceeds Expectations</span>				

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

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**PERFORMANCE ASSESSMENT**

Below Expectation <span style="float: right;">→ Exceeds Expectations</span>				

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

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**PERFORMANCE ASSESSMENT**

Below Expectation <span style="float: right;">→ Exceeds Expectations</span>				

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RESOURCE

SUMMARISE THE STUDENT'S RESPONSE TO THE INTERVENTION(S)

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DECISION:

- Successfully mastered the target skill, knowledge or behaviour. Targeted intervention no longer needed.
- Continue these interventions as needed and appropriate.

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- Modify the intervention:

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- Select/implement a new intervention:.

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- Move to the next tier (Tier \_\_\_\_\_ ).

- Refer for other special services:

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## RTI BEHAVIOURAL CHARACTERISTICS CHECKLIST

Directions: Rate the targeted student using the following indicators. You may leave some items blank.

**W = WEAK IN THIS AREA**

**I = IMPROVING IN THIS AREA**

**S = STRONG IN THIS AREA**

NAME OF STUDENT: Melinda

1. Has a high, yet realistic self-concept.
2. Practises self-discipline and self control.
- W 3. Has a positive attitude about school.
4. Attempts to display appropriate behaviour in school.
5. Listens to those in authority over him/her.
6. Communicates problems and concerns to teachers and others in authority.
7. Works to turn failures into successes.
8. Can see that failures are opportunities for learning.
9. Exhibits flexible thinking about his/her behaviour and problems.
10. Takes responsibility for problems and does not put all the blame on others.
11. Recognises his/her contribution to negative situations.
12. Functions well in a group working on a constructive project.
- W 13. Has at least one close friend with whom he/she shares similar (socially acceptable) interests.
- W 14. Has friends who are achievers and have positive attitudes about school.
- W 15. Uses influence over others in a positive way.

Specific behaviours can be identified and targeted by using this checklist. You can also identify patterns of positive or negative behaviours.



# COIL RTI PROGRESS MONITORING FORM™

## NEGATIVE PEER PRESSURE

STUDENT'S NAME: Melinda

TARGETED SKILL, KNOWLEDGE OR BEHAVIOUR

- *Resisting negative peer pressure*
- *Choosing appropriate friends and students with whom to work*

**PRE-ASSESSMENT:** (RECORD ALL THAT APPLY)

DATE(S) OF PRE-ASSESSMENT: \_\_\_\_\_

TEST SCORE(S): 50-70% CHECKLIST INDICATOR(S): Behavioural Characteristics: 3, 13, 14, 15 weaknesses

### OBSERVATION(S)

This student is heavily influenced by her friends, all of whom do poorly in school.

### PERFORMANCE ASSESSMENT

Below Expectation		Exceeds Expectations		
Student only has friends who are not achievers, hate school and do no work at home or at school	Student understands that his friends are not helping him and would like to change	Student works with an achieving partner of the same ability level and is successful in his work	Student has friends in school who are achievers and with whom he studies before tests	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them

### STRATEGIES OR INTERVENTIONS: (DESCRIBE OR LIST BELOW)

Intervention or Strategy	Person Responsible	Timeline
1. <i>Pair student with Big Sister</i>	<i>Big Sister Community Coordinator</i>	<i>3 months</i>
2. <i>Bibliotherapy: Use books and stories about positive friendships</i>	<i>English teacher Guidance counsellor</i>	<i>6 weeks</i>
3. <i>Whole class activity about friendships</i>	<i>Classroom teacher</i>	<i>1-3 days</i>

**FORMATIVE ASSESSMENTS**

(MONITORING THE STUDENT'S RESPONSE TO NEGATIVE PEER PRESSURE INTERVENTIONS)

DATE: After 2 weeks

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

Two meetings with her Big Sister have been very positive. Melinda's attitude towards school is more positive. Melinda smiles and laughs more than before.

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student only has friends who are not achievers, hate school and do no work at home or at school	Student understands that his friends are not helping him and would like to change	Student works with an achieving partner of the same ability level and is successful in his work	Student has friends in school who are achievers and with whom he studies before tests	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them

DATE: After 1 month

TEST SCORE: 80-85% CHECKLIST INDICATOR(S): Behavioural Characteristic  
 (Range of scores on classroom tests) 15 now a strength

**OBSERVATION(S)**

This student has made friends with three other girls who are achievers. They study in class together on a regular basis. Friendship started after whole class discussion about friends and study partners.

