

M 5 U4 A1 Designing Differentiated Assessment

Student Name	Gender	Race/ Ethnicity	SES	ELL	IEP/504	Disability	Notes and Required Accommodations	Reading Performance Level	Math Performance Level	Parental Involvement	Internet Available at Home?
Alyssa	Female	Asian	High	Yes	No	N/A	Mandarin spoken at home	Below grade level	On grade level	High	Yes
Arturo	Male	Hispanic	Medium	Yes	Yes	ADHD	Needs opportunity to move, Spanish spoken at home	Below grade level	Above grade level	Average	Yes

The Description for ELL Student :

The ELL student that I choose is from the “Sample Student Profile”, and her name is Alyssa. Alyssa is a Mandarin-speaking student who is learning English and speaks Mandarin at home. Alyssa’s maths level is at her grade level, but her reading level is below. Her parents are very supportive and involved in her schooling as well. It is difficult for people whose native language is Chinese to distinguish some phonetic differences in English. Especially the language structures, grammar, and the pronunciation are all faraway to English structures, so that transfer of skills will make language development difficult. Since it's not her mother tongue, it will definitely take more effort to deal with it, but it doesn't mean she can't master it, maybe it just takes longer to react.

The Description for Special Needs (ADHD):

The student I choose is also from the “Sample Student Profile”, and his name is Arturo. Arturo is a student with special needs, and his disability is ADHD. In the classroom, Arturo’s reading level is below the grade level and his maths level is above grade level. At home, his parents are usually supportive and involved in his education.

As Arturo has attention-deficit/ hyperactivity disorder (ADHD), it may cause him to have symptoms, such as an inability to pay attention, difficulty sitting still, and difficulty controlling impulses. Those symptoms may make it hard for him to do well and add more obstacles in his path to success than the average student. As a teacher, we also know that Arturo with ADHD may become “deeply absorbed in activities that interest him (hyper-focus) and may need extra assistance shifting their attention”. Sometimes he is anxious and occasionally exhibits rude behaviour, which may cause a negative impact on others classmates either.

Assessment Title	Mini whiteboard and Response cards
Grade Level	G1-12
Subject Area	Learning English as a Second language
Skills or Content Knowledge: <i>What information or ideas will be evaluated with this formative assessment? In other words, what data are you aiming to gather?</i>	
Evaluate that each student understands the meaning of English vocabulary, and grammar rules and analyse each sentence. Also, get their personal feedback during the class.	

Assessment Description/Link: *What activity or technology (app, tool, etc.) will students use to demonstrate their knowledge or skills? In other words, how will students provide data?*

- Mini whiteboard: Let everyone hold the mini whiteboards up to show their answers.
- [Participation cards or response cards](#): Prepared cards with different colours for each student to show Yes/No, Agree/Disagree, Like/Don't like, I don't know, not so sure...etc.

Modifications & Adjustments: *How will you administer this formative assessment in an online, hybrid, and physical learning environment? How will you make this accessible to students with language barriers and those with special needs?*

1. Online/Hybrid: Online students should open the webcam and prepare the materials before the class or use their thumb gestures or emoji to respond. (For example, thumb up to show understanding, thumb down to show stop and I have a question.)
ESL:
 1. Participation cards: Remind students of the meaning of each card before using them to help students have a better understanding.
 2. Mini whiteboard: Students are allowed to give their answers with a picture or drawing on the whiteboard to help them break any language barriers.
- Special needs: Like ESL students. Not only Mini whiteboards but also Response cards can help them share an answer to a question or give an opinion in lieu of a verbal response . This benefits those with language barriers and those with special needs.

Data Collection: *How will you gather and record data from this formative assessment? How will you use the data to inform instruction?*

- Gather and record data: When students show their responses simultaneously, I can quickly scan the whole class.
- How to use the data to inform instruction:
 1. Provide feedback, and modify instruction, adjust my teaching as needed based on the responses.
 2. Form mixed groups of weak and strong students, so that stronger students can help weaker ones.
 3. For weaker students: Change how the student is learning the material or change what they are learning. For example, getting extra time to complete the answer, allowing them to draw instead of writing the answer, or getting the same information but at a lower level.
 4. For higher level students: Let the student take on a teacher role and provide questions related to the learning to the class and demonstrate the answer to others.

