

# KIQ Chart

	What I <b>KNOW</b> / <b>UNDERSTAND</b> about this topic	What I <b>QUESTION</b> or don't know about this topic

# Four Square Concept Map

Directions:

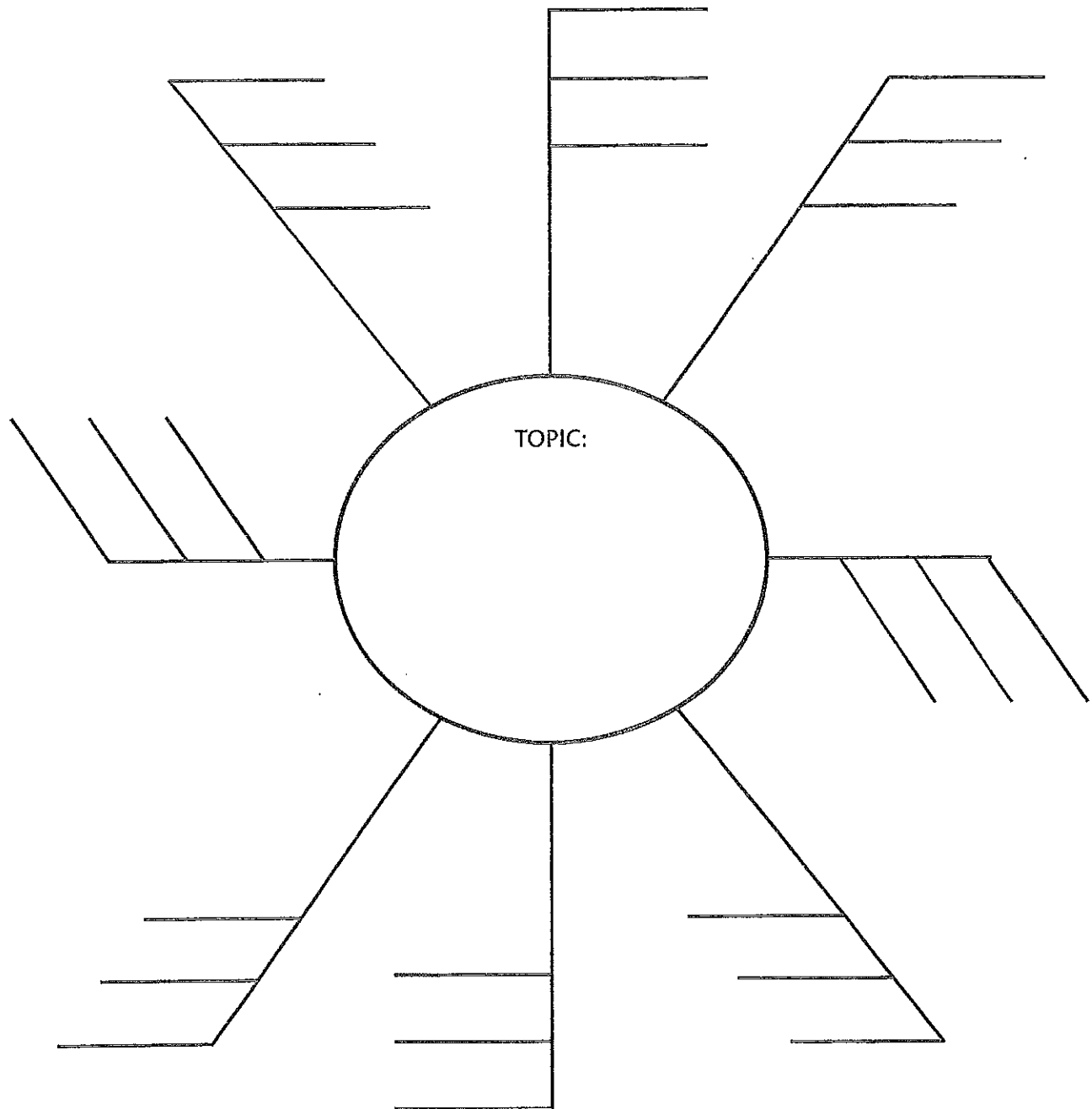
1. Write the concept in the middle circle.
2. In the upper left box, write a definition of the concept.
3. In the upper right box, draw a picture of what the concept looks like.
4. In the lower left box, give examples of the concept.
5. In the lower right box, write or draw examples of what the concept is *not*.

