

Undifferentiated Classroom

- Assessment is used to see “who got it”
- Student differences and interests are not particularly relevant during lesson planning
- Whole-class teaching prevails
- Instructional goals focus on content coverage
- Assignments, texts, and tasks are the same for all students
- Daily schedule and time allotments are relatively inflexible
- A search for one correct answer and/or single interpretation is the norm
- The preponderance of talk is the teacher’s
- Teacher-directed questioning is common with the IRE pattern dominating
- High-level thinking questions/tasks are reserved for the highest-achieving students
- The same assessment is used for all students with a single standard for grading
- The teacher is the one who knows the objectives for the lesson

Differentiated Classroom

- Student differences, interests, and needs guide lesson planning
- Assessment is ongoing, continuous, and includes multiple indicators
- A variety of texts, tasks, and options is evident
- Grouping of students for instruction is frequent and flexible
- Multiple perspectives are routinely sought
- Time is used flexibly based on student attainment of objectives
- Talk is shared between students and teacher
- Structured discussion is carefully facilitated
- High-level thinking questions and tasks are the norm for all students
- Students know and follow classroom routines
- Both the teacher and students clearly know the objectives for each lesson
- All students are believed capable of achieving learning goals and standards