

Compare the definition of DI on Page 1 with that at Institutes on Academic Diversity (<http://differentiationcentral.com/what-is-differentiated-instruction>)

Why is the Lillian Katz quote apropos for beginning this module on DI?

Create a graphic organizer to contrast traditional instruction with DI.

Compare and contrast pre-assessments, formative assessments, and summative assessments.

Because students' needs change frequently, teachers should be familiar with both ongoing assessments and flexible grouping.

Describe how an exit card is a successful tool for illustrating ongoing assessment.

Describe how flexible grouping is central to DI.

Why would scheduling regular assessments not support DI?

What is the purpose of assigning respectful tasks?

Differentiate between student readiness, interest, and learning profile.

Describe how you would identify a student's readiness level, interests, and learning profile.

Why is the zone of proximal development important to DI?

Reduce the Page 3 interviews of Dr. Carol Ann Tomlinson and Michelle Giddens into 1–3 main points.

Additional Notes: