

Guide for Selecting Differentiation Strategies for Highly Able Learners

Name _____

Date _____

Strengths _____

Age _____

DIRECTIONS: Observe a student while she or he is engaged in a CHALLENGING activity in an area of strength. Put a check to the left of each BEHAVIOR you observe. Next, highlight the row of "Xs" beside any behavior you checked. Count the number of highlighted Xs in each "Differentiation Strategies" column. Write the total Xs highlighted in each column in its row at the bottom. Compare the "Number of Xs highlighted" to the "Number of Xs in the column". Put an "X" beneath 3 or 4 Columns with the greatest proportion of the Xs highlighted. These are the strategies to emphasize for this student in this area of strength.

Date(s) & description of the activity or activities observed:		DIFFERENTIATION STRATEGIES																					
		Content						Process						Product									
		Abstractness	Complexity	Extracurricular topics	Lives & living	Organization for learning value	Real life topics	Self-selected content	Complex thinking	Expert methods of inquiry	Group Interaction	Individual pursuits	Inquiry-based	Open-endedness	Facing	Reasoning & reflection	Self-selected process	Variety	Authentic audience	Feedback & assessment	Self-selected product	Transformations	Variety
Behaviors																							
	Humor: Exceptionally keen sense of the comical, the bizarre, or absurd.		X	X					X	X			X				X	X	X		X		
	Imagination and Creativity: Extraordinary ability to use ideas, processes, materials or anything else in ingenious, flexible or surprising ways.			X	X			X			X	X	X			X	X	X	X	X	X	X	
	Inquiry: Probes deeply while exploring ideas & topics; asks deep questions; experiments with events, ideas, feelings, sounds, symbols, movement, etc.		X	X			X	X	X	X		X	X	X	X	X		X		X		X	
	Memory and Processing: Tremendous capacity for dealing with large amounts of information and skills.	X	X	X		X		X	X			X		X		X	X			X	X		
	Sensitivity: Unusually aware of or responsive to her/his own experiences and feelings and/or those of others.				X				X	X			X		X				X				
	Expressiveness: Extraordinary ability to communicate meaning or emotion through words, actions, symbols, sounds, or media.	X					X		X	X					X		X	X		X	X	X	
	Reasoning: Loves to think; thinks things through, considers implications or alternatives; rich, flexible, highly conscious, analytical or logical thought. Thinking is not necessarily directed toward a goal or solution.	X	X			X	X	X				X		X	X		X	X	X		X		
	Problem-solving: Outstanding ability to find systematic solutions to problems; is able to invent and monitor many paths to a goal; seeks out challenging problems.	X	X				X	X	X	X		X	X	X	X	X	X	X	X			X	
	Intuition: Suddenly discovers connections or deeper meanings without conscious awareness of reasoning or thought.		X			X		X			X	X		X		X						X	
	Learning: Extremely able to grasp and use sophisticated new understandings quickly and easily.	X		X		X		X				X	X	X		X	X			X	X	X	
	Interests: Advanced, intensely focused curiosity; passionate; may focus on unusual topics; interest is sometimes fleeting but always intense.			X			X	X		X		X	X			X	X			X		X	
	Moral and ethical concerns: Extreme need for fairness and justice; will take action to resolve injustices; concerned for the consequences of their actions.	X	X	X	X	X	X	X	X						X			X	X				
	Motivation: Persistent, intense need to know, do, feel, create, or understand.				X		X		X		X	X		X		X			X	X		X	
	Number of Xs highlighted in each column																						
	Total number of Xs in column	6	7	7	4	5	7	7	6	7	4	6	9	7	7	6	8	8	7	7	7	6	7
	Mark the 3 or 4 strategies with the greatest proportion of Xs highlighted																						