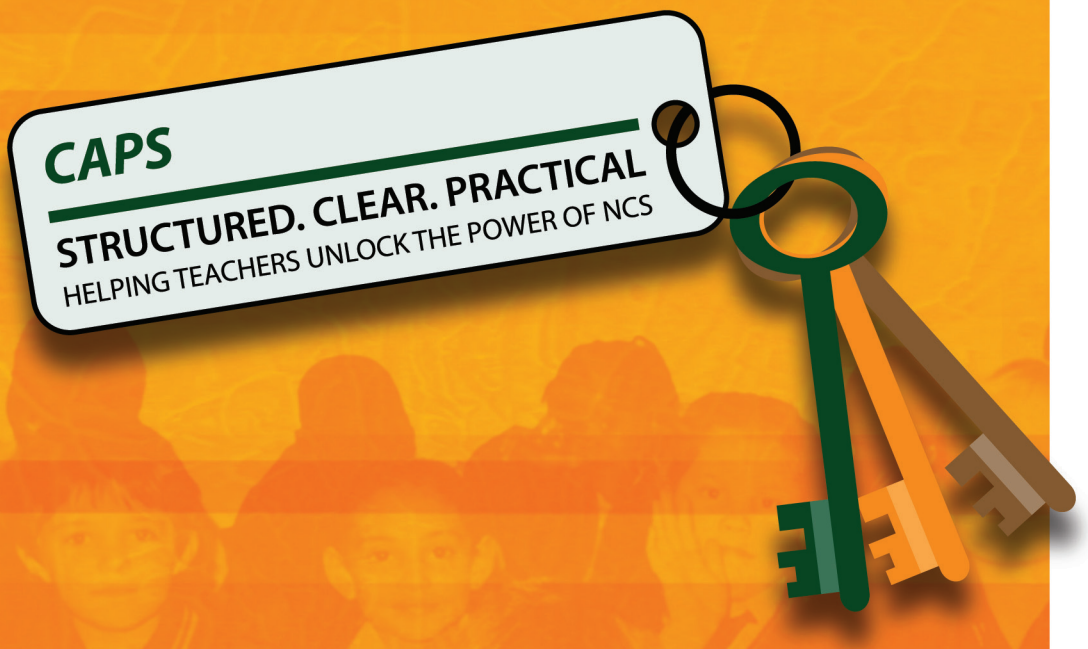
GUIDELINES FOR RESPONDING TO LEARNER DIVERSITY IN THE CLASSROOM | *English*

National Curriculum Statement (NCS)

Curriculum Assessment Policy Statement



Grades R - 12

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GUIDELINES FOR RESPONDING TO LEARNER DIVERSITY IN THE CLASSROOM THROUGH CURRICULUM AND ASSESSMENT POLICY STATEMENTS

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1. INTRODUCTION

In July 2001, the Ministry of Education published Education White Paper 6 - Special Needs Education: Building an Inclusive Education and Training System which commits the state to the achievement of equality, non-discrimination and the maximum participation of all learners in the education system as a whole. Education White Paper 6 makes it an imperative that the education and training system must change to accommodate the full range of learning needs, with particular attention to strategies for instructional and curriculum transformation (Department of Education, 2001 p. 11). These principles also underlie the new Curriculum and Assessment Policy Statement (CAPS).

One of the most significant barriers to learning is the school curriculum. Barriers to learning arise from the different aspects of the curriculum such as the content, the language, classroom organisation, teaching methodologies, pace of teaching and time available to complete the curriculum, teaching and learning support materials and assessment (Department of Education, 2001, p.19). In responding to the diversity of learner needs in the classroom, it is imperative to ensure differentiation in curriculum delivery to enable access to learning for all learners. All schools are required to offer the same curriculum to learners while simultaneously ensuring variations in mode of delivery and assessment processes to accommodate all learners. Respecting diversity implies a belief that all learners have the potential to learn.

What is the purpose of the guidelines?

These guidelines are intended to provide teachers, principals, subject advisors, administrators, school governors and other personnel, parameters and strategies on how to respond to learner diversity in the classrooms through the curriculum. They can be used for school based teacher development by the Institution Level Support Teams and District Based Support Teams. The guidelines are a critical and integral component of all NCS training initiatives. More specifically, the guidelines have been developed to facilitate and support curriculum differentiation in the classroom.

