

Differentiated Assessment
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Padlet Link:

[Differentiated Assessment in action](#)

Original Lesson Plan Overview:

The original lesson plan implemented was titled "Module 6 Lesson 7: The Contest" and was designed for a first-grade classroom. The learning targets focused on students' ability to identify and discuss symbols of the United States while also developing vocabulary through "power words." The lesson aligned with the New York State Next Generation English Language Arts standards 1SL2 and 1R9, which emphasize discussion, comprehension, and making connections to text. During the lesson, students participated in a whole-group read-aloud, vocabulary activities such as the "Hot Seat" game, and turn-and-talk discussions. Visual supports, including anchor charts and vocabulary cards, were used to support comprehension. Students were also encouraged to make real-life connections to the content by discussing their experiences with symbols and competition. While the lesson included some differentiation, such as sentence frames for multilingual learners, the assessment component was limited. The assessment primarily relied on discussion and observation, which did not fully account for differences in readiness, interest, or learning profiles. This highlighted the need for a more structured approach to differentiated assessment to better support multilingual learners.

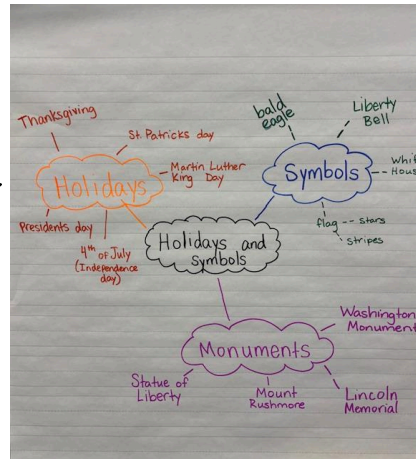
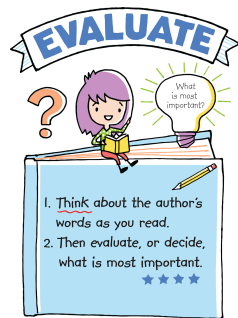
Original Lesson Plan:

Class: Sherman/Sickles 1st grade	
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Lesson Title: Module 6 Lesson 7	
Standards	
1SL2	Develop and answer questions about key details in diverse texts and formats
1R9	Make connections between self and text.
Lesson Objectives/Instructional Outcomes:	
(Language Objectives) Power words: I can identify real-life connections between words and their use. I can answer questions and discuss meanings to develop vocabulary.	
(Content Objectives) “The Contest”: I can read and discuss symbols of the United States and why they are meaningful. I can evaluate details that are most important to key ideas.	
Instructional Materials/Resources:	
<ul style="list-style-type: none"> ● Module 6 Mybooks pg. 134-151 ● Module 6, lesson 7 slides ● BenQ ● Vocabulary word cards <ul style="list-style-type: none"> ○ Contest ○ Liberty ○ Hope ○ National ○ Towers ○ Base ● Anchor Chart 	
Methods and Instructional Strategies	
Anticipated Student Misconceptions: Students may think that in this contest someone will win, but in this instance, there is no winner.	
Concept Prerequisites: Students came up with symbols/monuments they already know on an anchor chart (Bald eagle, The Washington Monument). Students go over the vocabulary they have learned from previous lessons (vote, freedom, sights).	
Introduction Anticipatory Set:	<p>Students will go over the vocabulary they will learn in the lesson using vocabulary cards.</p> <p>We will play a game called “Hot Seat” to help them better understand the words.</p>

An anchor chart of American symbols will be posted for students to refer to.

An evaluate anchor chart will be shown to students so they can see what to look for. The Essential Question will also be on the focus wall, so students can have a visual of that at all times.



Make Connections

When you read, find ways that the text is like things in your own life and other texts you have read.

- It all starts here!**
- Text to Self**
This reminds me of when I...
- Text to Text**
This is like another book I read...
- Text to World**
This is like something that happened in my community...

Instructional Activities:

As a class, we will read the story together, and students will follow along in their MyBooks while the teachers read aloud. Students who feel comfortable may volunteer to read aloud.

Remind students to look for power words while reading (have them pat their head when a vocabulary word is mentioned). Any words that come up that the students may not know, I will go over with them.

Connect the reading to real-life connections.

- Ask students what they predict the story will be about.
- Ask if any of the students have been in a competition and what it was like.

	<ul style="list-style-type: none"> • While reading about the various symbols of America, discuss how we can compare and contrast them.
<p>Wrap Up Synthesis/Closure:</p>	<p>I will first have the students turn and talk with each other to discuss who they think had the best-supported reason for why the symbol is the best.</p> <p>Differentiation: Use the following prompts for multilingual students:</p> <p>I might ask a question, such as: Does (Jade) give a good reason for (her) opinion?</p> <p>or</p> <p>Supply this sentence frame: I think _____ gives the best reasons because _____.</p> <p>At the end of the story, we can vote to see what they think is the best American symbol. This will then lead into their opinion writing, so they can build on why one symbol is the best. I will use the BenQ board to write up all the symbols mentioned in the story, and have the students come up and take their vote.</p>
<p>Management Techniques: I will reinforce positive behavior through Class Dojo points when students are engaged and following expectations.</p>	
<p>Assessment (Formative and Summative): (Framework Domain 1f/3d)</p> <p><i>Formative</i> Throughout the lesson, I will check students' understanding by asking questions and making connections. I will make notes of student engagement and comprehension.</p> <p><i>Summative</i> Students will participate in a turn-and-talk discussion and vote for the symbol with the strongest reasoning, using sentence frames to justify their choice.</p>	

Modified Lesson Plan for Differentiated Assessment:

After reflecting on the original lesson, modifications were made to better align with differentiation principles outlined by Tomlinson (2014). The lesson maintained its original objective and structure, but additional supports and assessment strategies were incorporated to address students' readiness levels, interests, and learning profiles. To support multilingual learners, vocabulary instruction was enhanced through visual supports and explicit modeling. Sentence frames were expanded, and students were given multiple opportunities to engage with vocabulary in meaningful ways. Students were also flexibly grouped based on their needs and provided multiple options for demonstrating their understanding. Three tiers of differentiated assessment were introduced. Tier 1 supported on-level learners with structured sentence frames and visuals. Tier 2 provided additional scaffolds for multilingual learners, including drawing and labeling options. Tier 3 extended learning for advanced students through expanded writing tasks requiring reasoning and explanation. These changes allowed students to engage with the content at their own level while still meeting the same learning objective. The integration of differentiated assessment created a more inclusive and accessible learning experience for all students.

Use of Anonymized Student Products in Assessment:

To evaluate the effectiveness of differentiated assessment, anonymized student work samples were collected and analyzed. These student products provided authentic evidence of student understanding and demonstrated how differentiation supported diverse learners.

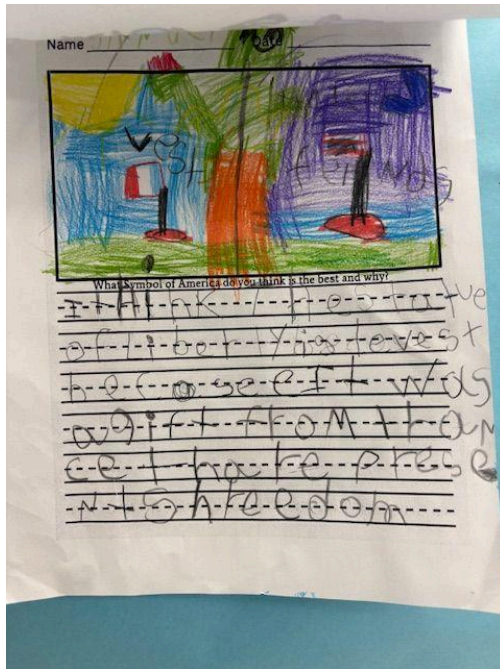
Student A is an emerging multilingual learner who benefited from additional visual and language supports. To support this student, I provided a reference sheet with

images of American symbols and brief descriptions of each symbol's meaning. This visual support helped the student make connections between the symbol and its meaning while reducing the language barrier. Using this scaffold, the student completed the task by drawing and labeling their chosen symbol and using a sentence frame to express their thinking. Although the student required support with sentence structure, their work demonstrated an understanding of key vocabulary and concepts. This reflects differentiation based on readiness and learning profile, as the student was able to access the content through visual supports and demonstrate their understanding in a meaningful way.

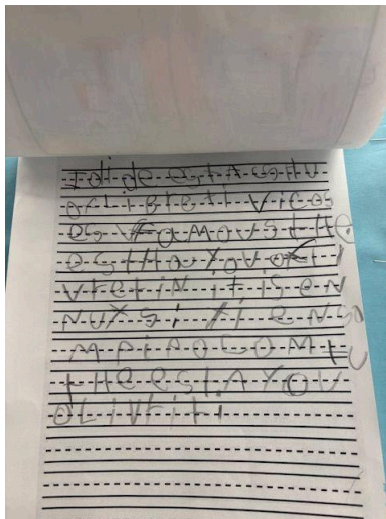
Student B is a developing multilingual learner who worked closely with the ENL teacher to complete the task. To support this student's language development, structured sentence frames were provided: *"I think _____ is the best American symbol. It represents _____. It is the best in my opinion because _____."* These sentence frames helped guide the student in organizing their ideas while also supporting academic language use. With this scaffold, the student wrote a complete response that included their opinion and reasoning. This demonstrates differentiation based on readiness and language needs, as the student was provided with targeted support to better express their understanding. Working alongside the ENL teacher also provided additional modeling and reinforcement, which strengthened the student's confidence and participation.

