

Marked Tree School District  
Gifted and Talented Program  
Differentiation Documentation Form  
**MUST be completed by Pre-AP & Secondary Content Educators**

Date \_\_\_\_\_

Circle Quarter: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup>

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_ Grade \_\_\_\_\_

Lesson Topic \_\_\_\_\_ SLE's \_\_\_\_\_

**Three Requirements:**

- 1.) Completed Differentiation Documentation Form **DUE EACH QUARTER!**
- 2.) Attach lesson plan with areas related to differentiation *highlighted*
- 3.) Attach sample or picture of student work from lesson.

Mark **only** the types of differentiation used with the attached lesson plan

**I. Content/Pace: *What the students are expected to learn.* Depth, Pace, Kind**

\_\_\_\_ **Depth:** \_\_\_\_ Understanding \_\_\_\_ Application \_\_\_\_ Analysis \_\_\_\_ Synthesis \_\_\_\_ Evaluation

*Explanation:* \_\_\_\_\_

\_\_\_\_ **Pace:** Vary rate / speed of learning / task completion for student

*Explanation:* \_\_\_\_\_

\_\_\_\_ **Kind:** Vary information *learned*

*Explanation:* \_\_\_\_\_

**II. Process: *How the student learns:* Activities that help students *connect to content***

\_\_\_\_ **Creativity – Synthesis-** *Create something that was not obviously there before*

*Explanation:* \_\_\_\_\_

\_\_\_\_ **Thinking Skills** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

*Explanation:* \_\_\_\_\_

**III. Product: *Outcome to be presented to an appropriate audience***

**Choice of three products:** \_\_\_\_ Poster \_\_\_\_ Skit \_\_\_\_ Poem \_\_\_\_ Diagram/chart \_\_\_\_ Oral Report

\_\_\_\_ Create invention \_\_\_\_ Power Point \_\_\_\_ Written Report \_\_\_\_ Write song lyrics \_\_\_\_ Create a survey

\_\_\_\_ Analyze trends and patterns \_\_\_\_ Prediction \_\_\_\_ Write a story \_\_\_\_ Other: \_\_\_\_\_

**Audience product presented to:** \_\_\_\_\_

**Date Presented:** \_\_\_\_\_

# Pre-AP and Secondary Content Differentiation Documentation

## Teacher Guide

### I. Content/Pace: *What the student learns. Depth, Pace, Kind*

#### A. **Depth:** *Blooms Levels* could be used to determine *depth* of student learning

Understanding: Example: Explain how the mountains helped one army but hurt the other.

Application: Example: Design a chart to illustrate victory and loss of six major battles.

Analysis: Example: Investigate / Research to find reasons behind an event

Synthesis: Example: How would a different ending to battle have affected outcome of World War II

Evaluative: Example: Which battle had the greatest economic effect on area? Why? (Analysis)

#### B. **Pace:** Vary rate / speed of task completion for students

Example: All students learning about the same battles but have a choice of *pace*. Students might choose from list of assignments. Some assignments might require more time for completion; this *might* be a combination of *Depth* and *Pace*

#### C. **Kind:** Vary information *learned* about the topic

Example: Students learning same topic i.e. same battles but they have a choice of what they will specialize in for a report/ project. The choices might be: types of weapons used, charts and graphs depicting casualties, economic effects of war on the battle area, main industry at time of battle vs. the main industry of that area today.

### II. Process: *How the student learns - Creativity and Thinking Skills*

*Connecting Activities:* Activities that help the student make connections to the Content

#### A. **Creativity** - Open-ended *connecting activities*

Synthesis – Create something that was not obviously there before

Examples: New way to do something, new ending, add new character, etc.

#### B. **Thinking Skills** - Open-ended *connecting activities*

Examples: Comparison, Contrast, Explanation, Persuasion, Hypothesis, Predication, Summary

### II. Product: *Outcome to be presented to an appropriate audience*

- Students have a *choice of a product* that will showcase / demonstrate their work and what they have learned about the content. The product should be *presented to an appropriate audience*.
- Possible choices: projects, posters, written essay, oral report, skit, power point presentation, story boards, etc.
- Vary choices of products to keep them interesting. Offer only about three choices for most lessons.

At the end of the year, could have a “Free-For-All” where students choose from entire list.

**Note:** Each of the products should be introduced in the class as a required assignment with a rubric *before* adding it to the choice list. By teaching students what is required for that product they will understand what is expected when they choose a produce. The rubrics should remain the same and should be available to the student when they choose the product.