Even though learning the components and strategies of curriculum differentiation may be seen by some teachers as complex and overwhelming at first, it is however important to take the first step. With time, teachers will find that after experimenting with strategies in this guide, they could create their own innovative strategies. Curriculum differentiation is about thinking about teaching and learning in new and different ways. It is about innovation rather than a recipe. Thus it continually evolves/develops.

How are the guidelines presented?

The guidelines comprise the following sections:

- Understanding diversity in the classroom
- Responding to diversity through the curriculum
- Differentiating the curriculum
- Analysing, recording and reporting on assessment
- Accessing support for curriculum differentiation

2. UNDERSTANDING DIVERSITY IN THE CLASSROOM

We are all aware that the South African schools have a wide range of learners from different backgrounds. Educators and learners should value, embrace and make positive use of the differences.

What does learner diversity mean?

Having a diverse group of learners simply means recognising that people are unique in their own way. When we look into our classrooms we will observe that there are learners from different socio-economic, language, cultural, religious, ethnic, racial, gender, sexual orientation, ability groups etc. All these learners come to school with different experiences. We therefore can see that we have rich diversity in the learner population.

Why should we learn about diversity?

- Many schools act as if all learners are the same.
- Many schools operate with an evaluation system that rewards only a certain number of abilities.
- This often gives rise to an early and mistaken separation of those considered 'bright' and those considered not intelligent.

What are some of the diverse learning needs of learners?

In all classrooms learners have diverse learning needs. If teachers are not responsive to these needs and provide the necessary support learners may experience barriers to learning. For example

- Learners who have difficulty in reading and writing;
- Learners with hearing, visual and coordination difficulties;
- Learners living in poverty;
- Learners with health and emotional difficulties;
- Learners experiencing difficulties in remembering what has been taught to them and
- Learners who need assistive devices and adapted materials such as Braille.

3. RESPONDING TO DIVERSITY THROUGH THE CURRICULUM

As teachers we have an important responsibility in making sure that all learners from whatever background feel included and affirmed in the classroom. We should monitor our own beliefs, attitudes and behaviours when responding to our learners. Some of the ways in which we can do this are:

- Recognizing any biases or stereotypes we may have absorbed.
- Treating each learner as an individual, and respecting each learner for whom he or she is.
- Avoiding use of language that is biased and undermines certain groups of learners.
- Refraining from remarks that make assumptions about our learner experiences.
- Considering the unique needs of learners when designing learning programmes and lessons.
- Constantly re-evaluating our methods for teaching and assessing learners in a diverse setting.
- Considering different approaches, methodologies and strategies when teaching in our classroom.
- Creating opportunities for all learners to participate in activities.

Every teacher needs to understand that the most significant way to respond to learner diversity in the classroom is through the curriculum. The NCS sets the content of what is to be taught, but it is up to the teachers to plan how they will teach it to different learners in the classroom. One of the key strategies for responding to diversity is curriculum differentiation.

4 WHAT IS CURRICULUM DIFFERENTIATION?

Curriculum differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending, and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners' ability levels, interests and backgrounds. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment. Each of these levels will be discussed below.

4.1 Differentiating curriculum content

An important aspect to be differentiated in the curriculum is the content. This can be done by adapting the content of the curriculum in such a way that it is manageable for a wider range of learners. This should not be seen as a watering down of the curriculum but rather as a graded process where learners are taken by a different route to a similar endpoint. Some learners require an advanced level of content and others may still be grappling with what is being taught in the grade.

What is curriculum content?

Content is what we teach and what the learner is expected to learn, that is, to know, understand or be able to do. It includes facts, concepts, and skills that learners will acquire within their learning environment. Sometimes teachers are able to select the content to suit the learners' needs. Sometimes it is the authority of the school that prescribes the content of the curriculum; and sometimes it is a combination of teacher and authority.

Because of curriculum demands and time constraints, it is often a challenge for the teachers to select content which is based on:

- being meaningful,
- learners' needs and interests,
- the environment,
- more than just learning facts, and
- learners' current levels of functioning

In curriculum differentiation, teachers are encouraged to modify the content to some extent to help learners reach the attain knowledge, skills and competencies. Before we make decisions on how we are going to teach, and what we need to modify, we first need to identify the content.

Scenario 1
In Mrs. Kichwa's new class, she is working on the skill of reading and understanding the text. Mrs. Kichwa has planned her lesson so that most of the learners in her class will be able to answer the questions, "What is the title of the book?" "Who is the author?" She also asks, "What is the colour of the book cover?" "What do you see on the cover of this book?" and, after a learner gives the title of the book, Mrs. Kichwa asks, "Who do you think is the main character in this book?" She has modified the content by asking these additional questions so that all the learners can participate in the lesson and begin to gain an understanding of "reading the text. »

Why do we differentiate the content?

We differentiate for a number of different reasons, for example:

- To provide access to learning
- To provide success experiences to all learners
- To motivate learners and build self esteem
- To promote effective learning for all learners

At what levels do we differentiate the content?

- ***Abstractness*:** In any curriculum we have facts, definitions, descriptions, patterns, relationships, key concepts and generalisations. Example: Depending on learners' levels of functioning, they might access the content at a concrete or abstract level. Certain learners might need to work with objects, such as small stones as counters before they are ready to work with abstract numbers. It is the responsibility of the teacher to ensure that the content is adapted at the level of individual learner. We cannot assume that all learners can learn easily at an abstract level.

- ***Complexity:*** Many aspects of the curriculum can be very complex and difficult to understand for some learners. For example, understanding the different characters in a story is a more complex task than just relating the plot of the story. We also need to contextualise topics rather than using facts in isolation.

- ***Variety****:* To cater for learners' levels of functioning and their interests we need to expand the curriculum. For example, a child who has excellent reading skills might be given new and varied material to stop them from getting bored.

Stop and think!

How can I cater for all ability levels in my class?

Multi-level teaching is one strategy. You can introduce the target concept to the whole class first. Throughout the presentation of the target concept during the lesson, the teacher at different times lowers and raises instruction to keep the below level and above-level learners interested. This shows that the teacher is catering for the different abilities. When assigning a task, the teacher will split learners into separate groups according to their different levels. Learners' tasks may be levelled according to their interests, proficiency and language skill. The teacher will end the lesson with the whole class together in the application stage of the lesson.

Figure 1: Multilevel teaching

Scenario 2

Mrs Sibaya wants the grade 3 learners to explore the transport system in the area of the school. The whole class was required to undertake research by standing at a busy intersection and recording the number of different vehicles that pass through in a one hour time frame. Learners were then asked to record the information. Learners who are at a lower skill level had to draw a picture of what they observed at the intersection. Average learners were required to record their findings systematically in a table format. An advanced group of learners were asked to write a report of their findings, and research the implications for addressing traffic overload at the intersection. Learners at the lower skill level were required to write a few words or one sentence to go along with their pictures. Mrs Sibaya attempted to vary the task to suit the writing skill levels and interest levels of her learners.

In Appendix 1 you will find examples of lesson plans which show how particular lessons can be differentiated to meet the needs of *all* learners in a class.

4.2 Differentiating the learning environment

The learning environment in which our learners work can create barriers to learning. It is our responsibility as teachers to make sure that we make the learning environment as conducive to learning as possible. Differentiation at this level is important.

What is the learning environment?

A learning environment is a place or a setting where learning occurs**.** It does not refer only to a physical classroom but also includes the characteristics of the setting. Two key dimensions of the learning environment are the psychosocial and the physical. These will be discussed below.

The ***psychosocial learning environment*** covers psychological and social factors that have consequences for satisfaction, health, well being and ability to perform effectively. This includes:

- interpersonal cooperation;
- classroom and school culture;
- protection against harassment and mental harm and
- effective communication.

The ***physical environment*** includes factors such as classroom spaces, classroom infrastructure, arrangement of furniture, level of noise, class size, classroom displays and resources. It is critical for teachers to consider these factors when trying to meet the learning needs of their learners.

