

Differentiated Activities & Assessments Across the Australian Curriculum

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REVISED EDITION
FOR THE AUSTRALIAN CURRICULUM

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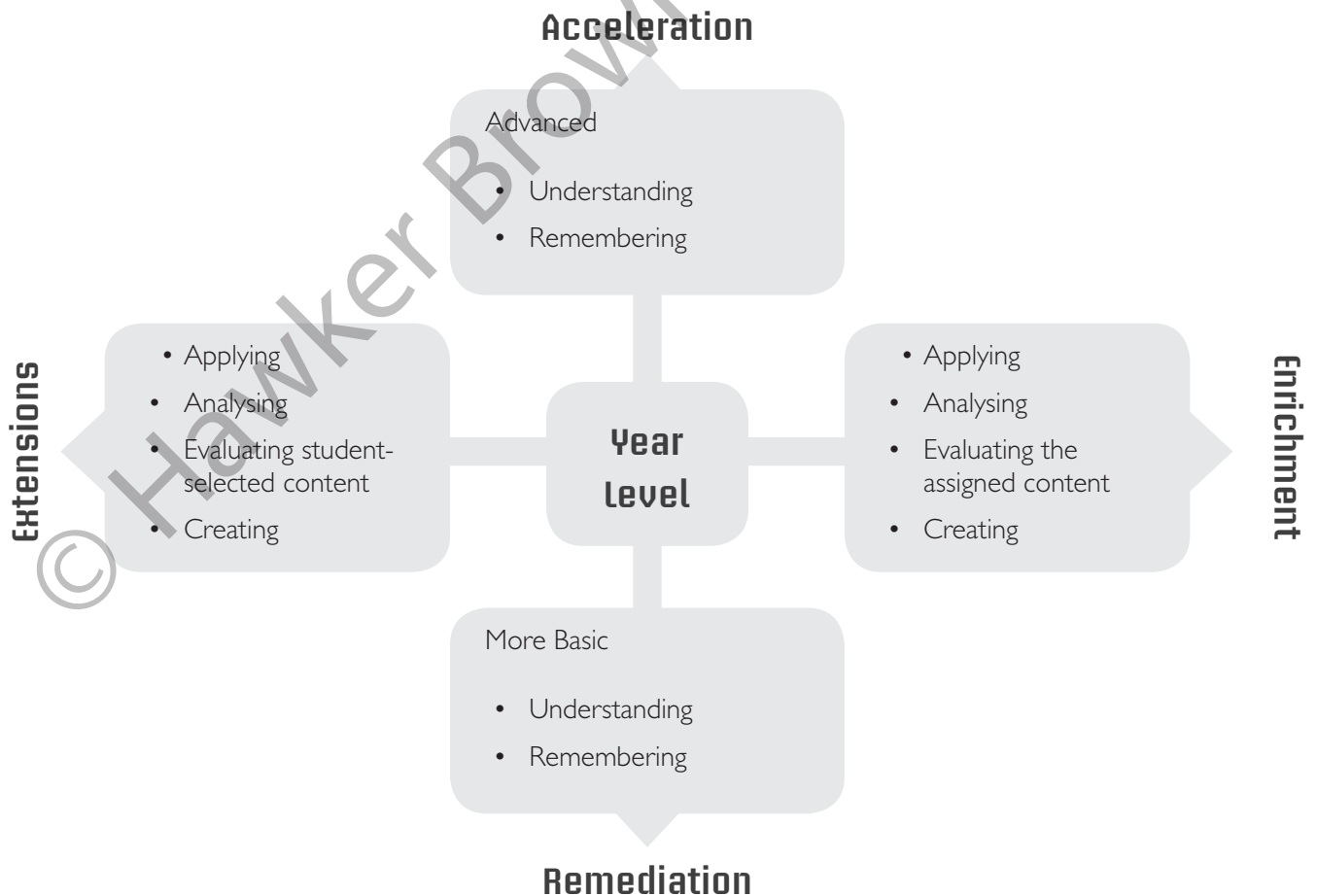
Comparing Types of Assessment

