



DIFFERENTIATED

SUMMATIVE ASSESSMENTS

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taking an adult gap semester just because

Trainernetzwerk USA

Sommerschule Berlin, 23.7-29.7. 2017

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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

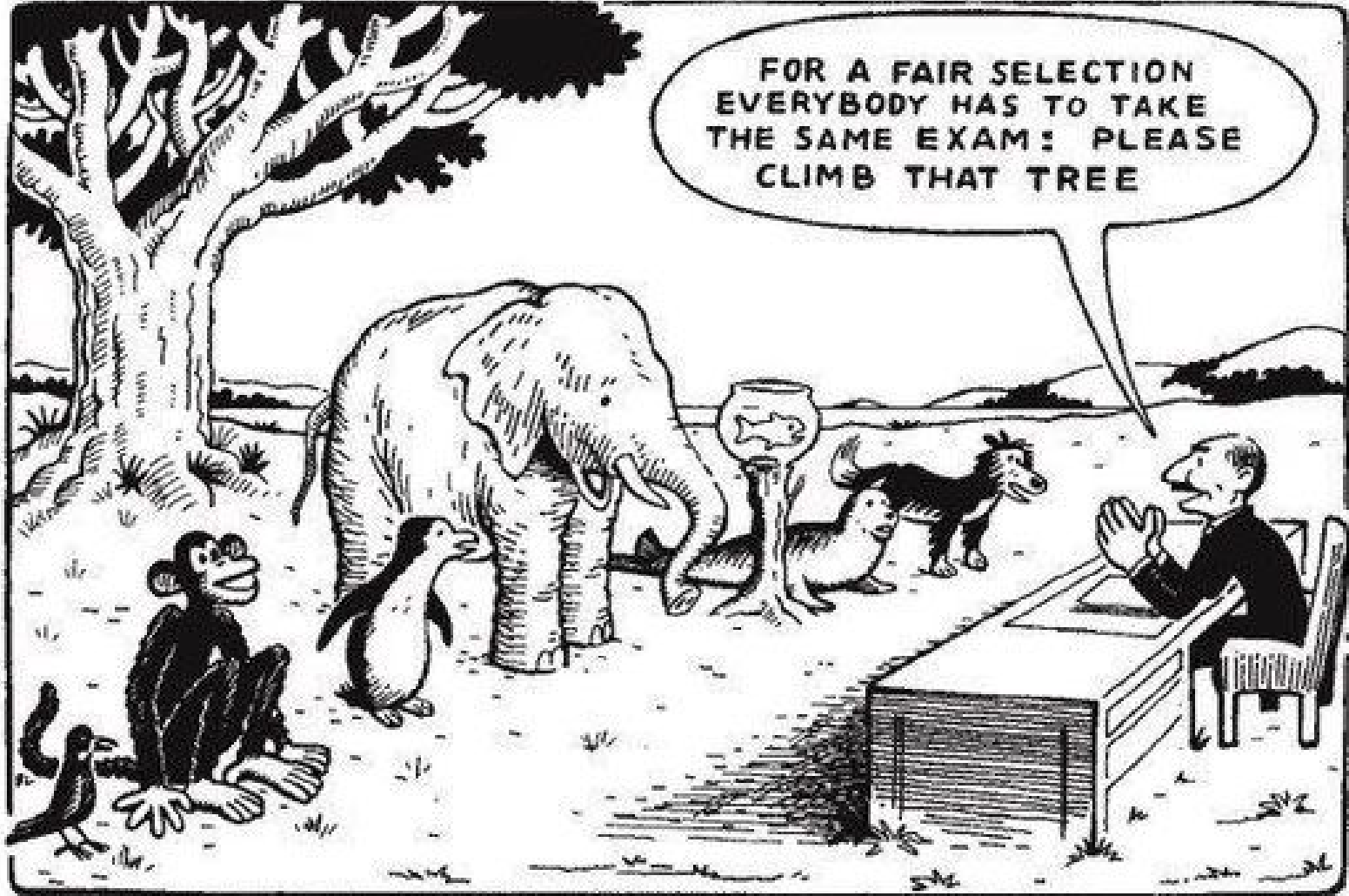
Intro: "Animal School" (Group Activity)



