

Differentiating for the Young Child

Teaching Strategies Across
the Content Areas, PreK-3

SECOND EDITION

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Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from
Differentiating for the Young Child.

LEARN MORE about this title!

ASSESSMENT FOR YOUNG STUDENTS IN A DIFFERENTIATED CLASSROOM**1. WHY?**

- a. Reveals a need for adjustments for the child
- b. Gives teacher vital information to plan for individuals and groups
- c. Provides appropriate response to child development and learning needs
- d. Uncovers discrepancies between ability and achievement
- e. Enables teachers and parents to build on strengths and talents of the child

2. WHAT?

- a. Child's learning and development in all domains
- b. Child's strengths, problems, interests, learning styles
- c. Demonstrated knowledge, understanding, and skill during learning activities
- d. Samples of student work in class and at home; live performances and presentations
- e. Test results

3. WHO?

- a. Teacher, as primary evaluator, gathers data from a variety of sources to respond to child's needs
- b. Teacher aides and resource people share observations, stories, insights
- c. Child, under guidance of the teacher, evaluates learning experiences
- e. Teachers, parents, and child share information in evaluating progress and needs

4. WHEN?

- a. Spontaneously throughout the teaching day using observation and supervision
- b. Before and after a teaching session, assignment, activity to determine readiness and mastery
- c. Systematic recording and review of information on monthly or weekly basis to track growth
- d. Regular sharing of information between teachers and parents to enhance understanding

5. HOW?

- a. Informal and ongoing observations of child learning in all domains
- b. Daily interactions with child in a wide range of situations
- c. Quizzes and tests appropriate for child and circumstance
- d. Recordings and descriptions of child's performance at each step of a learning process
- e. Rubrics, checklists, peer responses, and other tools that evaluate student products—art projects, stories, taped readings, original designs, math solutions, etc.

WHY ASSESS IN A DIFFERENTIATED CLASS?

Historically, assessment has focused primarily on grading, and this has meant comparing the ability and achievement of students against each