

Walkthrough Checklist of Differentiation for Advancing Learning

| CONTENT | PROCESS | PRODUCT |
|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Content is linked to broad issues, themes, or problems <input type="checkbox"/> Content reinforces interdisciplinary study <input type="checkbox"/> Content is linked to fields of study or discipline <input type="checkbox"/> Students are provided choices in topics within an area of study <input type="checkbox"/> Students have the opportunity to pursue independent or self-directed studies <input type="checkbox"/> The content has direct relevant links to students' experiences and lives <input type="checkbox"/> The curriculum is grounded in conceptual, procedural, and factual knowledge <input type="checkbox"/> The teacher knows and focuses student attention on conceptual, procedural, and factual knowledge <input type="checkbox"/> The curriculum is directly linked to state or national standards <input type="checkbox"/> Formative assessment is utilized to guide students toward success <input type="checkbox"/> Summative assessment is used to inform achievement | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher knows and uses advanced levels of Bloom's Taxonomy <input type="checkbox"/> Students are offered in-depth learning opportunities <input type="checkbox"/> Students are guided toward higher levels of thought through open-ended questions <input type="checkbox"/> Students problem find and solve issues that are relevant and worth solving <input type="checkbox"/> Students know and employ research skills <input type="checkbox"/> Students know and employ creative thinking skills <input type="checkbox"/> Students know and employ critical reasoning tools <input type="checkbox"/> Students make connections between self and the curriculum <input type="checkbox"/> The classroom environment is welcoming and accepting of all students <input type="checkbox"/> Flexible instructional grouping practices are used <input type="checkbox"/> Multiple instructional strategies are used to engage students in understanding <input type="checkbox"/> A variety of resources are available to and used by students <input type="checkbox"/> Teacher acts as guide in learning and discovery | <ul style="list-style-type: none"> <input type="checkbox"/> Students are encouraged to create new products and ideas <input type="checkbox"/> Students create products that incorporate techniques, materials, and forms taught throughout the unit of study <input type="checkbox"/> Students are allowed choices to work on projects collaboratively or independently, depending on the requirements of the project <input type="checkbox"/> Assignments are tiered by the readiness, interest, or learning preference of the students <input type="checkbox"/> Students are given choices in how to represent knowledge acquisition <input type="checkbox"/> Students use technology in the creation and presentation of projects <input type="checkbox"/> Student products represent an accumulation of knowledge rather than a regeneration of facts <input type="checkbox"/> Students are encouraged to act as scholars <input type="checkbox"/> Student products are authentic, valuable to others, and presented to an authentic audience |