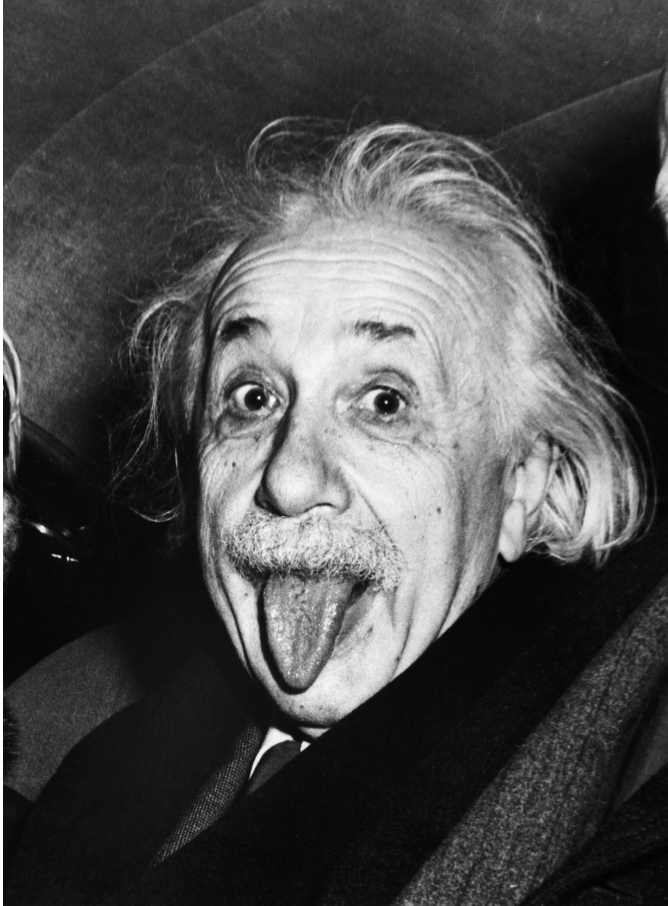
Go to the picture that represents you the most! There shouldn't be more than **3 people at each photo.**

Read the tale of the "Animal School" with your group.

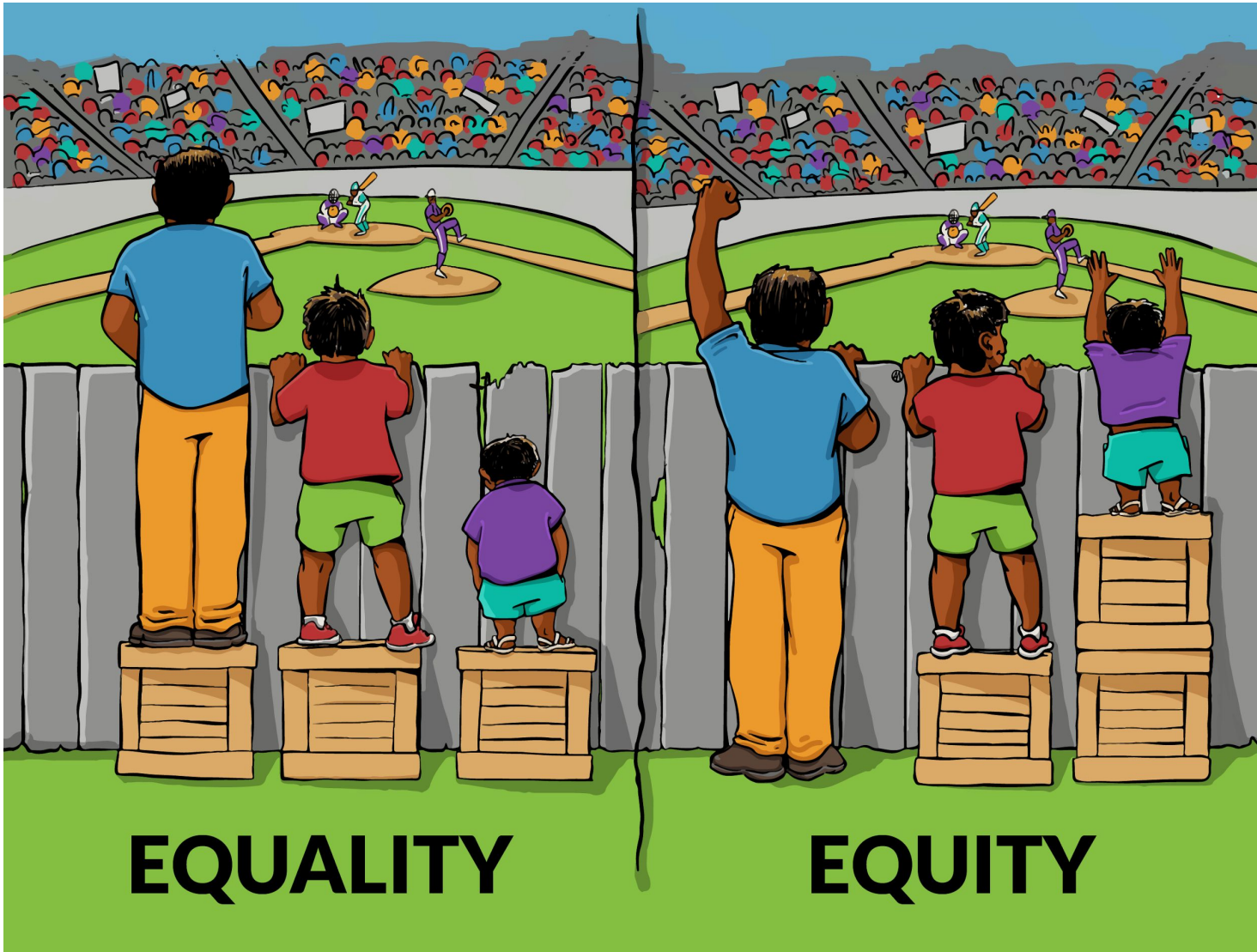
Have a short discussion about the story in your group and what moral it holds.



Albert Einstein



“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

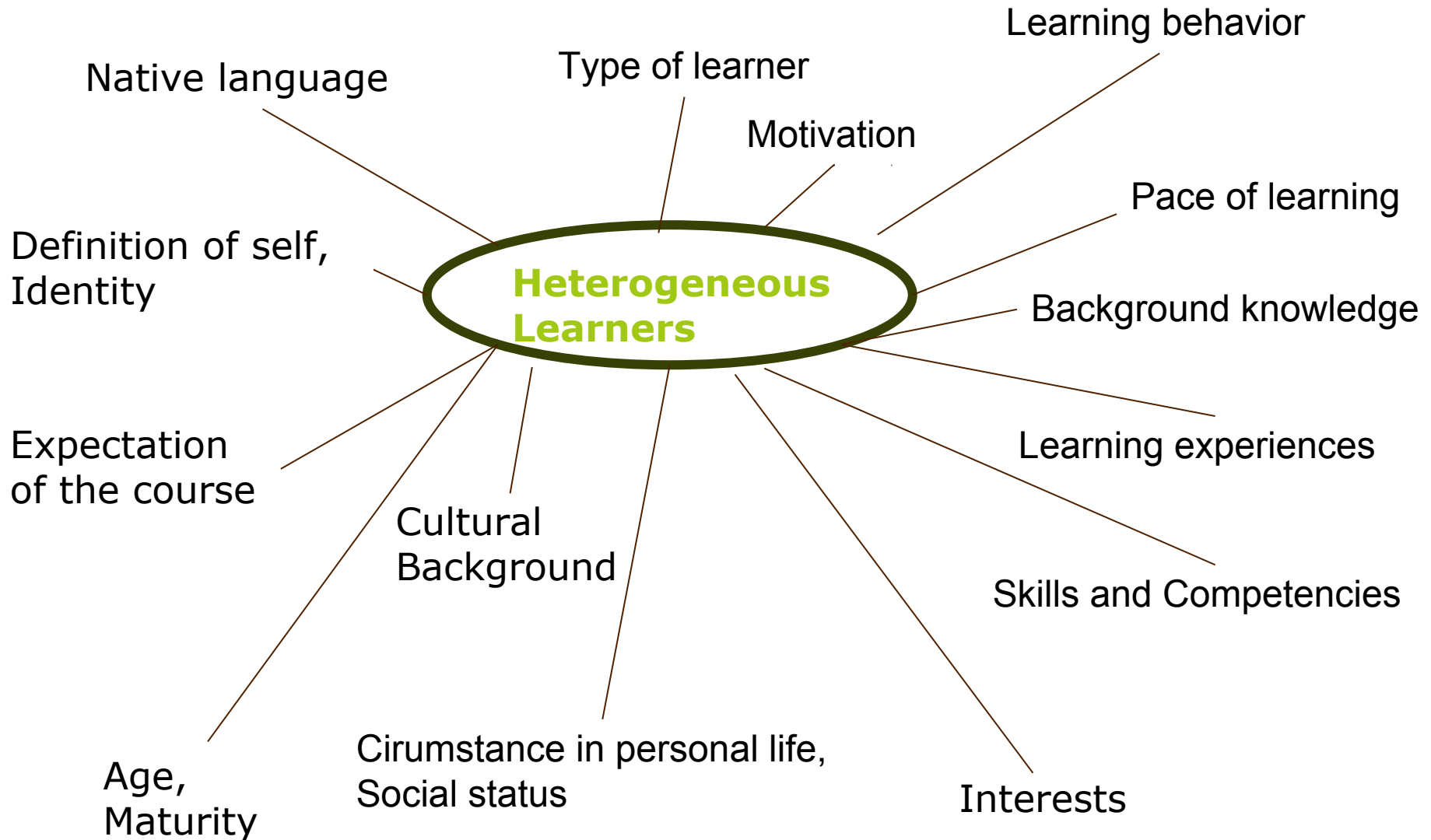
Reality in the classroom: Heterogeneous Learners

- **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?**



10 minutes

HOW DIVERSE ARE LEARNING GROUPS?



How do you experience heterogeneous learners in the classroom?

What do you appreciate about them?

What makes it problematic?



10 minutes



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?

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10 ASPECTS OF DIFFERENTIATION

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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?**

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EXPLAIN ASSESSMENT TO STUDENTS



2. Klassenarbeiten einführen: Sensibilisieren für Unterschiede

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Sich Gedanken über (gerechte) Prüfungen machen:



THOUGHTS OF 4th GRADER

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 Maulwurf kann nicht Schwimmen.

OTHER UNFAIR ASSESSMENTS



Weitere ungerechte Prüfungen:

2. Klassenarbeiten einführen: Sensibilisieren für Unterschiede



WHAT IS A FAIR ASSESSMENTS





DAS AUFGABENWAHLMODELL

MODEL 1

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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

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

EXAMPLE MODEL 1

Literacy Tic-Tac-Toe		
<p>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.</p>	<p>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.</p>	<p>Write a critique or an editorial justifying your opinion using excerpts from the text.</p>
<p>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.</p>	<p>Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.</p>	<p>Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.</p>
<p>Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....</p>	<p>Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.</p>	<p>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.</p>



DAS SPALTENMODELL

MODEL 2

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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

READING: FOUR WOMEN IN AMERICAN MUSIC

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 Ike had often been violent, 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 2008, 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 Elliott's raps are funny and clever, and she is also a great singer – when she chooses to sing!



RIHANNA (born 1988)
Rihanna Penty was born on Barbados, in the Caribbean. She was discovered by Ivan 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 DefJam 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.



WITH HELP

Help 1

Mit dieser Hilfe bekommst du eine gekürzte Version der Texte. Dafür werden dir 5 Punkte abgezogen

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Text und Aufgaben mit freundlicher Genehmigung des Klett-Verlags.
Aus: VERA 8 Kompetenztest Englisch, Hitbox Niveau, Stuttgart: Klett, 2009, S. 28. (Text adaptiert)

Example Model 2

PLEASE WRITE YOUR ANSWERS ON A SEPARATE PAPER!

Elkes Familie

Lesen Sie den Text über Elkes Familie.

