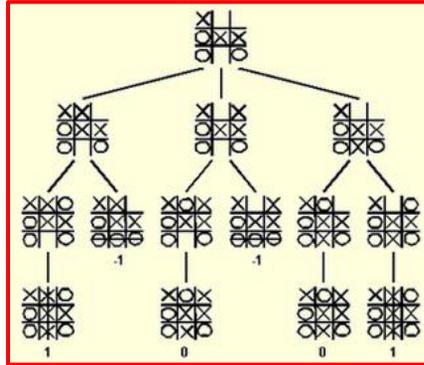


## Tiered Assignments, Including a Multi-Pathway Option to Active, Differentiated Learning

### Think - Tac - Toe



Diagnostic Center, Central CA  
[www.dcc-cde.ca.gov](http://www.dcc-cde.ca.gov)  
 559-243-4047

11/30/2015

Universal Design For Learning (UDL) incorporates the

- Why of Learning
- What of Learning
- How of Learning

<http://www.cast.org/our-work/about-udl.html#.Vk44al63qQI>

Listen Up!

2 minutes



CLICK HERE!

And intersects it with:

- Multiple Means of Representation
- Multiple Means of Action and Expression
- Multiple Means of Engagement

[http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2\\_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf)

11/30/2015

# Tiered Assignments, a UDL Option

## Gardner in Bloom

GARDNER IN BLOOM ACTIVITIES Page 1.3  
 Topic: CHARACTERIZATION (Language Arts - Grade 6)  
 Key Understanding/Skills/Focus Questions:  
 • How does a character change over time?  
 • How does an author develop an understanding of the character?  
 • How do decisions and events in a story impact a character's life?

<b>Create a chart</b> To show what you've learned about the main character, include clips from the author about 1) how the character looks; 2) what the character does; 3) what the character says, thinks, or feels; and 4) how other characters respond to him/her. Include at least two clues for each aspect of character.	<b>Create a visual timeline</b> of your main character that illustrates and briefly describes important decisions the character makes and how his/her changes from the beginning to the end of the story.
<b>Bloom: Analysis</b> ML: Logical-Mathematical	<b>Bloom: Analysis</b> ML: Spatial
<b>Compose your own short story</b> about a character. Be sure to develop your character by describing his/her looks, including what he/she does, saying what he/she says, thinks, or feels, and question: How do other characters respond to my character? How does he or she change? What happens that might change him or her?	<b>Gather a Treasures Chest</b> (Items, pictures, quotes, maps, symbols, sketches, etc.) that reflect your character's life, conflicts, and ways he/she overcame obstacles in life. Include a brief written description of the significance of each item.
<b>Bloom: Analysis</b> ML: Verbal-Linguistic	<b>Bloom: Analysis</b> ML: bodily-kinesthetic

THE STANDARDS  
 Multiple Intelligences  
 IEP's & 504's  
 Verbal or nonverbal  
 Levels of Reasoning  
 Curricula  
 Time  
 Organizational Variations  
 Group or Individual

Knowledge	Comprehension	Application
Knowledge Analysis	Creation	Evaluation
Application	Comprehension Evaluation	Application Analysis

Tic Tac Toe

11/30/2015

# Our current focus...

Long term objective:  
 ➤ To increase our thinking in line with UDL principles. The goal is that we will formally and informally design instruction and carry out lessons (in planned and spontaneous teaching opportunities) with more and more differentiation. The hope is that differentiation becomes the "norm" rather than an "individual" or "extra" step. *It will create extra time, extra thinking, and extra work to start. In the long run, however, it can become both efficient (as teachers reuse universally designed lessons) and more effective!*

Short term objective:  
 ➤ To attempt individual activity design(s)  
 ➤ Using Gardner in Bloom (see template and examples provided at the workshop)  
 ➤ Using a Think Tac Toe format (using the template, websites or other resources provided in the workshop, or as shown in this PowerPoint)

3 ½ minutes



Listen Up!

11/30/2015

***Tic – Tac – Toe for Learning (or Think – Tac – Toe) is:***

a highly common method teachers use to:

1. Adapt lessons to varying levels of difficulty
2. Incorporate various learning modes in lessons
3. Provide student choice
4. Ensure learning goals and standards are not compromised, unless purposely decided upon as a modification
5. Incorporate accommodations for students who receive them and (as much as possible) minimize the “difference” in doing so by making them options for all students

❖ Tic Tac Toe can be used as tool to help ensure #5 is done, with #4 in mind! Therefore, principles of both UDL and higher order reasoning (CCSS) can be met without compromise.

Auditory Option

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Tic Tac Toe differentiation activities were developed as a way to utilize Bloom’s Taxonomy in targeting each level of reasoning, while varying the modality or task. Carol Ann Tomlinson coined the phrase “Think Tac Toe” and utilized the following levels of Bloom in the book she authored... *Fulfilling the Promise of the Differentiated Classroom*.

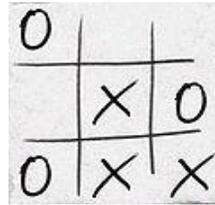
<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>
<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<b>Comprehension or Evaluation</b>	<b>Application or Evaluation</b>	<b>Knowledge or Analysis</b>

Auditory Option

11/30/2015

Adapted from *Fulfilling the Promise of the Differentiated Classroom*,  
Carol Ann Tomlinson

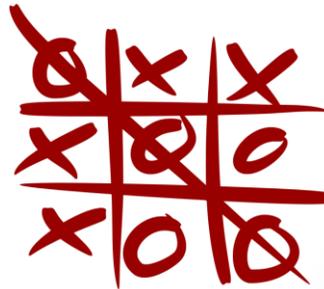
- Think-Tac-Toe plays off the familiar childhood game.
- It is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills.
- Typically, the Think-Tac-Toe grid has nine cells in it like a Tic-Tac-Toe game. The number of rows and cells can, of course, be adjusted.



11/30/2015

Adapted from:  
*Fulfilling the Promise of the Differentiated Classroom*,  
Carol Ann Tomlinson, 2003

- As with related strategies, it's important that no matter what choices students are provided, *they must grapple with the key ideas and use the key skills central to the topic or area of study.*
- Whatever choices any student makes, he/she should be addressing the same priorities (standards or concepts) as others and in all areas typically designated as:
  - Know
  - Understand
  - Do



11/30/2015

## Developing a Think Tac Toe

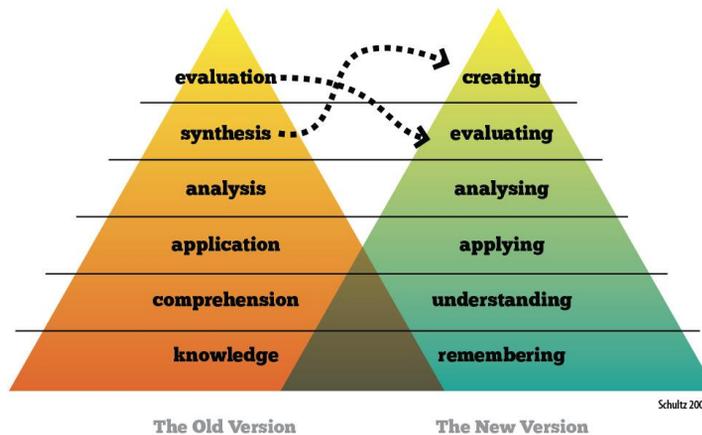
Determine the standards to be met; compare to Bloom's taxonomy to: 1. ensure accuracy in reasoning required 2. consider verbs to use in the assignment to students	Use the UDL guidelines  (For reminder: see the website provided on the introductory slide, or print from the file in DCC Portal Session #2)	Consider students' varied learning styles as well as individual accommodations to include (such as in IEP's, 504 Plans, etc.)
Plan multiple means of representation in your instruction	Plan multiple means of engagement to incorporate in lessons	Plan multiple means of demonstration of learning
Compare/coordinate Bloom's Taxonomy with varied modalities (i.e. using Gardner's Multiple Intelligences) and develop the specific student tasks	Check each activity, in each box for accuracy in the targeted: 1. Level of reasoning 2. Learning modality; modality to demonstrate learning	<ul style="list-style-type: none"> <li>➤ Assign that students choose a horizontal or vertical row</li> <li>➤ Enhance or modify via using diagonal or four corner options if you choose</li> <li>➤ Set class expectations or modify for individuals (perhaps designate the row; add credit box, etc.)</li> </ul>

11/30/2015

### Bloom's Taxonomy

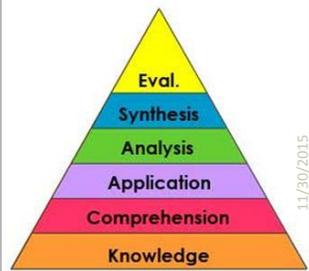
(And for those who find it helpful,  
a comparison with the updated and current Bloom's)

Differentiation in activities like Gardner's in Bloom and Think Tac Toe, are guided by the levels of cognition required for each task. Teachers use these guidelines to adapt or vary learning activities without compromising standards and reasoning.



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You may find the following conceptualization helpful:

 <p style="text-align: center;"><b>New Version</b></p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.</p> <p><i>Note that the top two levels are essentially exchanged from the traditional to the new version.</i></p>	 <p style="text-align: center;"><b>Old Version</b></p>
<p><b>Remembering:</b> can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
<p><b>Understanding:</b> can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
<p><b>Applying:</b> can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p><b>Analyzing:</b> can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
<p><b>Evaluating:</b> can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p><b>Creating:</b> can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>	

Action Words in Activities are what target the Level of Learning Required. The following verbs target Bloom's varied levels (old or new).

<p><b>Knowledge</b></p> <p>list, define, tell, describe, identify, show, label, collect, examine, quote, name, who, when, where</p>	<p><b>Comprehension</b></p> <p>summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, discuss, extend</p>	<p><b>Application</b></p> <p>apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment,</p>
<p><b>Analysis</b></p> <p>analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>	<p><b>Synthesis</b></p> <p>combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>	<p><b>Evaluation</b></p> <p>assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare</p>
<p><b>Comprehension or Evaluation</b></p>	<p><b>Application or Evaluation</b></p>	<p><b>Knowledge or Analysis</b></p>

You try it! Use Bloom's Taxonomy (see previous slide if needed) to determine the words you would insert into each square in the bottom row.

### An Atascadero Elementary Schools Template #1

<b>Knowledge; Remembering</b>	<b>Comprehension; Understanding</b>	<b>Application</b>
<b>Analysis</b>	<b>Knowledge; Application</b>	<b>Create and Evaluate (written expression)</b>
<b>Comprehension; Evaluation</b>	<b>Create (design, construct)</b>	<b>Knowledge: Analysis</b>

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## EXAMPLES

- The following examples demonstrate concepts at early elementary, late elementary and middle school level.
- Other resources were provided in hard copy (which should you need them, can be provided again), along with online links. Other examples are provided with the PowerPoint in Portal Session 2.
- NOTE: Examples are provided, but are not guaranteed to all meet the level of standard expected in your school. You may also find that you could improve upon one with activities that better incorporate the varied levels of reasoning. You, the teacher, will determine how to organize activities in which students are provided variations or additional requirements to ensure they utilize both:
  - varied learning modalities
  - levels of reasoning (standards) expected


 2 minutes


Listen Up!

11/30/2015

**GARDNER IN BLOOM**

**Designing Multiple Intelligence-Based Activities at Higher Levels of Complexity**

As you develop a list of instructional activities, use this worksheet to help check that the activities target one or more of the intelligences and, more importantly, meet critical-thinking goals.

Add a curriculum focus for each multiple intelligence-based activity in the left column, and in the right column add specific instructions that guide students to complete each activity at a high level of complexity. You'll find a Bloom's Taxonomy chart on page 80 for reference.

**Choose a Multiple Intelligence-Based Activity**

(MI)

EXAMPLE	How Does it Address Critical Thinking of Higher Levels of Complexity? (Bloom's Taxonomy)
Gather an Artifact Box... with some items representing the 1920s	that examines... The social, cultural, and technological aspects of this decade.
MI: Bodily-Kinesthetic	Level: Analysis
Write a children's book...	that distinguishes different kinds of...
MI: Verbal-Linguistic	Level:
Create a PhotoJournal...	that compares and contrasts...
MI: Spatial	Level:
Conduct a survey and graph results...	that draw conclusions about...
MI: Intrapersonal/Logical-Mathematical	Level:
Create two headlines...	that show opposing viewpoints about...
MI: Verbal-Linguistic	Level:
Create an All About Me Scrapbook...	that sequences the life of...
MI: Intrapersonal	Level:

Adapted from: DIFFERENTIATION IN ACTION: K-6 Grade Teaching and Assessment © Judith Dodge

GARDNER IN BLOOM ACTIVITIES Figure 5.3

Topic: CHARACTERIZATION (Language Arts – Grade 6)

**Key Understanding/Skills Focus Questions:**

- How does a character change over time?
- How does an author develop an understanding of the character?
- How do decisions and events in a story impact a character's life?