How do we differentiate the learning environment?

We can do this by paying attention to the psychological, social and physical factors that shape the learning environment. Both psychosocial and physical aspects of the learning environment impact on learners classroom experiences. In a large class, a hearing impaired child or those who struggle to concentrate may experience barriers to learning because of noise levels and seating arrangements. The teacher would have to observe and adapt the curriculum to suit the needs of this learner.

Let us read the case study below to further examine the ***psychosocial*** learning environment.

Mala used to live with both her parents in one of the provinces in South Africa. Both her parents are living with HIV. However, when her parents separated, her mother moved to Cape Town. Mala now lives there with her mother in a very poor and densely populated suburb. Mala's father still lives in another province and rarely sees his daughter. Her mother has a sleep-in job as a domestic worker. She rents a small room in the back yard of relative strangers. Mala stays alone in this room during the week. Her mother has arranged for her meals to be provided by the landlord. Her mother returns home at the weekends.

Stop and think!

- How would the teacher accommodate the psychosocial needs of this learner when planning her lessons?
- Think about a similar child in your class. Describe how you would adapt the psychosocial environment in the classroom to respond to her needs.

Consider the following strategies for differentiating the learning environment for Mala.

- Get to know her well. You might ask yourself: What is this child afraid of? Is there anything he or she is angry about? When is this child disruptive? When does she become quiet and withdrawn? What does she like to do? What makes this child feel safe and happy in the world? What support does she have at home?
- Give her a chance to express herself and speak about her feelings.
- Listen carefully so that she knows that their feelings are important.
- Show her to express their feelings through drawing, writing, dancing or music. Physical movement is especially good for expressing anger.
- Encourage caring relationships among learners.
- Make her feel that her interests, input and ideas are valued.
- Encourage her to be independent.
- Create a safe environment in which she can take risks.

Now read the story of Brenda below which shows how we may have to differentiate the ***physical environment*** for learners with a disability to ensure that they do not experience barriers to learning.

Case Study

Brenda was born blind. She grew up in a town that had a school for visually impaired learners where could attend primary school. She is a bright girl and achieved high marks throughout. When it was time for her to attend high school, her parents could not afford to send her to a boarding school catering for partially sighted children in Johannesburg. The local high school, however, was willing to accept her and the SGB even earmarked funds for the adaptation of the school to accommodate Brenda and other learners like her.

In addressing the needs of Brenda, the teacher consulted the local branch of the South African National Council for the Blind to obtain technical advice on the first steps that the teacher could take to adapt the classroom and school environment to accommodate Brenda's needs. With modifications to the physical environment, such as the arrangement of the classroom furniture and provision of a spacious desk on which to place her equipment, and through her orientation to the environment within and around the classroom, Brenda could successfully complete her schooling in an ordinary school.

Stop and think!

Adaptations that might be needed for Brenda could include the following:

- Arrangement of furniture so as to allow clear passage to the desk and other facilities is of paramount importance for a blind learner.
- Ensure the child knows her way around the school and the classroom. Teachers and sighted pupils should lead one step ahead with the visually impaired learner holding on to the guide's elbow. Warn them of obstacles such as steps and narrow doorways.
- In an inclusive class all steps taken to accommodate a learner should be done with sensitivity so as not to embarrass the learner. Adaptations must be seen as part of the normal routine of the teacher and learners.

4.3 Differentiating teaching methods

As we have noted earlier, we are dealing with a diverse group of learners. This means that teachers need to find ways that ensure participation of all learners in learning.

Why do we differentiate teaching methods?

We as teachers are aware that children come to our classes with different abilities, skills and knowledge, socio-economic backgrounds and personalities. In order to respond to their diverse needs we need to differentiate our teaching methods and strategies. The critical questions that we need to ask ourselves are:

- How can we manage classrooms where learners are working at different levels of knowledge?
- How can we ensure that all learners are engaged in meaningful activities?

What aspects of our teaching methods do we differentiate?

The key to differentiated teaching methods is the flexible use by teachers of a wide range of:

- Learning materials

- Methods of presentation
- Learning activities
- Lesson organisations

How do we differentiate our teaching methods?