Elke kommt aus München. Sie ist fünfzehn Jahre alt. Sie hat zwei Geschwister, einen Bruder und eine Schwester. Ihr Bruder heißt Holger und ist erst zehn Jahre alt. Ihre Schwester, Meike, ist schon zweiundzwanzig. Sie wohnt in Frankfurt. Elkes Eltern heißen Käthe und Hermann. Käthe, Elkes Mutter, ist vierundvierzig. Sie ist Krankenschwester. Hermann, Elkes Vater, ist siebenundvierzig. Er arbeitet bei Mercedes. Käthe hat eine Schwester. Sie heißt Wilma und ist neunundvierzig. Sie hat keinen Mann und keine Kinder, aber sie hat eine Katze. Hermann hat auch eine Schwester. Sie heißt Sabine und ist Professorin an der Universität in Heidelberg. Sabine ist schwul und hat eine Partnerin. Sie heißt Beate. Beate und Sabine haben eine adoptierte Tochter. Die Tochter heißt Jutta. Aber Hermann hat auch einen Bruder. Er heißt Klaus. Er ist zweiundvierzig und hat eine Frau. Ihr Name ist Viktoria und sie ist einundvierzig. Sie haben einen Sohn, Rolf. Er ist vierzehn. Klaus ist Apotheker, aber seine Frau arbeitet nicht. Die Eltern von Hermann, Klaus und Sabine sind Martina und Tobias. Sie sind schon alt und arbeiten nicht mehr. Martina ist zweiundsiebzig und Tobias ist sechsundsiebzig. Sie sind aber noch sehr gesund und besuchen gern ihre Kinder und Enkel. Die Eltern von Käthe und Wilma heißen Anna und Günter. Sie haben keine Söhne, sondern nur Töchter, aber sie lieben ihren Schwiegersohn Hermann wie einen Sohn. Anna und Günter wohnen im Norden von Deutschland, in Bremen. Anna ist achtundsechzig und ihr Mann ist zwei Jahre älter als sie. Elke liebt ihre Familie, aber sie findet es schade, dass sie nur einen Cousin hat. Sie möchte viele Cousins und Kusinen.

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).

EXAMPLE MODEL 2

II. Beantworten Sie die Fragen zu Elkes Familie mit ganzen deutschen Sätzen.

Fundamentum (Grade: C)	Additum (Grade: A)
<ol style="list-style-type: none"> 1. Wie viele Geschwister hat Elke? 2. Wie heißt Elkes Mutter? 3. Arbeitet Elkes Mutter? Wenn ja, wo? 4. Wie alt ist Elkes Vater? 5. Wo wohnen Elke, ihr Bruder und ihre Eltern? 6. Wer ist Elkes Bruder? 7. Wie heißen die Tanten von Elke? 8. Hat Elke auch einen Onkel? 9. Ist Wilma die Kusine von Hermann? 10. Ist Sabine die Schwester von <u>Viktoria</u>? 11. Wer ist der Neffe von Hermann? 12. Hat Wilma eine oder zwei Nichten? 13. Sind Martina und Tobias die Großeltern von Rolf? 14. Wer ist Elkes Cousin? 15. Hat Elkes Tante Wilma auch Kinder? Wenn ja, wie heißen sie? 16. Ist Meike älter oder jünger als Elke? 17. Wohnen Oma Anna und Opa Günter in München? Wenn nein, wo? 	<ol style="list-style-type: none"> 18. Wo arbeitet Elkes Vater? 19. Wer ist der Schwiegersohn von Anna? 20. Wie viele Enkelkinder haben Martina und Tobias? 21. Welchen Beruf hat Klaus? 22. Warum hat Sabine eine adoptierte Tochter? 23. Wie heißen die Schwiegereltern von Käthe? 24. Wer ist der Schwager von Käthe? 25. Haben Martina und Tobias eine Schwiegertochter? Wenn ja, wie heißt sie?



STERNCHENAUFGABENMODELL

MODEL 3

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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

LISUM Berlin-Brandenburg
Beispiel für eine leistungsdifferenzierte Klassenarbeit im Fach Englisch, Jahrgang 8

Beispiel: Klassenarbeit Jahrgangsstufe 8 ISS

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

Reading 1 Niveau G (für alle verpflichtend)

5 points

Lessons for life


1) _____
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 ...

