DIFFERENTIATED SUMMATIVE ASSESSMENTS

Elke Kuegle
Douglas High School, Box Elder, SD

Dr. Kristin Kuchenbecker
taking an adult gap semester just because

Trainernetzwerk USA
Sommerschule Berlin, 23.7-29.7. 2017
AGENDA

1. THEORY (20 MIN)
   1. Differentiation Revisited
   2. How can assessment be differentiated?
      • Aufgabenwahlmodell - Task Choice Model- Model 1
      • Spaltenmodell – Table Menu Model- Model 2
      • Sternchenaufgabenmodell- Star Task Model- Model 3

2. APPLICATION (50 MIN)
   1. Evaluate an assessment
   2. Create a differentiated assessment

3. DISCUSSION (20 MIN)
   1. Small group discussion
   2. Large group discussion
Intro: “Animal School” (Group Activity)

Go to the picture that represents you the most! There shouldn’t be more than 3 people at each photo.

Read the tale of the “Animal School” with your group.

Have a short discussion about the story in your group and what moral it holds.
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE
“Everybody is a genius but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”
EQUALITY

EQUITY
Reality in the classroom: Heterogeneous Learners

• In what ways can learners be different from each other?
• Make a list with key words or brief sentences in your group.
• Can you recognize different categories of differences?
HOW DIVERSE ARE LEARNING GROUPS?

Heterogeneous Learners

- Native language
- Definition of self, Identity
- Expectation of the course
- Cultural Background
- Age, Maturity
- Circumstance in personal life, Social status
- Type of learner
- Motivation
- Learning behavior
- Pace of learning
- Background knowledge
- Learning experiences
- Skills and Competencies
- Interests
- Expectation of the course
How do you experience heterogeneous learners in the classroom?

What do you appreciate about them?  

What makes it problematic?

Think -Pair- Share
Possible ways to deal with heterogeneous learners

1. Ignore
2. Create groups that are as *homogeneous* as possible → social differentiation
3. *Team Teaching* of small groups in different rooms → social differentiation
4. Create *individual lesson plans*, one-on-one teaching
5. Differentiated Instructions
GOALS OF DIFFERENTIATION

• Include all learners
• Increase motivation
• Increase autonomy of the learner
• Increase responsibility for learning
• Increase the effectiveness and of the learning process
• Stabilize the group of learners
• Prevent conflicts
• Minimize interruptions
• Avoid frustration and refusal to participate
• Create successful learning experiences
• Keep the pace of the class
What options of differentiation do I have?
10 ASPECTS OF DIFFERENTIATION
ASPECTS OF DIFFERENTIATION

ASPECT 1

DIFFERENT TASKS FOR DIFFERENT TYPES OF LEARNERS
ASPECTS OF DIFFERENTIATION

ASPECT 2

DIFFERENT SOCIAL FORMS
(ALONE, PAIRS, SMALL GROUP, LARGE GROUP)
ASPECTS OF DIFFERENTIATION

ASPECT 3

DIFFERENT TOPICS, TEXTS OR TYPES OF TEXTS
ASPECTS OF DIFFERENTIATION

ASPECT 4

OPPORTUNITIES FOR DIFFERENT LEARNING STRATEGIES
ASPECTS OF DIFFERENTIATION

ASPECT 5

DIFFERENT DEGREES OF DIFFICULTY
ASPECTS OF DIFFERENTIATION

ASPECT 6

ADDITIONAL HELP FOR GRAMMAR, VOCABULARY, PHRASES OR CONCEPTS
ASPECTS OF DIFFERENTIATION

ASPECT 7

MORE OR LESS TIME
ASPECTS OF DIFFERENTIATION

ASPECT 8

THRILLING ADDITIONAL TASKS OR ADDITIONAL SUPPORT (FUNDAMENTUM, ADDITUM)
ASPECTS OF DIFFERENTIATION

ASPECT 9

DIFFERENTIATED, INDIVIDUALIZED HOMEWORK
ASPECTS OF DIFFERENTIATION

ASPECT 10

INDIVIDUAL CONFERENCES
AS REGULAR PART OF CLASS
DIFFERENTIATED INSTRUCTION +
DIFFERENTIATED ASSESSMENTS =
A CONTRADICTION?
EXPLAIN ASSESSMENT TO STUDENTS

2. Klassenarbeiten einführen: Sensibilisieren für Unterschiede

Sich Gedanken über (gerechte) Prüfungen machen:

Die Prüfung soll gerecht sein.
Darum bekommt ihr alle die gleiche Aufgabe:
Schwimmt durch den Fluss!
Die Prüfung

Ist das gerecht?
Wer kann was? Warum?
Schreibe auf.