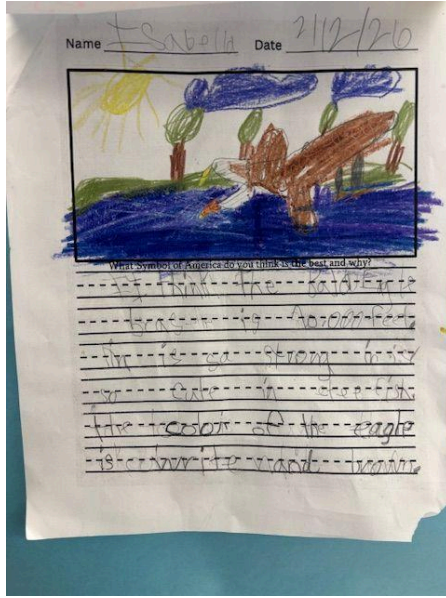
Student C, an advanced student, independently wrote multiple sentences explaining their reasoning. This student incorporated academic vocabulary and demonstrated a deeper understanding of symbolism and meaning.

These student products support Tomlinson's (2014) assertion that differentiation involves responding to individual student needs. By allowing students to demonstrate understanding in different ways, the assessment process became more meaningful and accessible.

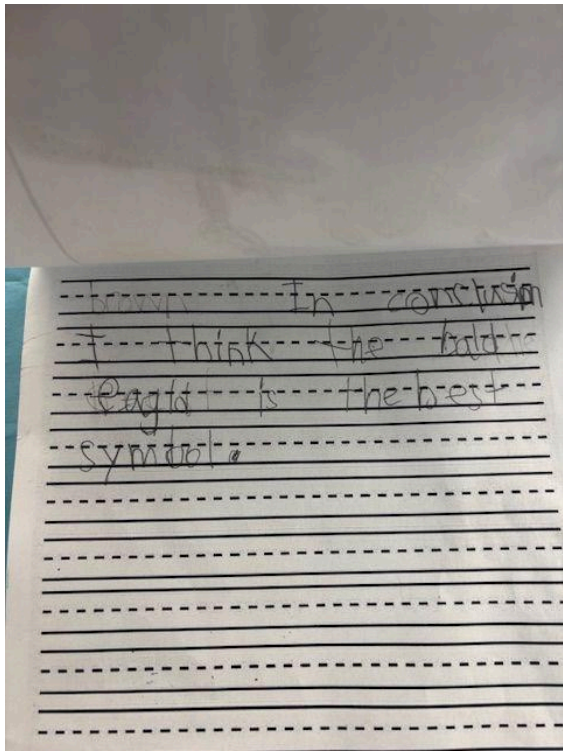


Student A Work:

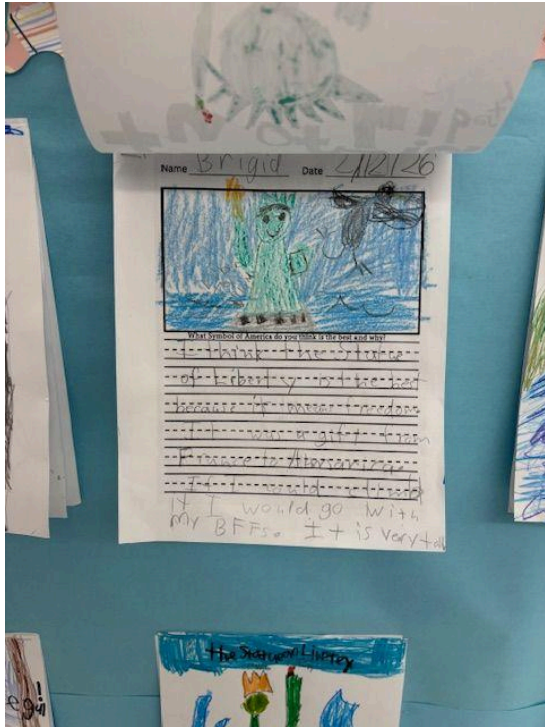




Student B Work:



Student C Work:



Application of Differentiation:

This lesson incorporated several strategies aligned with the ASCD Action Tool for High-Quality Differentiated Instruction. Strategies such as graphic organizers, sentence frames, and student choice were used to support diverse learners. A choice-based assessment approach allowed students to demonstrate their understanding through drawing, structured writing, or extended responses. Additionally, visual, auditory, and kinesthetic learning styles were incorporated. Visual learners benefited from anchor charts and images, auditory learners engaged in discussion and vocabulary activities, and kinesthetic learners participated in interactive activities such as voting. These strategies align with Universal Design for Learning (UDL) principles by providing multiple means of representation, engagement, and expression. By incorporating these

approaches, the lesson supported multilingual learners and promoted equitable access to learning.