Learning materials

- We can provide learners with a wide range of materials that cater for different abilities, interests and learning styles. Electronic learning, or e-learning, offers a range of options for differentiated instruction that must be tailored by the teacher to meet learner needs.
- We can provide learners with a range of graded materials.
- We need to be aware that these materials might need to be adapted for learners with disabilities. For example, a child with poor vision might need larger print to be able to read easily. A child with an intellectual disability might benefit from the use of pictures in the learning materials.

Methods of presentation.

We need to user a wide range of teaching methods or strategies to cater for the diverse needs of learners. We can also modify the format in which the task is presented, e.g. the complexity of graphs, diagrams, tables, illustrations, cartoons, etc. A range of strategies can be followed to make these accessible to learners who experience barriers to learning of whatever nature, such as:

- Picture or diagram simplified or shown differently without compromising complexity of question
- Picture or diagram replaced by written description
- Picture or diagram supplemented by written explanation
- Picture or diagram replaced with a real item or model
- Unnecessary picture or diagram removed
- Amount of information reduced
- Inherently visual material replaced with equivalent non-visual material

Other methods could include:

- ***Scaffolding:*** Learners with diverse learning needs usually have difficulty working independently and may require extensive initial guidance. Scaffolding refers to the personal guidance, assistance, and support that a teacher, peer, or task provides to a learner.

> ***Example***
> *Teachers can convert independent writing activities to group activities, wherein learners support one another. Teachers can also temporarily simplify writing tasks, such as using proofreading exercises. Teachers can provide some direction to help the child focus on achieving the goal to reduce frustration. Teachers can model and clearly define the expectations of the activity to be performed.*

- ***Flexible grouping***: Groups can be used for different purposes and teachers should take care that a child does not get labelled as belonging only to one group (Please note we do not seat learners in ability

groups!). They will be in different groups according to the task at hand. Below are some groupings that can help where the content can be differentiated.

- *Enhanced / enriched learning* allows knowledge, concepts and skills to be attained on an advanced level. The knowledge concepts and specific skills of the specific grade are expanded;
- *Unmodified learning* concerns age/grade appropriate knowledge, concepts and skills. Here learning allows for the attainment of grade appropriate knowledge, concepts and skills;
- *Unwinding/scaffolding* learning involves knowledge, concepts and skills being grouped and structured. Learning support allows for scaffolding by breaking down the task into steps and going one step at a time. This is also called designing down.
- *Straddled learning* relates to learners working on the same thematic knowledge, concepts and skills, but at a lower grade/phase level. Learning can be attained on a lower grade/phase level.

(Refer to appendix 2 for more information on grouping learners)

Learning activities.

Learning should be facilitated through the planning of diverse teaching/learning activities that cater for the diverse learning support needs of all the learners in the classroom. Learning and teaching should be structured to create access to activities that will create opportunities.

Example

- Tiered assignments are one of the strategies that we can use to differentiate learning activities. This strategy provides varied levels of activities and assignments to ensure that learners explore and practice concepts at a level that builds on their prior knowledge and that prompts continued growth rather than repetition of prior knowledge.
- We can also modify the format in which the task is presented, e.g. the complexity of graphs, diagrams, tables, illustrations, cartoons, etc. A range of strategies can be followed to make these accessible to learners who experience barriers to learning of whatever nature, such as:
  - *Picture or diagram simplified or shown differently without compromising complexity of question*
  - *Picture or diagram replaced by written description*
  - *Picture or diagram supplemented by written explanation*
  - *Picture or diagram replaced with a real item or model*
  - *Unnecessary picture or diagram removed*
  - *Amount of information reduced*
  - *Inherently visual material replaced with equivalent non-visual material*

Lesson organisations.

The best way to meet pupil's different learning needs is to organise lessons in a number of different ways. This means that we need to differentiate the manner in which activities are planned and organised in a lesson. This ensures the maximum involvement and participation of all learners in the lesson. Adaptations are made to the types of activities presented to the learners and this should be based on their readiness, developmental levels, interests, backgrounds and learning profiles. One of the ways of doing this is to think about multiple intelligences and recognise that we all learn in different ways.