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student only has friends who are not achievers, hate school and do no work at home or at school	Student understands that his friends are not helping him and would like to change	Student works with an achieving partner of the same ability level and is successful in his work	Student has friends in school who are achievers and with whom he studies before tests	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them

DATE: After 6 weeks

TEST SCORE: 80-85% CHECKLIST INDICATOR(S): Behavioural Characteristics  
 (Range of scores on classroom tests) 8 & 15 are now strengths

**OBSERVATION(S)**

Guidance counsellor reports that the bibliotherapy sessions have resulted in this student sharing some of her problems about friendships and family life. Others in the group have been supportive. Student speaks highly of her Big Sister.

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student only has friends who are not achievers, hate school and do no work at home or at school	Student understands that his friends are not helping him and would like to change	Student works with an achieving partner of the same ability level and is successful in his work	Student has friends in school who are achievers and with whom he studies before tests	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them

### SUMMARISE THE STUDENT'S RESPONSE TO NEGATIVE PEER PRESSURE INTERVENTIONS

1. *Test scores have improved significantly (from 50-70% to 80-85%).*
2. *Big Sister has been a positive influence. Marks, projects and test scores are at mastery or above since Big Sister began working with her.*
3. *Study groups with achieving peers have helped this student study more effectively.*

### DECISION:

- Continue these interventions as needed and appropriate.  
*Continue relationship with Big Sister, continue study groups with achieving peers.*

- Modify the intervention:
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- 

- Select/implement a new intervention:
- 
- 

- Move to the next tier (Tier \_\_\_\_\_).
- 
- 

- Refer for other special services:
- 
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## TIERED LESSON PLAN: UNIT PLANNING FORM

### COMPOUND WORDS

#### OBJECTIVES OR STANDARDS:

1. Students will recognise the structure of compound words.
2. Students will understand how and when compound words are used.
3. Students will create and use compound words.

WHOLE CLASS ACTIVITIES	ASSESSMENT
1. Demonstrate how compound words are created by using puzzle pieces with simple words to make compound words.	<input type="checkbox"/> All look and listen to teacher's demonstration.
2. Listen to and sing the "Grammar Rock" song on compound words.	<input type="checkbox"/> All students singing and participating.

LEVEL 1 ACTIVITIES	ASSESSMENT
1. Have these students make their own compound words from the puzzle pieces and write them on a sheet of paper	<input type="checkbox"/> All words created are compound words.
2. Write 10 sentences using these compound words.	<input type="checkbox"/> Correct spelling of words. <input type="checkbox"/> All words used. <input type="checkbox"/> Has 10 sentences.

LEVEL 2 ACTIVITIES	ASSESSMENT
1. Generate a list of 10 new compound words. Highlight each part of the compound word with a different colour.	<input type="checkbox"/> Has 10 compound words. <input type="checkbox"/> Parts are indicated correctly.
2. Write two paragraphs using all 10 compound words.	<input type="checkbox"/> Paragraphs are in correct form with main idea. <input type="checkbox"/> All 10 words used.

LEVEL 3 ACTIVITIES	ASSESSMENT
1. Make a dictionary with 10 original compound words. Define and illustrate each.	<input type="checkbox"/> Has 10 original words and definitions. <input type="checkbox"/> Words are illustrated. <input type="checkbox"/> In alphabetical order.
2. Write a short story using these 10 words.	<input type="checkbox"/> Story uses all 10 words. <input type="checkbox"/> Has a plot with a beginning, middle and end.

WHOLE CLASS CULMINATING ACTIVITIES	ASSESSMENT
1. Share products from Levels 1, 2 and 3.	<input type="checkbox"/> Group participation.
2. "Walking Words" activity where each student holds a word and finds a partner to make a compound word.	

From *Activities and Assessments for the Differentiated Classroom* by Carolyn Coil. Melbourne, Vic: Hawker Brownlow Education.

# COIL RTI PROGRESS MONITORING FORM™

## TIERED LESSONS – LESSON I

STUDENT'S NAME: Noah

TARGETED SKILL, KNOWLEDGE OR BEHAVIOUR  
*Any academic skill or standard that must be mastered: Compound Words*

**PRE-ASSESSMENT:** (RECORD ALL THAT APPLY)

DATE(S) OF PRE-ASSESSMENT: \_\_\_\_\_

TEST SCORE(S): 20% CHECKLIST INDICATOR(S): \_\_\_\_\_

*Identification of compound words*

**OBSERVATION(S)**

*In informal discussions, this student demonstrates little knowledge of compound words and how they are formed.*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student is lost during whole class instruction and doesn't know how to begin, work on or complete the assignment.	Student begins the work and shows some understanding of the topic when taught in a smaller group using a Tiered Lesson Plan format.	Student understands most of the topic and can do some of the work when taught in a smaller group using a Tiered Lesson Plan format.	Student understands most of the topic and completes the work when taught in a smaller group using a Tiered Lesson Plan format.	Student understands and masters the topic or skill and accurately completes the work when taught in a smaller group using a Tiered Lesson Plan format.