Differentiated Strategies Through CoPilot:

OPTION 1 — Graphic Organizer: “My Symbol & My Reasons”

Best for: Emerging/Developing MLs, visual learners, students who need structure.

Students complete a **3-box organizer**:

1. **My Symbol:** (picture or label)
2. **My Reason:** (sentence frame provided)
3. **Connection:** (text-to-self, text-to-text, or text-to-world)

Sentence Frames:

- *I think the ___ is the best symbol because ___.*
- *This reminds me of ___.*
- *In the story, the author says ___, which shows ___.*

If you want, I can generate this organizer as a clean printable page with a footnote acknowledging AI assistance.

OPTION 2 — RAFT Mini-Assessment

Best for: Students who enjoy creativity, oral language, or storytelling.

Role	Audience	Format	Topic
A symbol from the story	The class	Voice recording	Explain why you are the best symbol
Yourself	Your family	Drawing + labels	Show which symbol you chose and why
A student in the story	A friend	Short letter	Tell which symbol had the strongest reasons
A reporter	The school	Mini-poster	Report which symbol won the class vote

This option supports MLs by allowing **oral**, **visual**, or **written** expression.

OPTION 3 — Choice Grid (3-in-a-Row)

Best for: Students who need autonomy and varied difficulty levels.

Students complete **any three connected boxes**:

Easy (Emerging)	Medium (Developing)	Challenge (Expanding)
Match symbols to pictures	Write 2–3 sentences using frames	Write a paragraph explaining your opinion
Circle the strongest reason	Compare two symbols using a Venn diagram	Record a video teaching others about your symbol
Draw your symbol and label it	Sort reasons into “strong” and “weak”	Create a mini-presentation using vocabulary

This grid ensures all students work toward the same objective at different readiness levels.

OPTION 4 — VAK Assessment Menu

Best for: Students with strong modality preferences.

- **Visual:** Create a storyboard showing why your symbol is meaningful
- **Auditory:** Record yourself explaining your choice using vocabulary words
- **Kinesthetic:** Build or act out your symbol and explain your reasoning

This option is especially supportive for MLs who may express ideas more clearly through oral or hands-on modes.

Reflection:

Through this assignment, I developed a deeper understanding of how differentiated assessment can support multilingual learners in my classroom. As a first-grade teacher in an ENL-integrated setting, I already use strategies such as visuals, structured literacy slides, and small-group instruction during our WIN block. However, this assignment helped me realize that differentiation should not only be present in instruction, but also in how students are assessed. In this lesson, I provided multiple ways for students to demonstrate their understanding of American symbols and vocabulary. Some students drew and labeled their ideas, while others used sentence frames or wrote independently. This allowed all students, especially multilingual

learners, to participate in ways that matched their language abilities and confidence levels. One thing I noticed was that student engagement increased when they were given a choice. Activities like voting, turn-and-talk, and the Hot Seat vocabulary game made learning more interactive and meaningful. These strategies helped students feel more comfortable taking risks, especially when using new vocabulary. A challenge I faced was making sure that all differentiated tasks still aligned with the same learning objective. It required planning to ensure each task maintained rigor while remaining accessible. Using tools such as sentence frames and graphic organizers helped me maintain consistent expectations across all levels. Overall, this assignment helped me grow as an educator. Assessment is a more flexible, inclusive process than a one-size-fits-all approach. Moving forward, I plan to continue using differentiated assessments to support all learners, especially multilingual learners, so they feel confident and successful in the classroom.

Close Untitled document 91 Goals 72 Overall score

My Grammarly

DOCUMENT

- New document
- Upload file
- Download
- Paste
- Version history
- EDIT
- Undo
- Redo
- Clear
- Crisp
- Paste
- Select all
- Editor settings
- ACCOUNT
- Kamryn J Sherman
- Language preference
- Subscription
- Sign out
- Support
- What's new

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263 words

Review suggestions

Write with generative AI

Check for AI text & plagiarism

Review suggestions

Correctness Clarity Engagement Delivery Style guide

UNUSABLE LANGUAGE MARKING IN THE FOLLOWING PHRASES.

Dismiss

- Rewrite the sentence This
- Improve your text This allowed all students, especially multilingual...
- Rewrite the sentence were given
- Consider article usage choice
- Remove redundancy intentional
- Improve your text It required intentional planning to ensure that...
- Improve your text Using tools like sentence frames and graphic...
- Want to sound more confident? I now see assessment as a more flexible and...

Check for plagiarism and AI text

Increase the impact of your text

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Increase the impact of your text