

## Quick Tips for Differentiation: Assignment Menus & DOK

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Here are 3 ways to approach differentiating curriculum without creating completely different lessons – Focus on one aspect (content/concepts, process, or product) at a time, or use combinations of the three components through an assessment menu (see sample below)

- ❖ **Content (texts/ concepts) – different students get different – but related – content/texts** (e.g., different texts on same topic or by same author, with different levels of complexity; different texts that relate to topic, concept, theme, or same genre – different origins of myths, different subtopics or perspectives related to a study of cultures or time periods)
- ❖ **Process (Depth of Knowledge/DOK) – vary the DOK/process skills for the same text/content** (e.g., work independently or with others; analyze within one text or across multiple texts; compare & contrast versus deeper analysis). This differentiation can provide scaffolding for students who may need it before completing a more complex assignment.
- ❖ **Product – same content (text/concepts) and application of same process skills (DOK), but products may vary by choice/strengths/interest** (e.g., presentation, pamphlet, poster, letter, model, use of technology, illustration, etc.). Assess products with a “common” rubric.

**Sample Uses of Assignment Menus:** Describe multiple assignments that students choose to complete to get a total of 10 points (“10” is an arbitrary number used only as an illustration). For example, some students successfully complete fewer “3-point” assignments or more “1- and 2-point” challenge assignments to accomplish the required 10 points.

**OR** “You must complete 3 assignments for this unit, one under each column & row (e.g., column headings could also be text-to-self/personal, text-to-text/making connections, and text-to-world/broader issue-based). Choose a “1” a “2” and a level “3” challenge assignment.

<b>Text: <i>To Kill a Mocking Bird</i></b>			
Differentiated Challenge Levels	Initial Understanding (DOK 1 or 2)	Analysis & Interpretation (DOK 2, 3, or 4)	Opinion/Response to Text (DOK 2, 3, or 4)
<b>3</b>	Create a 20-question quiz & answer key (true/false, matching, fill-in questions) that assesses sequence of major events, character motivations, etc. <b>OR</b> Create a graphic organizer with plot & subplot notes. <b>(DOK 2)</b>	Compare and contrast what happens to Boo Radley and Tom Robinson, and explain how each is related to the title of the novel. Provide evidence from the text to support your response. <b>(DOK 3)</b> <b>OR</b> Also integrate another text’s character(s) or theme with your analysis <b>(DOK 4)</b>	Develop and conduct a class survey on the perspective of at least one underlying theme in the novel (e.g., prejudice, courage, religion). Present and discuss your results, comparing the class’s perspective to themes in the novel. What influences those perspectives? What conclusions can you draw? Use survey data and text references as support. <b>(DOK 4)</b>
<b>2</b>	Make a map of the neighborhood that shows where important events took place (e.g., Finch house, Radley house, school, etc.) Label places <u>with their significance</u> . <b>(DOK 2)</b>	Explain in a persuasive essay (with text support) why Atticus should /should not have taken the case <b>(DOK 3)</b> <b>OR</b> Compare and contrast 2 main characters: describe traits, motivations, biases, changes over the plot <b>(DOK 2)</b>	Write a letter to Harper Lee expressing how you feel about the book, using text evidence to support your claims. <b>(DOK 3)</b>
<b>1</b>	Make a timeline of major events in the story. <b>(DOK 1)</b>	Chose a main character and illustrate/explain graphically what that character understands at the end of the story that s/he did not understand in the beginning of the story. <b>(DOK 2)</b>	Create a journal with at least 3 entries from different days from Calpurnia’s point of view. Entries should show how you think Calpurnia sees life. <b>(DOK 2)</b> <b>OR</b> Write a sympathy note to the Robinson family showing empathy with their perspective. <b>(DOK 2)</b>

**Sample planning worksheet for the differentiated assignment menu for **math****

<b>Topic Focus:</b> <b>Skills:</b> <b>Concept(s):</b> <b>Big idea:</b>			
Differentiated Challenge Levels	Process Skills/Use of Tools/ Precision (DOK 1 or 2)	Concepts/ Mathematical Modeling (DOK 2)	Problem Solving/ Reasoning/ Math Arguments/Critique (DOK 3 or 4)
<b>3</b>			
<b>2</b>			
<b>1</b>			

**Sample planning worksheet for the differentiated assignment menu for science**

**Science Topic:**  
**Concept(s):**  
**Big idea:**

Differentiated Challenge Levels	Process Skills/Use of Tools (DOK 1 or 2)	Concepts (DOK 2) Science Argumentation (DOK 3 or 4)	Investigations (DOK 3 or 4)
<b>3</b>			
<b>2</b>			
<b>1</b>			

<b>Text(s)/Context: Biographies/Autobiographies/Memoirs</b> <b>Focus: Women's History – (e.g., across different time periods?)</b> <b>Theme/ Big idea: Life stories &amp; what shapes them (time period, social/cultural/political events of the day, challenges, decisions made, their contributions to history)</b> <b>Essential question(s):</b>			
<b>Differentiated Challenge Levels</b>	<b>Comprehension/Basic Inferences (DOK 1 or 2)</b> <i>[Who is this person and why should we care?]</i>	<b>Deeper Interpretation, Analysis, Critique (DOK 3 or 4)</b> <i>[How was the person's life story shaped by challenges...decisions made, paths taken or not taken?]</i>	<b>Vocabulary Development &amp; Language Use (DOK 2 or 3)</b> <i>[What words and symbols help us to know more about and better understand this person?]</i>
<b>3</b>	<i>Work with a peer...</i> Make a presentation about person or be in character as the person– props, dress as, share your contributions  Conduct an imaginary interview with person (DOK 2)	<i>Work with a peer...</i> Move this person into another time period – what would the person's perspective, impact be, or ??? (have the person converse/interact with someone/another famous person of that time period or with the same area of expertise/interest) (DOK 4) Compare/contrast two different interpretations of the same life story – e.g., memoir vs. biography. How do the differing perspectives shape the way the story is told (and perhaps the details)? (DOK 4)	<i>Work with a peer...</i> Use of Symbolic language, figurative language, and descriptive language – create a poem, rap, or graphic novel telling the life story, using descriptive and figurative language as well as symbolic visuals that relate to the time period (DOK 3)
<b>2</b>	Create a poster of this person's significance – use evidence from sources read; represent visually and in words (connect this assignment to the vocabulary terms column) (DOK 2)	Compare this person's life story with a person from another time period who contributed in a similar way.  Create a collage of some type, print ad by person as to what they advocate – supported by sources (DOK 3 or 4)	Identify “time period words/phrases” that relate to this person's work/contributions/areas of interest (DOK 2)
<b>1</b>	Summarize the life story, make a time line of important events in the person's life (DOK 2)	Create a time line or life path visual - Connect important events that <u>influenced their lives</u> – cite sources used (DOK 3 or DOK 4 “lite”) – (e.g., identify which 5 events were most critical? evaluate impact that those challenges or events had on the person's life path)	(focus: Understanding words in context, descriptive words/phrases, etc.) Create a crossword puzzle with – words/phrases used by others to describe this person (DOK 1 or 2)