Achte auf Piko!

Diese Prüfung ist sehr ungerecht
weil: Die Eule und der Igel können nicht
Schwimmen. Der Pinguin hat nur an sich
gedacht aber der Piko hat sich eine
taucherausrüstung geholt. Auch der
Harinkäfer kann nicht schwimmen.
OTHER UNFAIR ASSESSMENTS

Weitere ungerechte Prüfungen:

Wie könnte eine weitere (ungerechte) Prüfung aussehen?
Malt oder schreibe.

Schwingt dich von Baum zu Baum?
WHAT IS A FAIR ASSESSMENTS

Wie könnte eine gerechte Prüfung für diese Tiere aussehen?
Male oder schreibe.

Die Prüfung soll gerecht sein
darum bekommt ihr nicht
die gleiche Aufgabe

ziel

Start

Sie machen ein Rennen

Hängebauch
DAS AUFGABENWAHLMODELL
MODEL 1
MODEL 1

- Students can choose from a pool of tasks
- Tasks may vary in difficulty and points, this however must be transparent to the student

- Examples:
  - Students get 2 essay topics but need to write only one
  - Students receive 10 questions and need to answer any 7
**EXAMPLE MODEL 1**

Bloom’s Choice Board

<table>
<thead>
<tr>
<th>remembering understanding</th>
<th>applying analyzing</th>
<th>evaluating creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>applying analyzing</td>
<td>evaluating creating</td>
<td>remembering understanding</td>
</tr>
<tr>
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<td>remembering understanding</td>
<td>applying analyzing</td>
</tr>
</tbody>
</table>

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
### Literacy Tic-Tac-Toe

| Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text. | Construct a graphic organizer that categorizes the main ideas and supporting details.  
or  
Develop a biopoem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text. | Write a critique or an editorial justifying your opinion using excerpts from the text. |
|---|---|---|
| Design a role play that highlights a conflict and attempts to resolve the conflict.  
or  
Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork. | Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign. | Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text. |
| Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.... | Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose much connect to the text. | Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader’s understanding.  
or  
Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways. |
DAS SPALTENMODELL

MODEL 2
MODEL 2

- Assessment is split into 2 columns

- For each task students can decide between the right and the left column

- Structure and content is the same in both columns but the right side has a higher degree of difficulty

- The left side has the minimum expectations

- Students who solve only problems on the left side (correctly) can only score a C

- In order to earn an A all task on the right side must be solved correctly
EXAMPLE MODEL 2

WITHOUT HELP

BESSIE SMITH (1894–1937)
Bessie Smith was one of the first female jazz singers. Her parents both died before she was ten, and Bessie sang in the streets to earn money for her brothers and sisters. Later she sang in clubs and became famous. In the 1930s Smith’s style of music became less popular, and in 1937 she was killed in an automobile accident. It was only much later, when the 160 songs which she recorded during her career were collected on albums, that people realised what a great singer she had been.

Tina Turner (born 1939)
Tina Turner was only 18 when she started to sing with the rhythm & blues musician Ike Turner and his band in the 1950s. The couple married and had a son, Ronald. In the 60s they had many hits together. But behind the scenes there was trouble and Tina later said that she had often been beaten, and had taken drugs. In 1974 the marriage ended. In the 1980s Tina Turner made a comeback as a solo artist and had lots of hits, like ‘Private Dancer’ and ‘The Best’. When Ike died in 2003, Tina didn’t want to talk about him.