Stop and think!

Catering for multiple intelligences in the classroom

No two learners are alike. They each have different attributes, different ways of knowing and of expressing knowledge. Howard Gardiner identified and labelled these as "intelligences". In planning lessons, the teacher has to consider the range of activities related to the content of the lesson and the skills learners have to master. This will provide a range of opportunities in order to respond to learners' different strengths and learning styles. These can be approached by seeking to answer the following questions:

- **Logical-mathematical**: How can I include the use of numbers, classification, critical thinking and calculations?
- **Spatial:** How can I include pictures and diagrams, colours, art or graphs?
- **Intrapersonal:** How can I include private learning time and choice?
- **Interpersonal:** How can I include group work, peer sharing and discussions?
- **Bodily-kinaesthetic:** How can I include movement, practical apparatus, drama or art and craft?
- **Musical:** How can I include music, sounds, rhyme, rhythms and dance?
- **Verbal-linguistic:** How can I include reading, writing and speaking?
  (Pritchard, 2009, p. 35).

Depicted in Figure 2 below is an example of how a teacher accommodates multiple intelligences in a lesson on volcanoes

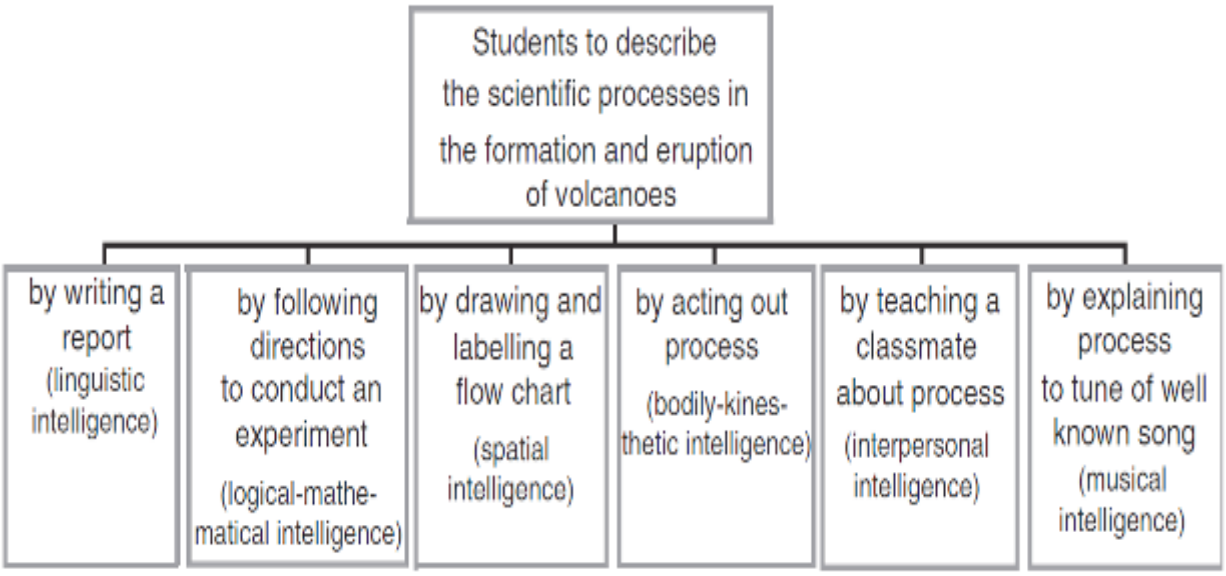

Figure 3: Demonstrating the understanding of volcanoes through multiple intelligences

(adapted from Noble, 2004: 195)

You can refer to Appendix 3 for more information on how to assess a learner's multiple intelligences.

5. DIFFERENTIATING ASSESSMENT

Within a differentiated curriculum, assessment of learners and their learning is integral to the teaching and learning process. As with differentiated instruction, differentiated assessment is based on the thinking that the needs of learners cannot all be met in the same way

What are the main purposes of assessment?

Assessment serves three key purposes:

- To inform instructional planning;
- To inform instruction;
- To evaluate effectiveness of teaching for all learners;
- To assess learning;
- To identify learner needs and strengths and
- To evaluate learner achievement against predetermined criteria for the purposes of grading and reporting.

