



Help Yourself... And a Student – 5 min. PD

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Gifted 206: Tiered Assignments for ALL

Tiered assignments are the most prescriptive, learner-responsive, and sophisticated strategy for differentiating teacher instruction. Tiered assignments are designed to meet the different learning needs based on readiness, interest, and learning preferences.

3 Steps in Designing a Tiered Assignment

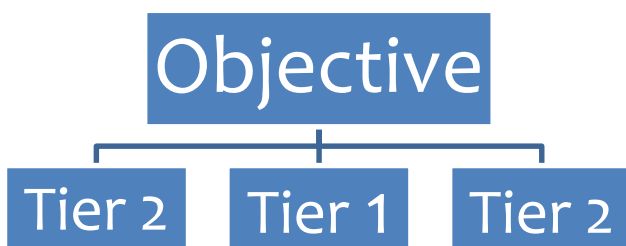
Diagnose: Find the needs of your students through pre-assessments and formative assessments.

Design: Create an activity, task, or project that responds to the needs of your students.

Prescribe: Match students' learning needs to the task to create a "just right, right now" learning experience for each student.

Guidelines in Creating a Tiered Assignment

- Must address the learning needs of all students in a classroom
- Must be focused on learning objectives
- Must respond to the immediate and learning needs of different groups of students
- Must be equally active, engaging, and interesting
- Must not simply be more work, less work or redundant work
- Must have similar time commitments
- Must be able to be completed individually, with partners, or in small groups
- Must offer different, but related experiences so students can share work
- Must not be used as summative assessment but for practice only



Common Ways to Differentiate

By Readiness: Offers an opportunity to reinforce or reteach a lesson to one group of learners and to extend or enrich learning for other learners

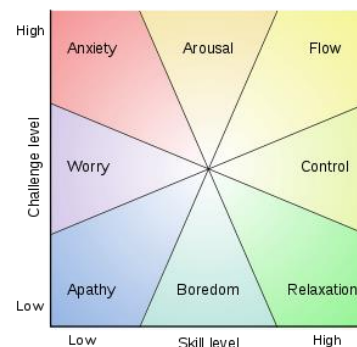
By Level of Challenge/Complexity: Offers basic applications of content for some students as well as more complex applications to students who need greater challenges

By Learning Preference: Offers opportunities for students to demonstrate what they know or understand by being matched with tasks by their learning preference/multiple intelligence.

Steps in Creating a Tiered Assignment

- Know your learning objective
- Pre-Asses students' prior knowledge on the topic
- Determine how you will differentiate the task – by readiness, level of challenge/complexity, or by learning preference
- Create Tier 1 – the on-target task that will be appropriate for most of your students
- Create Tier 2 – more complex, open-ended, or abstract task for some of your students who need additional challenge to engage in learning; may be completed with less direct support and demand more independence to complete
- Create Tier 3 – modify or adapt the Tier 1 task for some students who need the additional support or scaffolding

When students' skill level is matched with the challenge level, then they will be able take ownership of their learning – what Robert Sternberg calls 'flow,' or others call it, 'in the zone.'



Reference:

Heacox, D. (2009) Making Differentiation Habit. Minneapolis: Free Spirit Press.