Student-Centered Learning: *How will this formative assessment promote a student-centered learning environment in your classroom?*

All the activities above can let all students get involved and respond simultaneously which can increase student participation and engagement.

Modification for ELL Students:

- **Diagnostic assessment:** to know more about Alyssa's abilities as early as possible so the teacher can make decisions about what she needs to do to improve, as well as how we can best accommodate her learning.
- **Adjust the speed of speech:** The teacher can slow down the speech to support Alyssa to process, listen, and translate the input.
- **Adjust the timer:** Adjust the timer to give Alyssa more time to think.
- **Gestures and Physical response:** The teacher uses gestures and physical response to incorporate into verbal instruction to increase Alyssa's comprehension while asking questions or teaching.
- **I Do, We do, You do:** The teacher provides a 'I Do' model for Alyssa to show her how to use Participation cards or a mini whiteboard in the reading and writing workshop, then move her to 'We Do' in a small homogeneous group. And finally, she works independently with 'You Do' to apply what she has learned with the teacher and peers during the I do and We do phases.
- **Charts/ pictures:** The use of visuals is helpful for ELLs, therefore attach pictures to vocabulary words and use the pictures with charts to highlight essential content. Then put the charts on the class walls for her to practise in context many times during the unit or the academic year.

Modification for Students with Special Needs (ADHD):

- **Avoid distraction:** Let Arturo sit away from doors, windows, and colourful displays to help him concentrate more on his learning procedure.
- **Physical activities:** Alternating seated activities with physical movement into lessons so that Arturo can burn off extra energy in an appropriate way. Allow Arturo to give his answers with performance or action. For example, when the teacher asks "which animal loves to jump?" instead of writing or drawing a rabbit on the whiteboard, he can just jump like a rabbit.
- **Dividing complex tasks:** Dividing complex tasks into manageable subtasks for Arturo, to help him reach the target.
- **Stress relief toys:** Provide Arturo with a stress ball so that he can satisfy his urge to fidget without interrupting or distracting peers.

- **Timer:** Using a timer to set limits when Arturo is taking turns in a group, to remind him to finish.

Conclusion

How to Support for ELL:

In order to help her as an ELL student, “there is nothing more effective when differentiating instruction than truly knowing the learner’s background and language abilities in order to encourage language development.” (Nélida Rubio in Education week teacher). Therefore the teacher needs to know modification doesn’t mean just simplifying the language and lowering our expectations, or limiting ELLs’ own view with what they can’t do. But focus on what Alyssa can understand and produce, then have good strategies on accommodation and modification for the teaching content to responses at her ability level.

How to Support ADHD:

Another big concern from the teacher would be Arturo being excluded from peers, as he sometimes is anxious and has rude behaviour, which causes a negative impact on others classmates which also makes his learning situation more and more difficult.

Focus on rude behaviour, children with attention deficit disorder actually respond best to specific goals and daily positive reinforcement, as well as worthwhile rewards. Therefore, not only the strategies above in the class, teachers can have a good reward system to motivate Arturo to behave better in class. By creating a plan that incorporates small rewards for small victories, such as sitting properly, raising his hand before answering. And larger rewards for bigger accomplishments, such as, finish his assessment in time. [The details for How to Establish a School-Home Daily Report Card](#)

On the other hand, to increase Arturo’s sense of belonging in the class. The teacher can “create an environment that elevates struggling students and helps them develop the independence and teamwork skills that come from less reliance on the teacher.” (Timothy Mugabi, September , 2019). Mixing students with different levels as a community to expand a shared sense of belonging for Arturo. All students (including other lower levels) can recognize an individual strength they contribute to their group, and see unique strengths in themselves, and these strengths can be used to help and support others in the group. For example, the teacher starts with Arturo’s strengths when inviting students to learn, and at the same time uses the strengths of the group to support and develop his weaknesses.

Resources:

- [Response: Ways to Differentiate Instruction for ELLs](#)
- [CLASSROOM MODIFICATIONS FOR CHILDREN WITH ADHD OR CONCENTRATION ISSUES](#)
- [ADHD in the Classroom: Helping Children Succeed in School](#)
- ['I Do You Do We Do' Model](#)