What are key principles for assessment in a diverse classroom?

We should have high expectations for all learners.

- Every learner should have access to the standard of assessment best suited to his needs.
- No learner will be disadvantaged by the assessment strategy.
- Teachers are accountable for children's achievement.
- Assessment informs us tell us about what the child can do at a particular stage.
- Assessment informs us about what support a learner needs to progress to another level.
- Every child can show what knowledge and skills he or she has learned in creative ways.
- Assessment should be authentic and make provision for multiple abilities, learning styles and levels.
- Assessment is supportive teaching practices.
- Assessment should be integrated in teaching and learning process.
- All learners can be accommodated within the flexible framework of the NCS.
- The learner's *abilities* determine what will be expected from him/her.

What do we assess?

Assessing to find out about readiness and learner pre-skills

- How much prior knowledge or experience do learners have?
- What level of achievement and readiness do learners have?
- Are any learners missing the skills or understandings they need to learn
- this material?
- Will learners need help to overcome any misconceptions or gaps in knowledge about the topic?

Assessing progress with the curriculum

- Are learners learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned

Assessing learner Interests

- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?
- Are learners engaged in the lessons and activities?

Assessing learner characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the materials?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the learning environment?

What is differentiated assessment?

Differentiating assessment involves rethinking the traditional practice of having all learners do the same assessment tasks at the same time. In this new way of thinking, teachers need an assessment approach and plan that is flexible enough to accommodate a range of learner needs.

Why differentiated assessment?

Differentiated assessment will enable learners of various abilities and with varied experience to best demonstrate what they know.

How do we differentiate assessment?

As a teacher gets to know her learners, and as learner differences emerge, assessment needs to become more differentiated. The goal is to meet learners where they are and to help them progress to the next step in their learning. Thus it is a cyclical process: assessment and instruction support and inform each other.

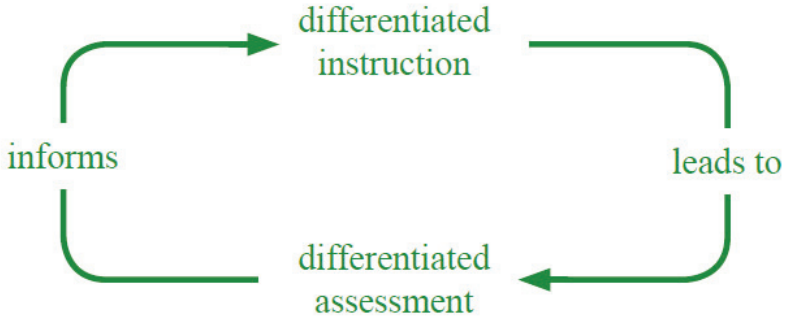

Figure 4: Differentiated Assessment Process (Department of Education, Alberta, 2007)

These are some of the procedures that teachers can follow when differentiating assessment:

- Design assessment tasks which would allow for different learning styles or intelligences
- Allow for group assessment tasks.
- Pace or scaffold the assessment activities
- Allow for tests and assignments to be taken orally as well as in written form
- Give multiple-choice options
- Provide tasks which require short answers for certain learners
- Allow learners extra time to complete the task
- Use technology, aids or other special arrangements to undertake assessment tasks
- Keep a record of materials and assessment tasks used
- Keep teachers observation books for certain learners who need additional support
- Focus only on key concepts for certain learners
- Focus on the positive aspects or talents of the learners.
- Vary assessment activities.
- Exclude some marks collected early in the semester for a learner who performed poorly at the beginning of the year but subsequently made good progress.

Examples

Learners can demonstrate their learning by writing, making, doing and saying; within these four modalities there are many possibilities for different kinds of expression and production. Think variety of options for learner products, projects and learning tasks.

- *Writing:* point form, mind maps, outline, graphic organizer, sentence, paragraph, structured passage. Some learners in a class may choose to demonstrate their learning by writing a report, while others choose to create a poster, and still others choose an oral presentation.
- *Making*: sketch, visual portrayal, model.
- *Doing*: performance, demonstration of skill, routine, procedure, decision making, problem solving.
- *Saying*: discussing, debating, conferencing, skit, role-play.