Standardised Assessment	Differentiated Assessment
<ul style="list-style-type: none"> • Based on everyone meeting the year-level standard • Compares one student to a group of students at the same age or year level • Testing and traditional school reports • Mostly summative assessment 	<ul style="list-style-type: none"> • Based on each student making individual progress • Compares one student to themselves over time • Differentiated projects, rubrics and non-traditional school reports • Mostly pre-assessment and formative assessment

Differentiation transforms students from caterpillars . . . into butterflies

The assessments in this book are differentiated assessments. Using differentiated assessments leads to greater success and achievement on high-stakes standardised tests.

Coil Horizontal and Vertical Differentiation Model™



CURRICULUM COMPACTOR ASSESSMENT

Alternate Activities Multiplication, Division and Fractions

Alternate Activities should be more challenging than those done by students who are learning the skills or material. You may incorporate marks into this assessment or use it as feedback to the student without marks. Remember, students working on Alternate Activities in a Compactor have already demonstrated mastery of the skills. Their final mark should reflect that mastery plus the work done on the Alternate Activities.

1. Cricket batting averages

- Figures batting average of at least 10 players
- Batting averages for each are to the thousandth place
- Has a list of players from best to worst batting average
- Accurate computation

Comments:

2. Oral presentation with visuals

- Meets Oral Presentation criteria
- The process of how to multiply and divide fractions is clearly explained
- Uses multiple visuals (digital or drawn) to help explain concepts
- Provides several examples that show how to multiply and divide fractions

Comments:

3. Plan for road trip

- Meets Chart criteria
- Plan is for two weeks
- Shows plans to visit two or more states
- Vehicle selection noted
- Amounts of petrol and cost calculated correctly
- Chart indicates starting point, stopping points, kilometres travelled and cost of petrol

Comments:

Assessment of Student Choice Activities – Volcanoes	
<p style="text-align: center;">Visual</p> <p>1. Diagram</p> <p><input type="checkbox"/> Meets Diagram criteria</p> <p><input type="checkbox"/> Shows at least six parts of a volcano</p> <p><input type="checkbox"/> Includes information about how volcanoes erupt</p> <p><input type="checkbox"/> Volcano parts are labelled</p> <p>Possible points = _____</p> <p>2. Map locations</p> <p><input type="checkbox"/> Uses a world map</p> <p><input type="checkbox"/> Shows locations of 10 volcanoes on the map</p> <p><input type="checkbox"/> Name of each volcano and date of last eruption are on labels</p> <p>Possible points = _____</p>	<p style="text-align: center;">Verbal</p> <p>3. Poem</p> <p><input type="checkbox"/> Meets Poem criteria</p> <p><input type="checkbox"/> Poem responds to a character or incident in the story</p> <p><input type="checkbox"/> Uses descriptive words</p> <p>Possible points = _____</p> <p>4. Folk tale</p> <p><input type="checkbox"/> Has a beginning, middle and end</p> <p><input type="checkbox"/> Correct spelling, grammar, and punctuation</p> <p><input type="checkbox"/> Tells a story that involves a volcano</p> <p><input type="checkbox"/> Folktale explains in an imaginative way why the volcano erupted</p> <p>Possible points = _____</p>
<p style="text-align: center;">Kinaesthetic</p> <p>5. Information cube</p> <p><input type="checkbox"/> Meets Information Cube criteria</p> <p><input type="checkbox"/> Cube either has information about six different volcanoes or six sets of information about one volcano</p> <p>Possible points = _____</p> <p>6. Diorama</p> <p><input type="checkbox"/> Meets Diorama criteria</p> <p><input type="checkbox"/> Diorama has two sides or sections</p> <p><input type="checkbox"/> One side shows location before eruption</p> <p><input type="checkbox"/> Other side shows same location after eruption</p> <p><input type="checkbox"/> Index card has location, volcano's name and basic facts</p> <p>Possible points = _____</p>	<p style="text-align: center;">Technological</p> <p>7. List of new things learnt</p> <p><input type="checkbox"/> The correct website was visited to find information</p> <p><input type="checkbox"/> Includes a list with 10 new things learnt</p> <p><input type="checkbox"/> Website addresses are provided for each item on the list</p> <p>Possible points = _____</p> <p>8. Internet search</p> <p><input type="checkbox"/> Search includes at least five different websites</p> <p><input type="checkbox"/> Has titles of three different fiction books about volcanoes</p> <p><input type="checkbox"/> Has a sentence about each book</p> <p><input type="checkbox"/> Writes why one book was chosen</p> <p><input type="checkbox"/> Correct spelling, grammar and punctuation used</p> <p>Possible points = _____</p>