<p><b>Create a chart</b></p> <p>to show what you've learned about the main character. Include clues from the author about 1) how the character looks; 2) what the character does; 3) what the character says, thinks, or feels; and 4) how other characters respond to him/her. Include at least two clues for each aspect of character.</p> <p><b>Bloom: Analysis</b> <b>MI: Logical-Mathematical</b></p>	<p><b>Create a visual timeline</b></p> <p>of your main character that illustrates and briefly describes important decisions the character makes and how he/she changes from the beginning to the end of the story.</p> <p><b>Bloom: Analysis</b> <b>MI: Spatial</b></p>
<p><b>Compose your own short story</b></p> <p>about a character. Be sure to develop your character by describing his/her looks, explaining what he/she does, sharing what he/she says, thinks, or feels. Ask yourself: How do other characters respond to my character? How does he or she change? What happens that might change him or her?</p> <p><b>Bloom: Analysis</b> <b>MI: Verbal-Linguistic</b></p>	<p><b>Gather a Treasure Chest</b></p> <p>(Items, pictures, quotes, maps, symbols, sketches, etc.) that reflect your character's traits, conflicts, and ways he/she overcame obstacles in life. Include a brief written description of the significance of each item.</p> <p><b>Bloom: Analysis</b> <b>MI: Bodily-Kinesthetic</b></p> <p style="text-align: right; font-size: x-small;">Adapted from a worksheet with Marjorie Keenan</p>

Adapted from: DIFFERENTIATION IN ACTION: K-6 Grade Teaching Resources © Judith Dodge

Practical application activities provided in Oct. and included along with many others, in *Differentiation in Action* by Judith Dodge; Scholastic Teaching Resources; 2005. (This and other Judith Dodge resources are available at Scholastic or Amazon.com)

11/30/2015

**Early Elementary Think Tac Toe Nutrition Lesson**

<p><b><u>Knowledge: Remembering</u></b></p> <p><b>Name two fruits, two vegetables and two dairy products</b></p>	<p><b><u>Comprehension: Understanding</u></b></p> <p><b>Make a 1- to 3 slide PowerPoint, a chart, a list or a poster.</b></p> <p style="text-align: center;"><b>Explain clearly:</b></p> <ol style="list-style-type: none"> <li>1. What is nutrition?</li> <li>2. Why is it important?</li> </ol>	<p><b><u>Application</u></b></p> <p><b>If our class started a farm at our school, explain what you think we should include and why. You may write this in a paragraph, or draw a picture and add captions to explain the need for items you drew.</b></p>
<p><b><u>Analysis</u></b></p> <p><b>Make a Same/Different chart. (see the example on page 28)</b></p> <p><b>List the following pairs (tomato/ carrot; milk/apple juice; eggs/ yogurt). Explain why these are pairs are the same or different from each other.</b></p>	<p><b><u>Synthesis</u></b></p> <p><b>Create a journal and write as though you are a farmer. Include when you plant, events that might happen as you care for and as your harvest your crops. Finally, include how the food is distributed.</b></p>	<p><b><u>Create &amp; Evaluate</u></b> (written expression)</p> <p><b>Write a 3 to 5 sentence paragraph. Explain why it is important that everyone learn about nutrition.</b></p>
<p><b><u>Comprehension: Evaluation</u></b></p> <p><b>Make a PowerPoint slide, a chart, a list or a paragraph. Paraphrase (say in your own words) why nutrition is important.</b></p>	<p><b><u>Create (design, construct)</u></b></p> <p><b>Design a plate by drawing it, or cutting out pictures and gluing them on an actual paper plate. Include an item from each of the food groups on your plate.</b></p>	<p><b><u>Knowledge: Analysis</u></b></p> <p><b>Talk to your grocer or someone selling at the Farmer's Market. Ask them how they get the food they have to sell, how they store it, and what they have to be careful of.</b></p>

11/30/2015

## Learning Contract----Think Tac Toe

### Ancient Civilizations - Grade 6

<b>GEOGRAPHY</b>	As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
<b>IMPORTANT PEOPLE</b>	You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
<b>CONTRIBUTIONS</b>	Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development a & a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture's presence in modern day society.	Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.