## Four Square Concept Map

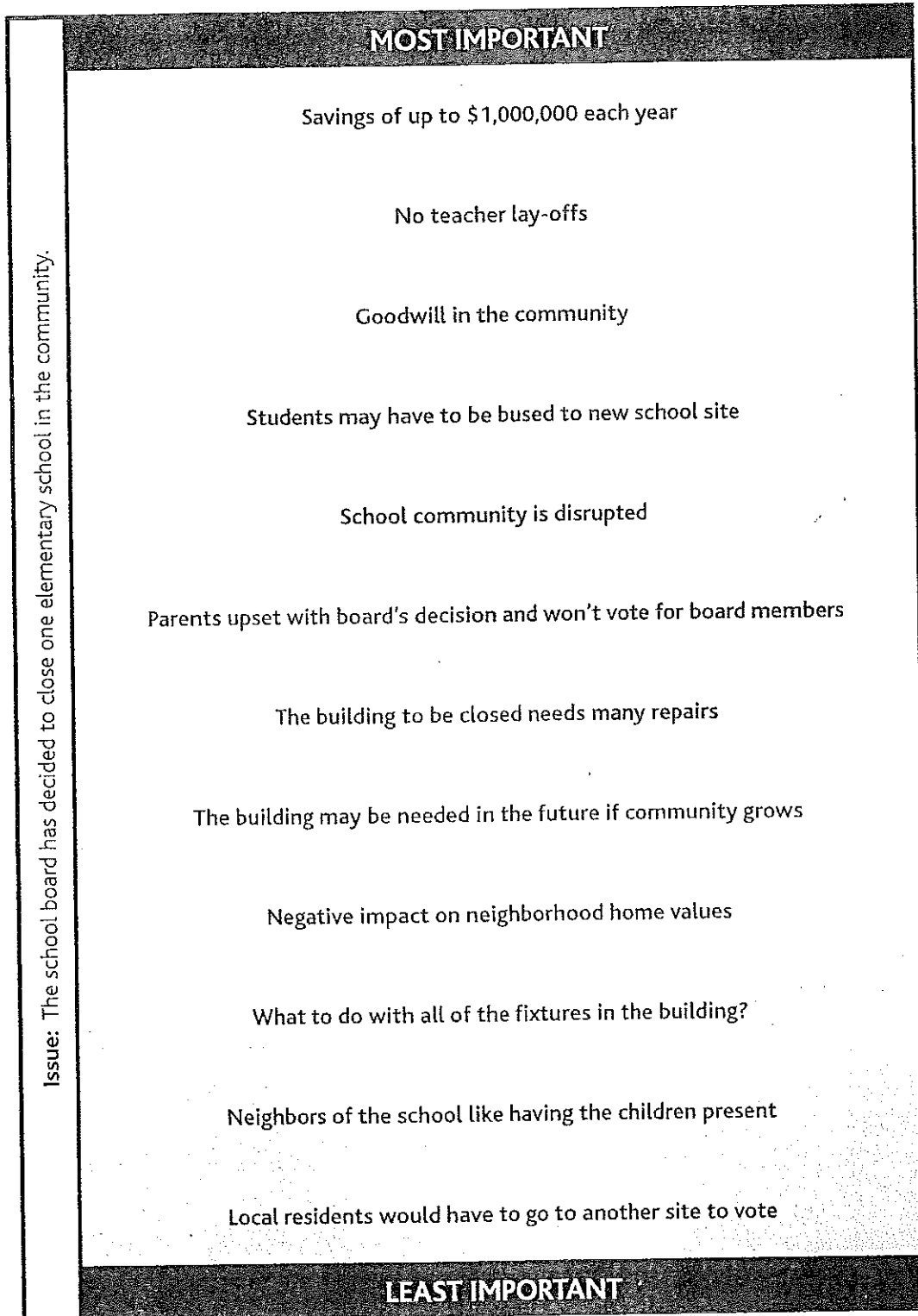
Definition	Looks Like
Examples	Nonexamples