MISSY ELLIOTT (born 1971)
One of the most successful women in hip hop, Missy Elliott has won plenty of awards for her own songs, albums and videos. But she has also written songs for many other artists. Her most famous hit is still probably, ‘The Rain’, which she made in 1997 with her ex-classmate, the producer Timbaland. Missy’s raps are funny and clever, and she is also a great singer — when she chooses to sing!

Rihanna (born 1988)
Rihanna Perry was born on Barbados in the Caribbean. She was discovered by Evan Rogers, who had already worked with the singer Christina Aguilera, when he visited the island in 2003. Rihanna went to work in the US, where the Def Jam Records boss Jay-Z wanted her to make six albums for him although she was only 16. Rihanna worked hard in the studio and on tour and by the middle of 2008 she had already had eight top ten pop hits in the US.

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PLEASE WRITE YOUR ANSWERS ON A SEPARATE PAPER!

Elkes Familie

Lesen Sie den Text über Elkes Familie.

I. Draw a family tree for Elkes family (Grade: A) or you can receive an outline of a family tree from your teacher and fill out the information (Grade: C).
II. Beantworten Sie die Fragen zu Elkes Familie mit ganzen deutschen Sätzen.

<table>
<thead>
<tr>
<th>Fundamentum (Grade: C)</th>
<th>Additum (Grade: A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wie viele Geschwister hat Elke?</td>
<td>18. Wo arbeitet Elkes Vater?</td>
</tr>
<tr>
<td>2. Wie heißt Elkes Mutter?</td>
<td>19. Wer ist der Schwiegersohn von Anna?</td>
</tr>
<tr>
<td>5. Wo wohnen Elke, ihr Bruder und ihre Eltern?</td>
<td>22. Warum hat Sabine eine adoptierte Tochter?</td>
</tr>
<tr>
<td>6. Wer ist Elkes Bruder?</td>
<td>23. Wie heißen die Schwiegereltern von Käthe?</td>
</tr>
<tr>
<td>7. Wie heißen die Tanten von Elke?</td>
<td>24. Wer ist der Schwager von Käthe?</td>
</tr>
<tr>
<td>9. Ist Wilma die Kusine von Hermann?</td>
<td></td>
</tr>
<tr>
<td>10. Ist Sabine die Schwester von Viktoria?</td>
<td></td>
</tr>
<tr>
<td>11. Wer ist der Neffe von Hermann?</td>
<td></td>
</tr>
<tr>
<td>12. Hat Wilma eine oder zwei Nichten?</td>
<td></td>
</tr>
<tr>
<td>13. Sind Martina und Tobias die Großeltern von Rolf?</td>
<td></td>
</tr>
<tr>
<td>14. Wer ist Elkes Cousin?</td>
<td></td>
</tr>
<tr>
<td>15. Hat Elkes Tante Wilma auch Kinder?</td>
<td></td>
</tr>
<tr>
<td>Wenn ja, wie heißen sie?</td>
<td></td>
</tr>
<tr>
<td>16. Ist Meike älter oder jünger als Elke?</td>
<td></td>
</tr>
<tr>
<td>17. Wohnt Oma Anna und Opa Günter in München? Wenn nein, wo?</td>
<td></td>
</tr>
</tbody>
</table>
STERNCHENAUFGABENMODELL
MODEL 3
MODEL 3

Assessment is split into two parts

Part 1- 2/3 of assessment
Includes basic expectations and task all students should master

Part 2- 1/3 of assessment
Includes more challenging additional tasks
These task are marked by an asterisk (star, or symbol of choice)

(a clock can also mark more time consuming tasks to help students decide in what order they want to work on the tasks)
EXAMPLE MODEL 3

Beispiel: Klassearbeiten Jahrgangsstufe 8 ISS

Differenzierung zwischen durch das Angebot von alternativen Aufgaben (Modell 2, siehe http://bildungserver.berlin-brandenburg.de/individualisierung_des_lemens.html)

Reading 1 Niveau G (für alle verpflichtend) 5 points

Lessons for life

Look at the headings (A-F). Write them over the different parts of the text. Use each heading only once. There is one extra heading.

A New lessons  B My first article
C We speak the same language  D Where to go?
E Why did I go?  F And you?

