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

Think – Tac – Toe

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

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/udlguidelines2_0.pdf
Tiered Assignments, a UDL Option

Gardner in Bloom

The Standards

Multiple Intelligences

Curricula

Time

Organizational Variations

Group or Individual

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)

Listen Up!
**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 a 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.

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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...**

- **Knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**
- **Comprehension or Evaluation**
- **Application or Evaluation**
- **Knowledge or Analysis**
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.

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
Developing a Think Tac Toe

| Determine the standards to be met; compare to Bloom's taxonomy to: | 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 | ✓ Assign that students choose a horizontal or vertical row ✓ Enhance or modify via using diagonal or four corner options if you choose ✓ Set class expectations or modify for individuals (perhaps designate the row; add credit box, etc.) |

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.
You may find the following conceptualization helpful:

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.

Note that the top two levels are essentially exchanged from the traditional to the new version.

Remembering: can the student recall or remember the information?
- define, duplicate, list, memorize, recall, repeat, reproduce, state

Understanding: can the student explain ideas or concepts?
- classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Applying: can the student use the information in a new way?
- choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.

Analyzing: can the student distinguish between the different parts?
- appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

Evaluating: can the student justify a stand or decision?
- appraise, argue, defend, judge, select, support, value, evaluate

Creating: can the student create a new product or point of view?
- assemble, construct, create, design, develop, formulate, write

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

Knowledge
- list, define, tell, describe, identify, show, label, collect, examine, quote, name, who, when, where

Comprehension
- summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, discuss, extend

Application
- apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment,

Analysis
- analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Synthesis
- combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

Evaluation
- assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare

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.
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

Listen Up!
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)
## Learning Contract----Think Tac Toe

### Ancient Civilizations – Grade 6

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>IMPORTANT PEOPLE</th>
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<tbody>
<tr>
<td><strong>You are an ancient citizen. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.</strong></td>
<td><strong>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 &amp; you.</strong></td>
<td><strong>You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.</strong></td>
<td></td>
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<tr>
<th>CONTRIBUTIONS</th>
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<tbody>
<tr>
<td><strong>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 &amp; a 3D artifact of the new language.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
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### 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.

<table>
<thead>
<tr>
<th>Prohibition</th>
<th>Hooversville</th>
<th>Fireside Chat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to the editor explaining your reasons for wanting the government to repeal Prohibition as a way to help end the Depression.</td>
<td>Make a list of the inconveniences of living in a Hooversville or shantytown.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Banking</th>
<th>Joblessness</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>You arrive at a bank and discover that it’s closed for good. Write a letter describing how you feel.</td>
<td>Make a list of occupations that were helped by the Works Progress Administration.</td>
<td>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)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poem</th>
<th>Civilian Conservation Corp</th>
<th>New Deal Collage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a short story or poem using as many of the following terms as possible: breadline, dust bowl, riding the rails, eviction, Okie, migrant, Hooversville.</td>
<td>Write a letter home describing what you do.</td>
<td>Using PowerPoint create a slide, make a collage of 7 pictures depicting activities of the Depression and print the slide.</td>
</tr>
</tbody>
</table>

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http://daretodifferentiate.wikispaces.com/Choice+Boards
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!
Final Words...

In Conclusion: Listen Up!

Jodie Dittmar; Education Specialist; jdittmar@dcc-cde.ca.gov; 559-228-2214

Appendix of Additional Online Options and Sample Think Tac Toes

- [http://www.narragansett.k12.ri.us/Nes/DInew/ttdinos.pdf](http://www.narragansett.k12.ri.us/Nes/DInew/ttdinos.pdf) - A Second grade Dinosaur Think Tac Toe
- [http://www.narragansett.k12.ri.us/Nes/DInew/ttpgeoshapes.pdf](http://www.narragansett.k12.ri.us/Nes/DInew/ttpgeoshapes.pdf) - A Kindergarten to First Grade Geometric Shapes think tac toe
- [http://www.narragansett.k12.ri.us/Nes/DInew/ttthabitats.pdf](http://www.narragansett.k12.ri.us/Nes/DInew/ttthabitats.pdf) - Animal Habitat Tic Tac toe
- [https://drive.google.com/file/d/0B6AmSa_yfrAgZTQ5ZiOiGltNjjiOS00M2Q5LTkwOTktNGU2YThiNmY4NWY3/view?layout=list&sort=name&num=50&pli=1](https://drive.google.com/file/d/0B6AmSa_yfrAgZTQ5ZiOiGltNjjiOS00M2Q5LTkwOTktNGU2YThiNmY4NWY3/view?layout=list&sort=name&num=50&pli=1) – First Grade Spelling Think Tac Toe