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

3) _____
But where? My Spanish teacher told me that they spoke the "best" Spanish in Spain. So I found an organization 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.

4) _____
15 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
20 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 three things about Spain: the beautiful old houses, the friendly people – and the FOOD!

5) _____
25 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!



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? |

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 Prüfer: _____

(Oral Check Sheet) Punkte: _____ Schüler/in: _____

1. Das ist meine Familie. 4
 Ich heiße _____ 3
 Ich bin _____ Jahre alt (age). 5
 Ich bin * _____ und _____ 5
 Adj. Adj.
 Ich bin der/die _____ (relative) 4
 Ich bin * _____ (profession) 3
2. Das ist mein/e _____ 4
 Er/Sie heißt _____ 3
 Er/Sie ist _____ Jahre alt. 3
 Er/Sie ist* _____ und _____ 5
 Er/Sie ist * _____ (profession) 3
3. Das ist mein/e _____ 4
 Er/Sie heißt _____ 3
 Er/Sie ist _____ Jahre alt. 3
 Er/Sie ist* _____ und _____ 5
 Er/Sie ist * _____ (profession) 3
4. Das ist mein/e _____ 4
 Er/Sie heißt _____ 3
 Er/Sie ist _____ Jahre alt. 3
 Er/Sie ist* _____ und _____ 5
 Er/Sie ist * _____ (profession) 3
5. Das ist mein/e _____ 4
 Er/Sie heißt _____ 3
 Er/Sie ist _____ Jahre alt. 3
 Er/Sie ist* _____ und _____ 5
 Er/Sie ist * _____ (profession) 3

- Meine Familie und ich Prüfer: * _____ *
- (Oral Check Sheet) Punkte: _____ Schüler/in: _____
- wie alt bist du?
1. Das ist meine Familie. 4
 Ich heiße Belinda Cemils 3
 Ich bin zwanzig Jahre alt (age). 5
 Ich bin hübsch und klug 5
 Adj. Adj.
 Ich bin der/die Tochter, Enkelin (relative) 4
 Ich bin Arztin (profession) 3
Biologin
 2. Das ist mein/e Dma 4
 Er/Sie heißt Bonnie Petter 3
 Er/Sie ist 30 Jahre alt. 3
 Er/Sie ist alt und klein 5
 Er/Sie ist librarian (profession) 3
Astronomin Astronautin
 3. Das ist mein/e Mutter 4
 Er/Sie heißt Alexandra 3
 Er/Sie ist vierzig Jahre alt. 3
 Er/Sie ist schön und _____ 5
 Er/Sie ist hochschullehrer (profession) 3
 4. Das ist mein/e Musik 4
 Er/Sie heißt Olivia 3
 Er/Sie ist zwanzig Jahre alt. 3
 Er/Sie ist nett und _____ 5
 Er/Sie ist Photographin (profession) 3
 5. Das ist mein/e Musik 4
 Er/Sie heißt Mina 3
 Er/Sie ist sechzehn Jahre alt. - zwanzig 3
 Er/Sie ist klug und klug 5
 Er/Sie ist Diplomingenieur (profession) 3
 6. Das ist mein/e Orkel 4
 Er/Sie heißt Eric 3
 Er/Sie ist 54 Jahre alt. - vierundfünfzig 3
 Er/Sie ist groß und lustig 5
 Er/Sie ist Büroleiter (profession) 3
Büroangestellter

EXAMPLE MODEL 3



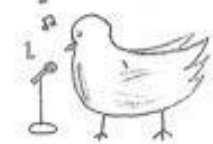
EXAMPLE MODEL 3

Meine
Familie
UND ich

Alexandra
(40)



Penny
(3)



George
Pachington
(1000000000)



Eric (34)

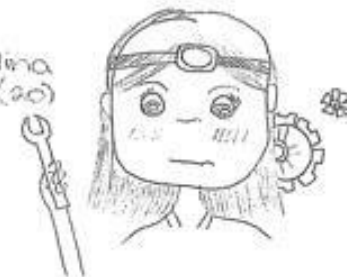


Ich,
beinda
(20)