Concept

# Spider Diagram



**Figure 9.7** Priority Ladder: Example

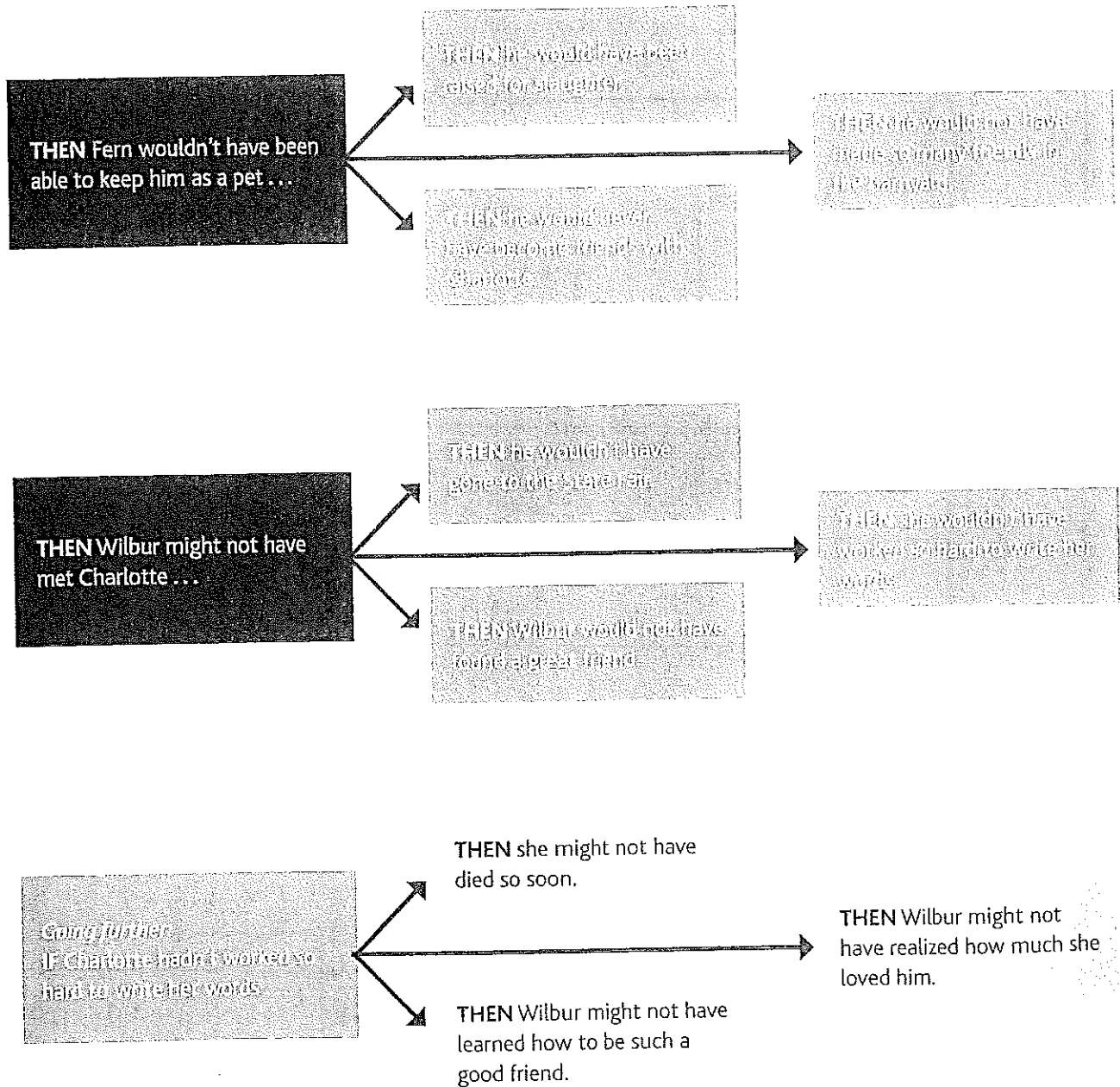