**STRATEGIES OR INTERVENTIONS: (DESCRIBE OR LIST BELOW)**

*Use the Compound Words Tiered Lesson Plan - Level 1*

- *Whole group activities*
- *List of compound words using puzzle pieces*
- *Sentences with compound words*
- *Walking words*

**FORMATIVE ASSESSMENTS**

(MONITORING THE STUDENT'S RESPONSE TO TIERED LESSONS)

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

*Student participated with interest during the puzzle pieces activity.*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student is lost during whole class instruction and doesn't know how to begin, work on or complete the assignment.	Student begins the work and shows some understanding of the topic when taught in a smaller group using a Tiered Lesson Plan format.	<b>Student understands most of the topic and can do some of the work when taught in a smaller group using a Tiered Lesson Plan format.</b>	Student understands most of the topic and completes the work when taught in a smaller group using a Tiered Lesson Plan format.	Student understands and masters the topic or skill and accurately completes the work when taught in a smaller group using a Tiered Lesson Plan format.

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): Completed list of 10 words

**OBSERVATION(S)**

*Understands the structure of compound words*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student is lost during whole class instruction and doesn't know how to begin, work on or complete the assignment.	Student begins the work and shows some understanding of the topic when taught in a smaller group using a Tiered Lesson Plan format.	Student understands most of the topic and can do some of the work when taught in a smaller group using a Tiered Lesson Plan format.	<b>Student understands most of the topic and completes the work when taught in a smaller group using a Tiered Lesson Plan format.</b>	Student understands and masters the topic or skill and accurately completes the work when taught in a smaller group using a Tiered Lesson Plan format.

DATE: \_\_\_\_\_

TEST SCORE: 70% CHECKLIST INDICATOR(S): Found partner in walking words

*Identification of compound words*

**OBSERVATION(S)**

*Worked on sentences using the list of 10 words.*

*Struggles with sentence structure.*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student is lost during whole class instruction and doesn't know how to begin, work on or complete the assignment.	<b>Student begins the work and shows some understanding of the topic when taught in a smaller group using a Tiered Lesson Plan format.</b>	Student understands most of the topic and can do some of the work when taught in a smaller group using a Tiered Lesson Plan format.	Student understands most of the topic and completes the work when taught in a smaller group using a Tiered Lesson Plan format.	Student understands and masters the topic or skill and accurately completes the work when taught in a smaller group using a Tiered Lesson Plan format.

**SUMMARISE THE STUDENT'S RESPONSE TO TIERED LESSONS AND UNITS**

1. *Test score increased from 20% to 70% on identification of compound words.*
2. *Student was able to complete activities focusing on the structure of compound words.*
3. *Needs more instruction on sentence structure.*

**DECISION:**

- Continue tiered lessons as needed and appropriate.
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- Modify the intervention:  
*Use tiered lessons for sentence structure.*

- Select/implement a new intervention:
- 
- 

- Move to the next tier (Tier \_\_\_\_\_).
- 
- 

- Refer for other special services:
- 
-



# COIL RTI PROGRESS MONITORING FORM™

TIERED LESSONS — LEVEL 3

STUDENT'S NAME: Logan

TARGETED SKILL, KNOWLEDGE OR BEHAVIOUR

Any academic skill or standard that must be mastered: Compound Words

**PRE-ASSESSMENT:** (RECORD ALL THAT APPLY)

DATE(S) OF PRE-ASSESSMENT: \_\_\_\_\_

TEST SCORE(S): 90% CHECKLIST INDICATOR(S): \_\_\_\_\_

Identification of compound words

**OBSERVATION(S)**

Student understands structure of compound words and knows how to use them.

He is an excellent reader and writer.

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student understands most of the topic or skill as indicated by pre-test, checklist or observation.	Student understands almost all of the topic or skill as indicated by pre-test, checklist or observation.	Student has mastered the topic or skill as indicated by a pre-test, checklist or observation. Needs to be challenged beyond this skill.	Student extends his/her knowledge or skill by working in Level 3 of the Tiered Lesson Plan format.	Student demonstrates higher level thinking, makes connections with other areas of learning, and uses advanced resources in his/her work.