Hi, I'm Alyssa Ross. I'm 17 and I go to Marine View High School. This is the first time that I have written for the school newspaper, so I hope it's OK...

1. I have always wanted to do two things. One: I have always wanted to go to places which are far from home. And now I have always wanted to speak Spanish really well. So I knew what I needed to do: Go away for a language course!

2. But where? My Spanish teacher told me that they spoke the “best” Spanish in Spain. So I found an organisation which had four-week exchange courses in Toledo, one of Spain’s most beautiful cities. They found a family for me in Toledo with a house not far from the language school, and the courses were Monday to Friday from 9:00 am – 1:00 pm.

3. The course was very good: small groups, lots of single lessons, and lots of homework. But the exchange has changed my life in many ways, and that’s why I wanted to write this. First, my Spanish is now great! I didn’t speak any English for four weeks! But I gave this article the title “Lessons for life” for other, more important reasons. I learned that I could do something alone, far away from home, and not feel lonely. I also learned that I could easily make new friends: My Spanish family felt like a real family to me after four weeks, and two girls from my lessons (from Russia and Italy) are now my friends. But I also learned that I love these things about Spain: the beautiful old houses, the friendly people — and the FOOD!

4. So now I’m back with great pictures, new friends and better language skills. I love California — but there’s so much more out there. Just go and see for yourselves!
EXAMPLE MODEL 3

Students fill out the outline for the speaking test based on their family relations. This outline needs to be memorised. Students make a visual of their family relationship without any of the vocabulary words = Grade: A. Adjectives with * = Grade: B, Adjectives + Professions = Grade: C.

Meine Familie und ich

(Oral Check Sheet)  

Punkte:  

Schüler/in:  

1. Das ist meine Familie.  
Ich heiße __________________________  
Ich bin ________ Jahre alt (age).  
Ich bin *__________________ und ________________  
Adj.  
Ich bin der/die __________ (relative)  
Ich bin *____________________ (profession)  

2. Das ist mein/e __________________________  
Er/Sie heißt __________________________  
Er/Sie ist ________ Jahre alt.  
Er/Sie ist*__________________ und ________________  
Er/Sie ist ____________________ (profession)  

3. Das ist mein/e __________________________  
Er/Sie heißt __________________________  
Er/Sie ist ________ Jahre alt.  
Er/Sie ist*__________________ und ________________  
Er/Sie ist ____________________ (profession)  

4. Das ist mein/e __________________________  
Er/Sie heißt __________________________  
Er/Sie ist ________ Jahre alt.  
Er/Sie ist*__________________ und ________________  
Er/Sie ist ____________________ (profession)  

5. Das ist mein/e __________________________  
Er/Sie heißt __________________________  
Er/Sie ist ________ Jahre alt.  
Er/Sie ist*__________________ und ________________  
Er/Sie ist ____________________ (profession)  

6. Das ist mein/e __________________________  
Er/Sie heißt __________________________  
Er/Sie ist ________ Jahre alt.  
Er/Sie ist*__________________ und ________________  
Er/Sie ist ____________________ (profession)
EXAMPLE MODEL 3
EXAMPLE MODEL 3

Meine Familie

UND ich

Alexandra
(48)

Penny
(3)

George
(30)

Ich, beinah
(30)

EMERGENCY

Nina
(26)

Olivia
(27)

Bonnie
(80)

Eric
(54)
EXAMPLE MODEL 3
EXAMPLE MODEL 3
TAKE A LOOK AT YOUR ASSESSMENT AND FIND ONE TASK YOU COULD CHANGE TO FIT MODEL 1, 2 OR/AND 3
LET’S DISCUSS IT!
REFERENCES

1. IM CUMMINS, RANGE OF CONTEXTUAL SUPPORT, DEGREE OF COGNITIVE INVOLVEMENT IN LANGUAGE TASKS AND ACTIVITIES. IN: CUMMINS, JIM. NEGOTIATING IDENTITIES: EDUCATION FOR EMPOWERMENT IN A DIVERSE SOCIETY. LOS ANGELES: CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION, 2ND EDITION, 2001, PAGE 67.


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THANK YOU!