**Figure 11.3** If-Then Mind Map for Decision Making: Example

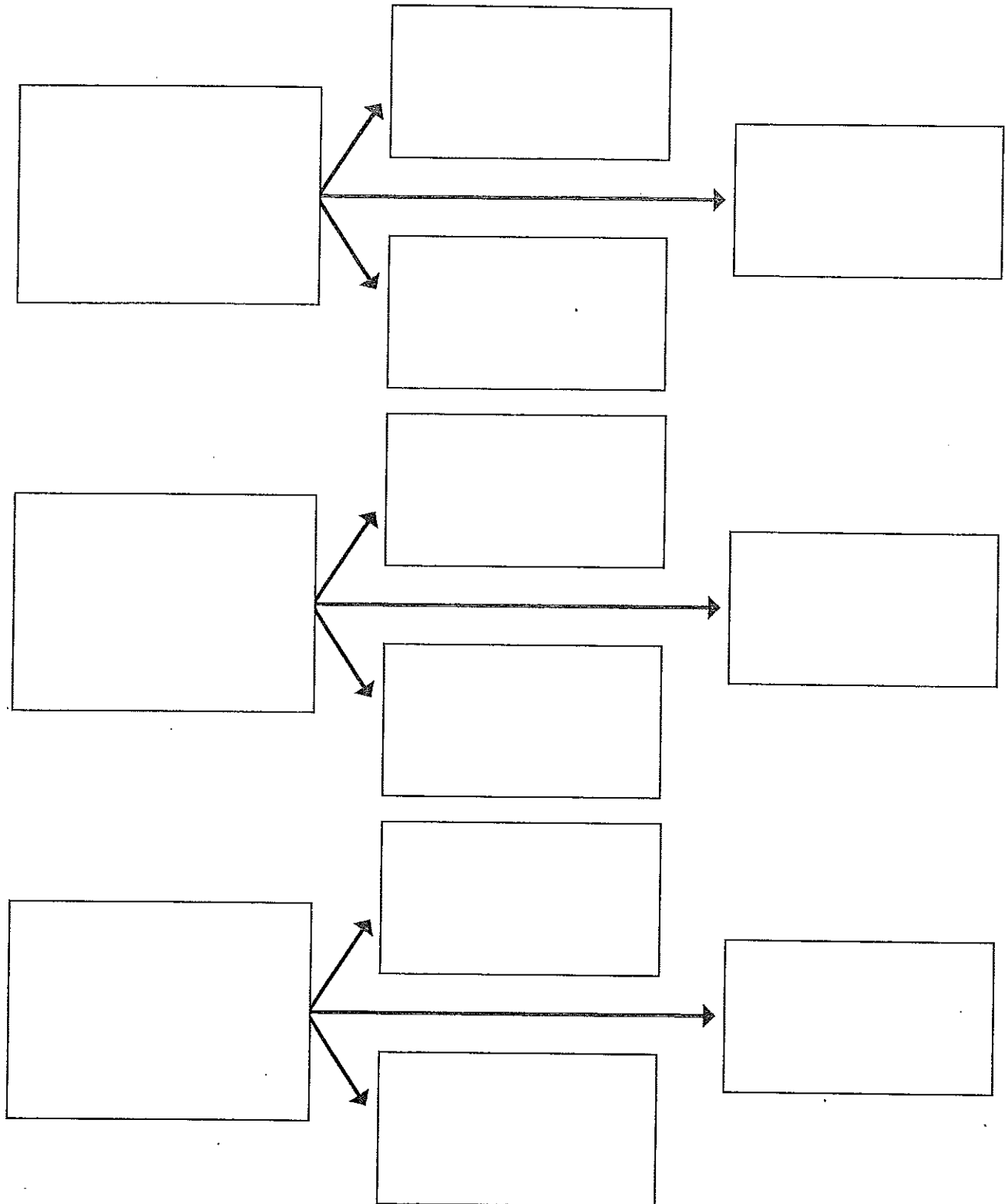
Based on *Charlotte's Web* by E.B. White