Questivities

How to Use Questivities™

Questivities™ got their name by combining the word *Questioning* and the word *Activities*. The idea for Questivities was developed when my colleagues and I noticed that project activities that had the potential to engage students in higher levels of thinking and rigorous learning were often done with little thought on the part of the student. Additionally, we noticed that students often spent more time making an attractive product than they did in thinking about what they were learning through doing the activity.

It's important to emphasise higher levels of thinking when students complete both short and more sustained research projects to demonstrate their understanding of the topics they are studying.

The Questivities format consists of a standards-based Project Activity along with a series of Thinking Questions that stimulate creative and critical thinking and give practice in research skills. The questions should be completed before students begin working on the project.

Questivities consist of the following elements:

- Relevant learning areas and strands of the Australian curriculum with sample content description(s)
- Project activity which provides the focus for the Questivities
- Project questions (essential questions answered through the Project Activity)
- The Questivities Thinking Questions
- Active Question
- Assessment mini-rubric for the Project Activity

Students who use Questivities before doing the Project Activity create projects that reflect higher levels of thinking, more creativity and more evidence of research. Questivities take students beyond just working on a project to thinking about the project ideas in more depth and greater detail.

Questivities can be used in many ways. They can be done individually, in partners or in a group setting. They can be a requirement used in conjunction with a project in a differentiated unit of study. They can be used to enhance and extend individual work and research. They can be one of several extension activities in a learning centre. Questivities also make excellent Alternate Activities for students who compact out of the regular curriculum.

Questivities are assessed using mini-rubrics or other performance assessment criteria. Teachers can write Questivities for a unit of study, or teach their students how to write and develop them for their own research projects.

Student Choice Activities – Australian Heroes

The Australian Curriculum: English – Literacy: Texts in context	
Sample content descriptions (Year 4)	<ul style="list-style-type: none"> Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
The Australian Curriculum: History – Historical Skills: Chronology, terms and concepts	
Sample content descriptions (Year 3)	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS065)
Required	All students must complete Activity 5 first. They may then choose any two other activities.