Charles Kyle & Kathy Reed \* Illinois; C. Tomlinson

11/30/2015

## U. S. History Assignment: The Great Depression and New Deal

Directions: Complete the Tic-Tac-Toe board Vertically, Horizontally or Diagonally or four corners( extra credit) . Complete alone or with partner. If there isn't a link then Google. Print the board and use as a cover page showing which of the squares you selected.

<b>Prohibition</b> Write a letter to the editor explaining your reasons for wanting the government to repeal Prohibition as a way to help end the Depression.	<b>Hoovervilles</b> Make a list of the inconveniences of living in a Hooverville or shantytown.	<b>Fireside Chat</b> After listening to a fireside chat or reading text online, pretend that you are Franklin Delano Roosevelt. Write a fireside chat for broadcast on the radio.
<b>Banking</b> You arrive at a bank and discover that it's closed for good. Write a letter describing how you feel.	<b>Joblessness</b> Make a list of occupations that were helped by the Works Progress Administration.	<b>Entertainment</b> Using PowerPoint create a slide, make a collage of 7 pictures depicting the entertainment of the Depression and print the slide. (movies, radio show, books)
<b>Poem</b> Write a short story or poem using as many of the following terms as possible: breadline, dust bowl, riding the rails, eviction, Okie, migrant, Hooverville.	<b>Civilian Conservation Corp</b> Write a letter home describing what you do.	<b>New Deal Collage</b> Using PowerPoint create a slide, make a collage of 7 pictures depicting activities of the Depression and print the slide.

http://daretodifferentiate.wikispaces.com/Choice+Boards

11/30/2015

## Bringing it all Together ! Tiered Assignments: Creating Think Tac Toe, RAFT or Anchor Activities in general...

- View the video on the following slide for information on Tiered Assignments
- View the video for information on creating a Think Tac Toe
- For those ready for expansion (another important part of differentiation):
  - View the video to expand differentiation to other tiered assignments such as RAFT or Anchor Activities
- Utilize the following for information to assist students with disabilities, then incorporate it into instruction for **ALL ... Universal Design for Learning!**

11/30/2015

All Students were  
**NOT** Created Equal



[CLICK HERE!](#)

11/30/2015

## Final Words...

In Conclusion: Listen Up!

2 ½ minutes



Jodie Dittmar; Education Specialist; [jdittmar@dcc-cde.ca.gov](mailto:jdittmar@dcc-cde.ca.gov); 559-228-2214

11/30/2015

## Appendix of Additional Online Options and Sample Think Tac Toes

- <http://www.narragansett.k12.ri.us/Nes/DInew/tttdinos.pdf> - A Second grade Dinosaur Think Tac Toe
- <http://www.narragansett.k12.ri.us/Nes/DInew/tttgeoshapes.pdf> - A Kindergarten to First Grade Geometric Shapes think tac toe
- Think Tac Toe of American Presidents with variations for elementary and upper grades; [http://2differentiate.pbworks.com/f/think\\_tac\\_toe\\_social\\_studies.pdf](http://2differentiate.pbworks.com/f/think_tac_toe_social_studies.pdf)
- <http://www.narragansett.k12.ri.us/Nes/DInew/tttanhabitats.pdf> - Animal Habitat Tic Tac toe
- [https://drive.google.com/file/d/0B6AmSa\\_yfrAgZTQ5ZjZiOGItNjJiOS00M2Q5LTkwOTktNGU2YThiNmY4NWY3/view?layout=list&sort=name&num=50&pli=1](https://drive.google.com/file/d/0B6AmSa_yfrAgZTQ5ZjZiOGItNjJiOS00M2Q5LTkwOTktNGU2YThiNmY4NWY3/view?layout=list&sort=name&num=50&pli=1) - First Grade Spelling Think Tac Toe

11/30/2015