EMERGENCY

Nina
(20)



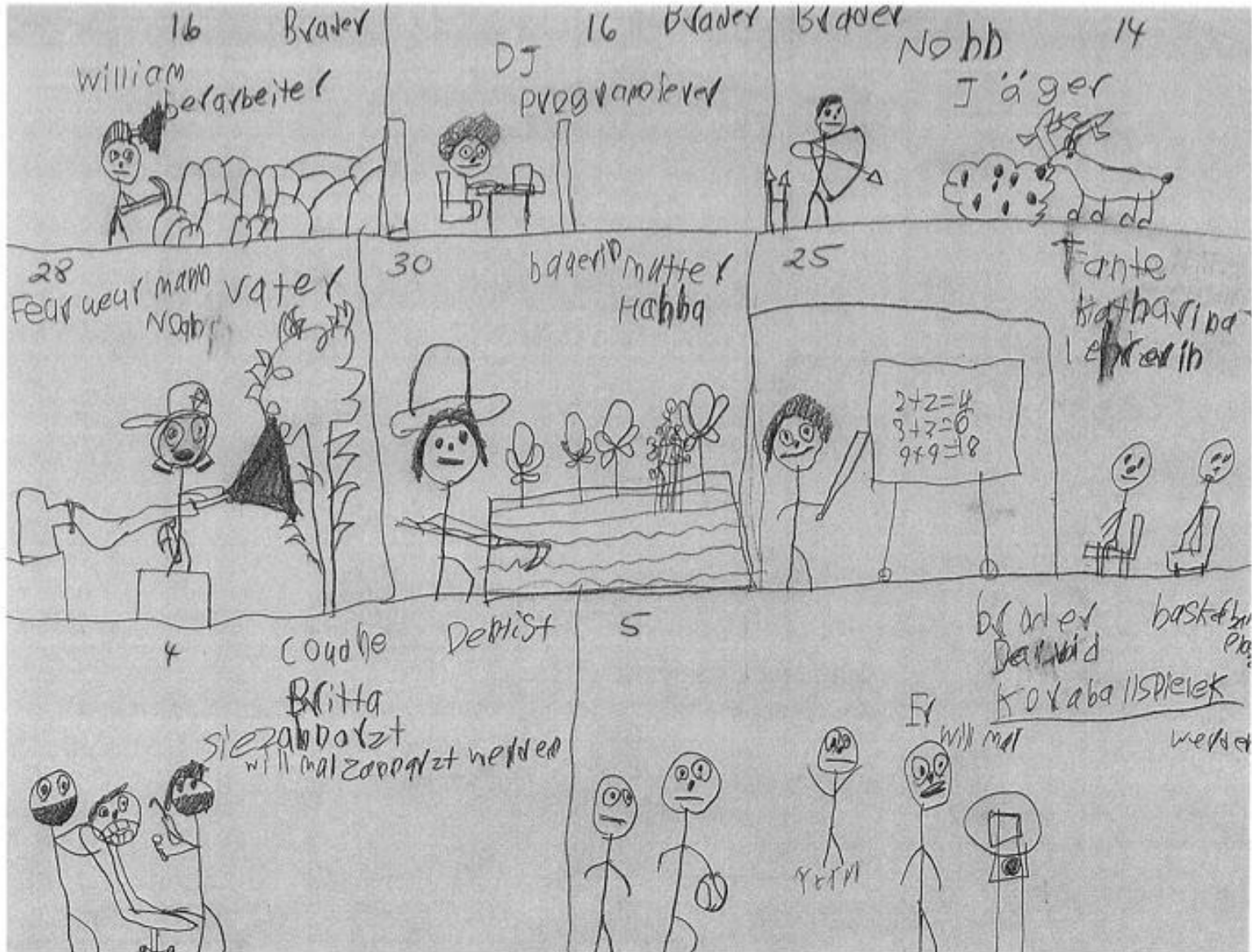
Olivia
(27)



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**

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LET'S DISCUSS IT!

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THANK YOU!