<p>1. Write an acrostic poem using the first and last name of one of the people you have studied. The poem should give information about this person and what they did to be a hero.</p> <p><i>Extension: Find a poem about a hero we have studied and read it to the class.</i></p>	<p>2. Make a timeline representing events in the lives of 10 different Australian sporting heroes throughout history. Include dates from the 1700s to the present.</p>	<p>3. Design a business card for five of the heroes studied. List their achievements and characteristics that helped them become successful. On the other side, do a drawing showing one of their achievements.</p> <p><i>Extension: Collect five business cards from local heroes and list why you selected each.</i></p>
<p>4. Create a collage consisting of five words or phrases and five pictures representing one of the heroes studied. The words and pictures should symbolise their accomplishments and the time period and culture they were from.</p> <p><i>Extension: Include two facts from each hero's life.</i></p>	<p>5. Required Activity Read independently through a variety of internet and print sources about at least five Australian heroes. Take notes as you read, then discuss with a partner what you have learnt. Contribute your ideas to a class discussion about Australian heroes.</p>	<p>6. Create an ABC Book on an historical figure featuring their culture, the period of time they lived in and the struggles they faced while achieving their goals.</p>
<p>7. Find a song from the time period that the hero you have studied was at their peak. Write a short essay about how the song captured the feelings, emotions and determination of the struggles they faced.</p> <p><i>Extension: Find a recording of the song and play it for the class</i></p>	<p>8. Create a life-sized drawing on posters paper of an Australian hero. On the drawing, list the five most important facts about their accomplishments. The drawing should represent clothing from the period of time your chosen hero existed.</p> <p><i>Extension: Present your drawing to the class and explain what make this person a hero.</i></p>	<p>9. Make a poster honouring one of the heroes studied. The poster should show basic facts about this person, important events in their life, memorable quotes and accomplishments.</p> <p><i>Extension: Cite quotes about your hero from at least five other people. Include these in your poster.</i></p>

A Step-By-Step Approach for Writing Tiered Lessons or Units

Writing tiered lessons and units so that the levelled activities parallel one another can be a challenging task. This step-by-step process works well. In the following pages is a sequential Initial Planning Form to help you as you plan.

1. Write the topic for your unit or lesson it on the form.
2. Establish which content descriptions need to be covered by the end of this lesson or unit. Write them on the form.
3. Think about activities you have done with students in the past to reach these learning outcomes. Brainstorm with other teachers and use your resources to gather other ideas. Use the Initial Planning Form to make a list of activities. Write each activity on the first line for each item on the form.
4. Some of the activities on your list will most likely be easier than others. Label the level or tier you think each activity might be.
5. Decide which activities are appropriate learning activities for all students. These will become activities for the whole class. Label these 'WC'.
6. Think about ways to expand or extend the easier activities so they will be challenging for higher-ability students and ways to simplify the more difficult activities so that your struggling students can complete them successfully. Label these accordingly on the Initial Planning Form.
7. Make certain that activities at all levels are engaging and interesting. Nothing discourages achievement faster than students thinking that the other group is the one with the fun, interesting or enjoyable activity while the learning activity they have been assigned is not.
8. Write your unit or lesson plan using the Tiered Lesson Plan format.
9. Check to see that the activities at one level are parallel to those done at another level. For example, are all students creating a visual, or are all students doing research? Tiered lessons are easiest to implement when activities at all levels are similar to one another.
10. Plan daily lessons based on your tiered lesson or unit plan.
11. As you would with any lesson or unit, gather supplies and resources needed to do the activities.

On the next page is a sample Initial Planning Form used to create a tiered lesson.

<p style="text-align: center;">Level 1 Activities</p> <ol style="list-style-type: none"> 1. Work in small groups to solve whole-number division problems and to report the answers as mixed numbers. 2. Begin with two-digit numbers divided by one-digit numbers and proceed to three-digit numbers divided by one-digit numbers. You can use the card method (ten index cards each with one number from 0–9 on it) to generate the division problems as described in the Level 2 activities. 3. Assess frequently. When two students are ready, move them as partners to Level 2 activities. <p>NOTES</p>	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active participation <input type="checkbox"/> Students correctly follow the steps for the division method. <input type="checkbox"/> Accurate quotients with remainders rewritten as fractions and answers written as mixed numbers
<p style="text-align: center;">Level 2 Activities</p> <ol style="list-style-type: none"> 1. Students work with partners and use the card method to generate division problems. 2. Students turn over three cards in a row (dividend) and a fourth card (divisor). Partners write the problems and answer before they proceed to the next problem. If they disagree, partners take turns explaining their work to each other and attempt to find the correct solution. Do 10 problems. <p>NOTES</p>	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worksheet from card method with accurate quotients and remainders rewritten as fractions and answers written as mixed numbers. <input type="checkbox"/> Work on draft paper is consistent with and supports the reported answers.