**STRATEGIES OR INTERVENTIONS: (DESCRIBE OR LIST BELOW)**

Use the Compound Words Tiered Lesson Plan — Level 3

- Whole group activities: Puzzle Pieces
- Dictionary of compound words
- Short story using imaginary compound words
- Walking words activity

**FORMATIVE ASSESSMENTS** (MONITORING THE STUDENT'S RESPONSE TO TIERED LESSONS)

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

*Student participated in and enjoyed the whole group Puzzle Piece activity*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student understands most of the topic or skill as indicated by pre-test, checklist or observation.	Student understands almost all of the topic or skill as indicated by pre-test, checklist or observation.	Student has mastered the topic or skill as indicated by a pre-test, checklist or observation. Needs to be challenged beyond this skill.	Student extends his/her knowledge or skill by working in Level 3 of the Tiered Lesson Plan format.	Student demonstrates higher level thinking, makes connections with other areas of learning, and uses advanced resources in his/her work.

DATE: \_\_\_\_\_

TEST SCORE: \_\_\_\_\_ CHECKLIST INDICATOR(S): \_\_\_\_\_

**OBSERVATION(S)**

*Was challenged when developing the dictionary. Difficulty in creative thinking.*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student understands most of the topic or skill as indicated by pre-test, checklist or observation.	Student understands almost all of the topic or skill as indicated by pre-test, checklist or observation.	Student has mastered the topic or skill as indicated by a pre-test, checklist or observation. Needs to be challenged beyond this skill.	Student extends his/her knowledge or skill by working in Level 3 of the Tiered Lesson Plan format.	Student demonstrates higher level thinking, makes connections with other areas of learning, and uses advanced resources in his/her work.

DATE: \_\_\_\_\_

TEST SCORE: 100% CHECKLIST INDICATOR(S): \_\_\_\_\_

*Identification of compound words*

**OBSERVATION(S)**

*Challenged throughout tiered unit.*

*Higher-level thinking demonstrated in short story.*

**PERFORMANCE ASSESSMENT**

Below Expectation		Exceeds Expectations		
Student understands most of the topic or skill as indicated by pre-test, checklist or observation.	Student understands almost all of the topic or skill as indicated by pre-test, checklist or observation.	Student has mastered the topic or skill as indicated by a pre-test, checklist or observation. Needs to be challenged beyond this skill.	Student extends his/her knowledge or skill by working in Level 3 of the Tiered Lesson Plan format.	Student demonstrates higher level thinking, makes connections with other areas of learning, and uses advanced resources in his/her work.

**SUMMARISE THE STUDENT'S RESPONSE TO TIERED LESSONS AND UNITS**

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*1. Demonstrated mastery of structure of compound words. (90% - 100%)*

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*2. Level 3 activities challenged this student.*

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*3. Extended learning in creativity, word usage and storytelling.*

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**DECISION:**

- Successfully mastered the targeted skill, knowledge or behaviour.
- Continue tiered lessons as needed and appropriate.

*Continue to challenge this student with Level 3 tiered activities.*

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- Modify the intervention:

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- Select/implement a new intervention:

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- Move to the next tier (Tier \_\_\_\_\_).

- Refer for other special services:

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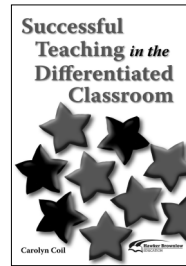




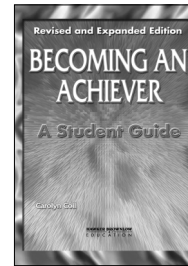


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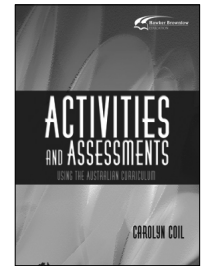
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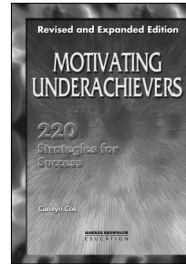
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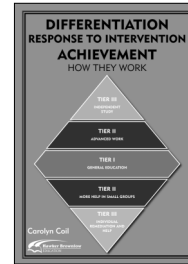
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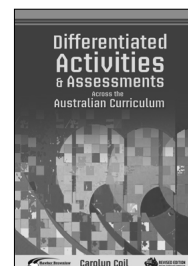
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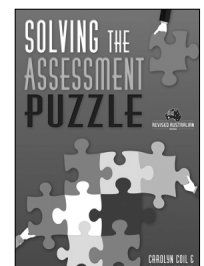
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POL3851



POL3868



POL3875

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