**IF** Wilbur hadn't been the runt of the litter . . .

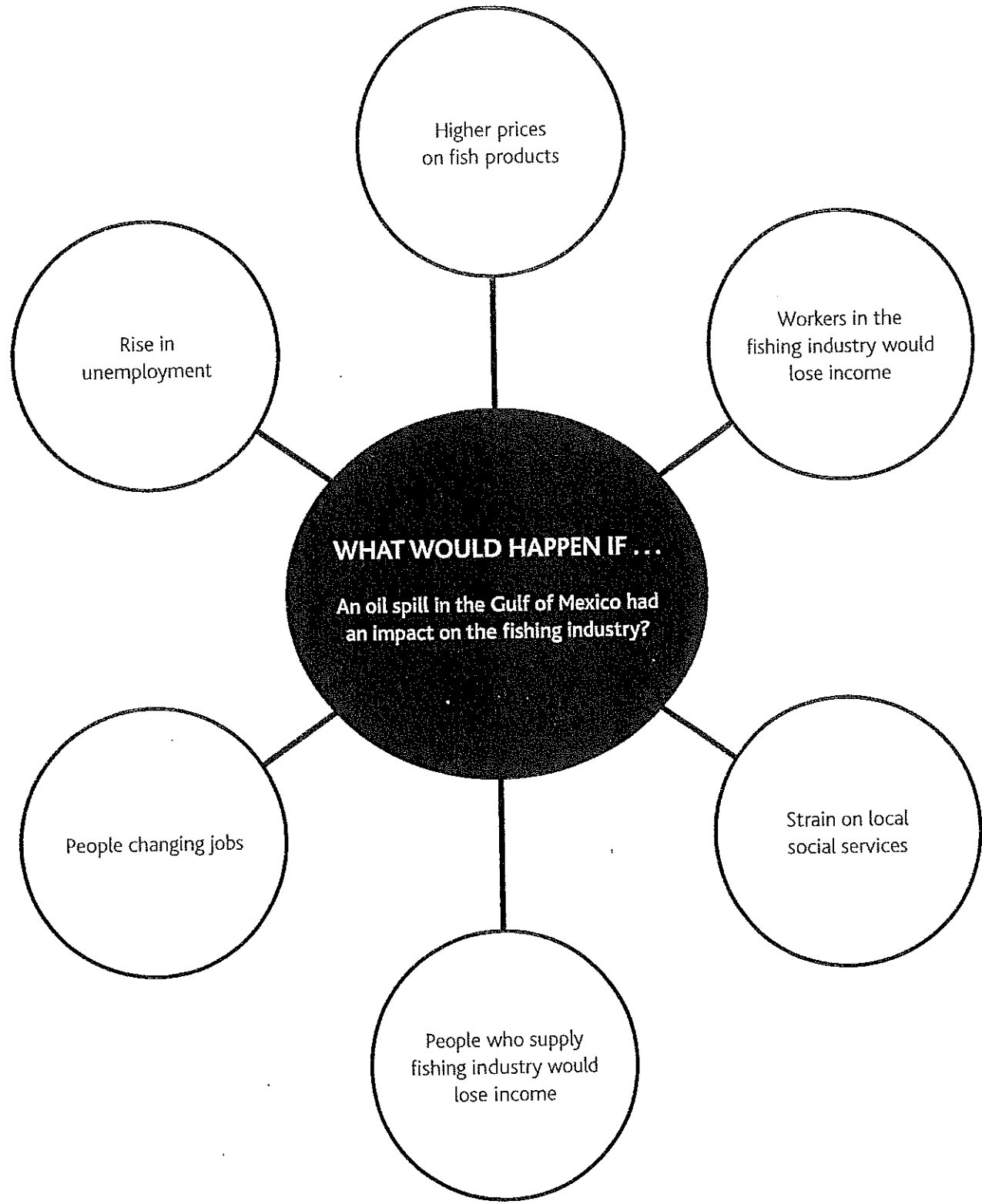


# If-Then Mind Map for Decision Making

Topic:

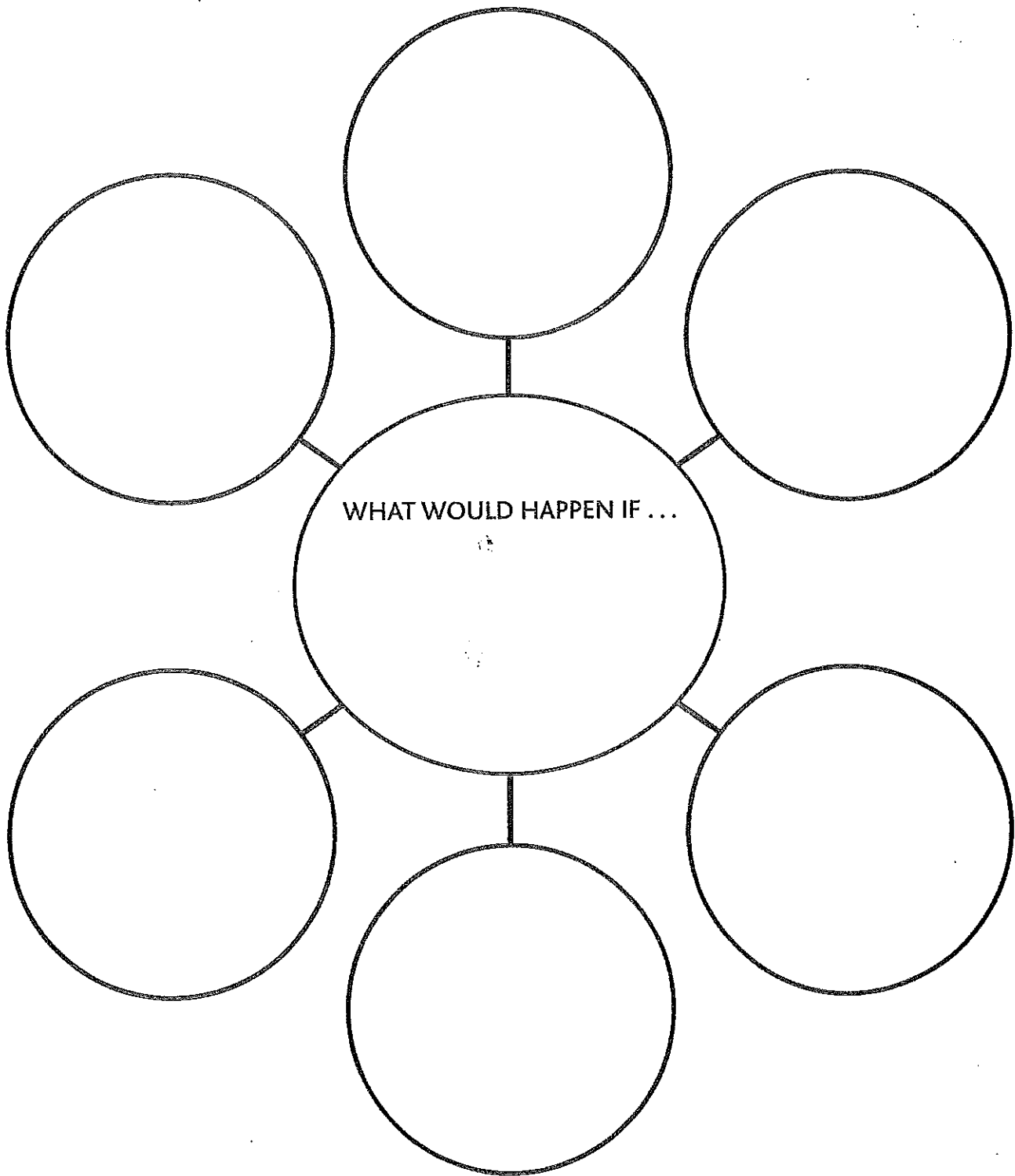


**Figure 11.4** What Would Happen If ...? Example (continued)





# What Would Happen If ...?



<b>T - W - H CHART</b>		
Topic/Unit _____	Name _____	
What do you <b>T</b> hink about this topic?	What do you <b>W</b> ant to learn about this topic?	How do you want to learn about this topic?

**Figure 4.1.** T-W-H chart sample. From *Teacher's Survival Guide: Gifted Education* (p. 91) by J. L. Roberts and J. R. Boggess, 2011, Waco, TX: Prufrock Press. Copyright 2011 by Prufrock Press. Reprinted with permission.

## The Great Depression Preassessment

Circle all that apply.

- I have heard of the Great Depression.
- I have read some about the Great Depression.
- I have talked with relatives about the Great Depression.
- I have not yet been interested in the Great Depression.

Circle the response that best describes your experience interviewing people to get information.

- I enjoy interviewing to learn.
- I have no experience interviewing for a project but think I would like to give it a try.
- I have interviewed for a project but would prefer getting information another way.

Circle the aspect of the Great Depression that most interests you.

- Life in your town during the Great Depression.
- The life of a hobo during the Great Depression.
- The stock market crash of 1929.
- Other? You suggest a topic related to the Great Depression in the United States.

Circle the final product that you would prefer to complete to showcase what you have learned.

- A radio show
- A series of illustrations or graphs to accompany a report
- A monologue
- Other? Specify.

**Figure 4.10.** The Great Depression preassessment. From "Preassessment: The Linchpin for Defensible Differentiation," by J. L. Roberts, 2013, *The Challenge*, 24, p. 10. Copyright 2010 The Center for Gifted Studies, Western Kentucky University. Reprinted with permission.

about the concept. The graphic organizer is ready for you to print off and use as a preassessment, no matter what the concept is. Doing this preassessment a week or 10 days before you embark on the study will provide you plenty of time to assess the results and plan for clustering students so that all students have opportunities to make continuous progress in their learning about the concept, whether it is theme, plot, and character in language arts or fractions, decimals, and percentages in mathematics.

### SITUATIONAL LEADERSHIP MODEL

Many teachers may not realize that a leadership model could provide an easy way to preassess students, but it can. The Situational Leadership Model (Hersey & Blanchard, 1978) provides an interesting way for teachers to determine which

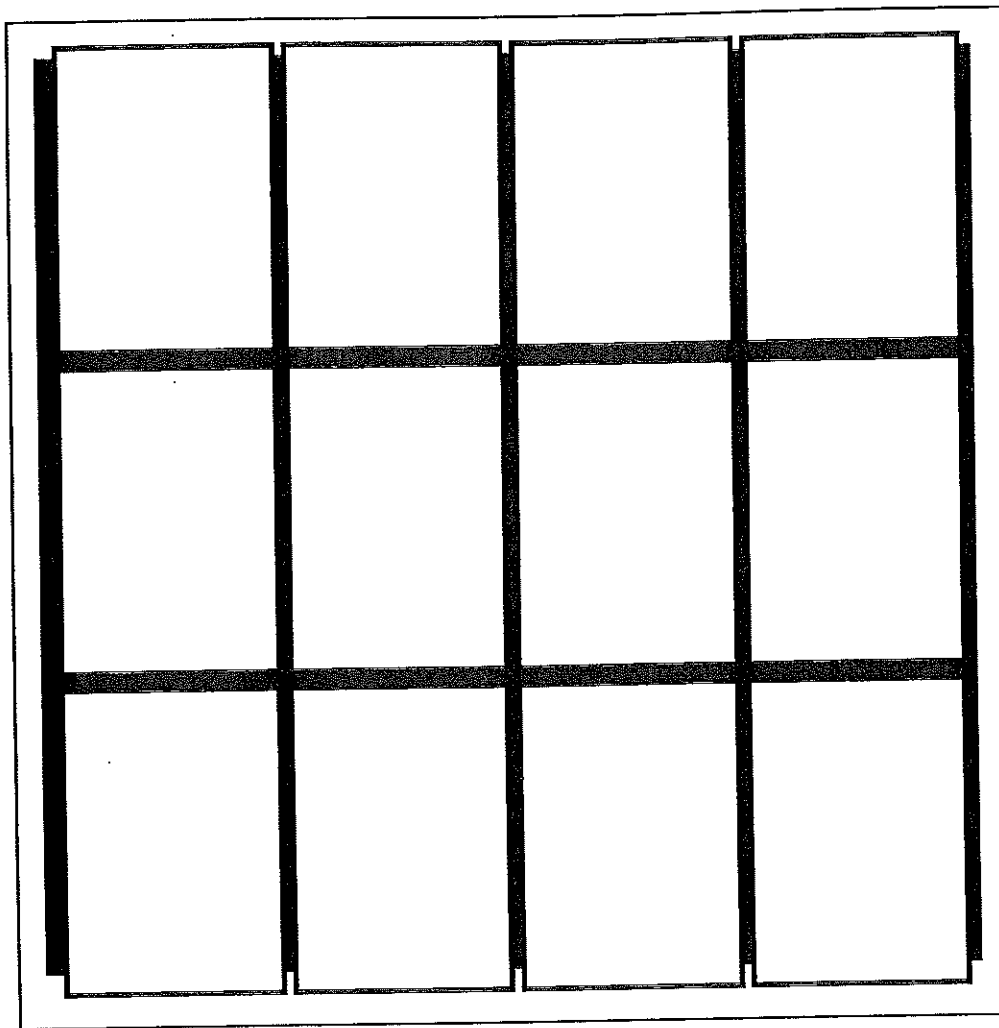


Figure 2.11. A Think-Tac-Toe template.

and analytical intelligence. Tomlinson (2011) described the three types of intelligences as practical intelligence being street smart, creative intelligence as imaginative problem solving, and analytical intelligence as school smart. These three types of intelligence provide approaches for differentiating learning experiences that can be used within centers. One approach may be more appealing to some students, thus creating student choice by allowing them to choose which assignment to complete within this model.

For example, a center with a focus on Sternberg's Triarchic Theory of Intelligence could have sustainability as the topic (it's one that could be studied at any grade level). This center would include various articles on sustainability. Students would be

<b>Plot Elements</b>	Create a story map outlining the main plot elements.	Create cartoons highlighting the main plot elements.	Perform an alternate ending of the story in a skit.	Color code the main plot elements.
<b>Character</b>	Create a monologue showing how a character would react to a situation.	Illustrate what a character looks like based on the story. Incorporate personality traits when possible.	Compare and contrast a character in the story with someone in your life.	Write a blog of the main characters' thoughts.
<b>Setting</b>	Recreate the setting in a model.	Draw a series of sketches that illustrate the setting.	Describe in writing what might happen if the location were different.	Add or subtract 50 years from the time of the story. Develop a storyboard that explains the impact on the story.

Figure 3.11. Short story Think-Tac-Toe. From *Strategies for Differentiating Instruction: Best Practices for the Classroom* (2nd ed., p. 117), by J. L. Roberts and T. F. Inman, 2009, Waco, TX: Prufrock Press. Copyright 2009 Prufrock Press. Reprinted with permission.

combining multiple elements from the lesson gives you pertinent information to use when matching students to content, process, and product.

### Differentiation of Content

**Standard Addressed:** Reading Literature Standard 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (Note, not only can this fifth-grade standard be taught through multiple differentiation strategies, but it also has variations in grades 1–8 that allow it to be altered easily to fit many other grade levels.)

**Assignment:** Students select a story or play of interest to them that is on their appropriate reading level (e.g., Lexile level, grade level). You may limit this to those options

## BOARD GAME TIER 1—DAP TOOL

CONTENT							
	♦ Is the content correct?	0	1	2	3	4	5 6
	♦ Has the content been thought about in a way that goes beyond a surface understanding?	0	1	2	3	4	5 6
	♦ Is the content put together in such a way that people understand it?	0	1	2	3	4	5 6
PRESENTATION							
<b>CONCEPT</b>	♦ Is the idea or theme of the game evident in the title, board, pieces, and other parts of the game? Are color, shape, and graphics tied to the concept? Is it age appropriate for the targeted players?	0	1	2	3	4	5 6
<b>RULES</b>	♦ Is the object of the game clear? Are the rules clearly written and simple to follow? Do the rules include number of players, age level, game setup, how to play, special considerations, ending the game, and scoring? Do they provide for any variations in game play, such as varied number of players or a more or less challenging version?	0	1	2	3	4	5 6
<b>GAME ELEMENTS</b>	♦ Is the game board appropriate in size, shape, and materials used? Are the game pieces intentionally designed to go with the concept or theme? Is the game easy to set up?	0	1	2	3	4	5 6
<b>PACKAGING</b>	♦ Are all necessary game elements packaged in a way that looks professional? Is the packaging attractive and connected to the concept or theme?	0	1	2	3	4	5 6
<b>CORRECTNESS</b>	♦ Is the product mostly free from usage, punctuation, capitalization, and spelling errors? If sources are used, are they cited correctly?	0	1	2	3	4	5 6
CREATIVITY							
	♦ Is the content seen in a new way?	0	1	2	3	4	5 6
	♦ Is the presentation done in a new way?	0	1	2	3	4	5 6
REFLECTION							
<b>CONTENT</b>	♦ What connections can you make between what you have learned by completing this project and previous learning?	0	1	2	3	4	5 6
<b>PRODUCT</b>	♦ In what ways could you improve your product when completing this product with a different assignment?	0	1	2	3	4	5 6
<b>LEARNING</b>	♦ How did the amount of effort affect your learning about the content and creating the product?	0	1	2	3	4	5 6

Comments:

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- Meaning of Performance Scale:**
- 6—PROFESSIONAL LEVEL: level expected from a professional in the content area
  - 5—ADVANCED LEVEL: level exceeds expectations of the standard
  - 4—PROFICIENT LEVEL: level expected for meeting the standard
  - 3—PROGRESSING LEVEL: level demonstrates movement toward the standard
  - 2—NOVICE LEVEL: level demonstrates initial awareness and knowledge of standard
  - 1—NONPERFORMING LEVEL: level indicates no effort made to meet standard
  - 0—NONPARTICIPATING LEVEL: level indicates nothing turned in

# BLOG TIER 1—DAP TOOL

TECHNOLOGICAL PRODUCTS

CONTENT		0	1	2	3	4	5	6
	♦ Is the content correct?	0	1	2	3	4	5	6
	♦ Has the content been thought about in a way that goes beyond a surface understanding?	0	1	2	3	4	5	6
	♦ Is the content put together in such a way that people understand it?	0	1	2	3	4	5	6
PRESENTATION		0	1	2	3	4	5	6
<b>STRUCTURE</b>	♦ Does the title link to the main idea? Is an effective, attention-getting device used? Is the purpose made clear near the beginning of the blog? Is it logical in its organization? Do transitions lead from one section to another? Does each paragraph have one main idea? Does the blog come to a close and link back to the purpose?	0	1	2	3	4	5	6
<b>ELABORATION AND SUPPORT</b>	♦ Does all information relate to the purpose? Are ideas fully explained and supported? Is there a balance of general ideas with specific details? Have quotes, anecdotes, statistics, facts, stories, etc., been used carefully and appropriately? Are there links to important websites or documents that help support the main idea?	0	1	2	3	4	5	6
<b>AUDIENCE INVOLVEMENT</b>	♦ Do the postings engage and interest readers? Is the audience encouraged to respond through questions, ideas, or opinions? Is dialogue encouraged? Are readers' comments responded to in a respectful manner?	0	1	2	3	4	5	6
<b>LAYOUT AND MULTIMEDIA</b>	♦ Does the layout of the blog engage the reader? Are posts easy to read? Do graphics or multimedia make it more interesting? Do all images, graphics, and multimedia have captions?	0	1	2	3	4	5	6
	♦ Are all posts dated and in chronological order with the newest posts at the top of the blog? Are posts organized and tagged?	0	1	2	3	4	5	6
<b>STYLE</b>	♦ Is it written for the expected audience and purpose? Are appropriate words used? Are the sentences varied in structure? Is a suitable tone used? Is the author's voice clear? Is figurative language used in an effective way?	0	1	2	3	4	5	6
<b>CORRECTNESS</b>	♦ Is the blog free from usage, punctuation, capitalization, and spelling errors? If not original, have all text, multimedia, and images been cited correctly? Has copyright permission been obtained and displayed? Do all links to outside websites work?	0	1	2	3	4	5	6
CREATIVITY		0	1	2	3	4	5	6
	♦ Is the content seen in a new way?	0	1	2	3	4	5	6
	♦ Is the presentation done in a new way?	0	1	2	3	4	5	6
REFLECTION		0	1	2	3	4	5	6
<b>CONTENT</b>	♦ What connections can you make between what you have learned by completing this project and previous learning?	0	1	2	3	4	5	6
<b>PRODUCT</b>	♦ In what ways could you improve your product when completing this product with a different assignment?	0	1	2	3	4	5	6
<b>LEARNING</b>	♦ How did the amount of effort affect your learning about the content and creating the product?	0	1	2	3	4	5	6

Comments:

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