Stop and Think!!

In section 4 above, we saw how the idea of multiple intelligences can inform our ***teaching methods and strategies.*** Here we ask: How can a teacher use the idea of multiple intelligences as a framework for ***assessment*** so that our assessment tasks and strategies are responsive to the different learning styles of our learners.

- discover and manipulate materials (bodily-kinaesthetic).
- present an oral story illustrating new information in context (verbal-linguistic)
- introduce new terms in a flow chart or mind map (logical-mathematical)
- complete a piece of creative writing on a topic (verbal-linguistic)
- turn to a peer and discuss (interpersonal)
- draw a diagram to depict the information (visual)
- write journal entries from a particular point of view (intrapersonal)
- role-play a possible scenario (bodily-kinaesthetic)
- write a children's book about the topic (verbal-linguistic).

The scenarios below show us how differentiated assessment can be done**.**

Scenario 3

Mark's ability to problem solve in mathematics is quite strong. However, his ability to perform mental arithmetic is weak. After thinking about this and observing Mark, his

teacher excludes the requirement to use mental arithmetic when assessing problem solving. She allowed him to use a calculator. Mark was now better able to demonstrate his good problem-solving skills

Scenario 4

Mrs Dlamini found that in her class some learners knew the details or had the vocabulary but did not understand some key concepts in science. She also found that others had good general knowledge, but also had significant misconceptions. She decided to use a range of question types, from knowledge and recall to evaluation and even speculation, to allow a range of learners' understanding to emerge. This would give her an indication of where they are and how to help them. Open-ended questions, such as "Write what you know about…" allowed more learners to respond in a variety of ways. She found that this approach helped her understand individual needs and plan her teaching to cater for the levels of understanding of all learner needs.

Below is a useful classification framework that we can use to ***differentiate assessment****. Bloom's Taxonomy reflects a spectrum of task difficulty. It goes from easy tasks such as recalling knowledge to harder tasks such as evaluating an argument.*

Table 1: Bloom's taxonomy (Adapted from Dalton & Smith, 1986)

Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events... Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Recite a poem.

Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

Application

Useful Verbs	Sample Question Stems	Potential activities and products
Solve Show Use Illustrate Construct Complete Examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible goals? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.

Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
Create Invent Compose Predict Plan Construct Design Imagine Propose Devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

What are alternate forms of assessment for learners experiencing barriers to learning (including learners with disabilities) within the NCS?

Teachers might find that there are certain learners for whom a different or alternate form of assessment is called for. The National Protocol for Recording and Reporting (Grades R – 12)

(Department of Education, 2011) allows for three key types of alternate assessment that can be used to assess learners experiencing barriers to learning, including learners with disabilities.

- ***Alternate Assessments Based on Alternate Attainment of Knowledge (content, concepts and skills)*** for learners with a significant cognitive disability. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined as a high expectation *for these learners*. Target learners can include learners with intellectual disability some of who are currently enrolled in special schools or schools of skill.

- ***Alternate Assessment Based on Modified Attainment of Knowledge (content, concepts and skills)*** for learners with disabilities who are working on grade-level content that is covered in the general assessment. However, because of their disability they may require more time to master the content. These assessments measure a learner's mastery of grade-level content with reduced load or at a more functional level. Target learners can include learners with moderate intellectual disability, learners who are deaf, some learners on skills programmes etc.

- ***Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts and skills****)* for learners with disabilities or learning difficulties that need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment. Target learners can include learners who are blind, have communication difficulties, physical disabilities, learners who are dyslexic or with hearing loss and who need additional time, alternate formats, readers, amanuensis, electronic equipment, etc. as outlined in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

All three types of assessment should be available in ordinary schools so that learners need not be referred to special schools. Teachers will incrementally be trained on the various curriculum differentiation methodologies so as to be able to apply the various adaptive and supportive assessment measures in school-based as well as formal assessment.

Every learner will therefore have access to the standard of assessment that is suited for his or her needs. No learner will be disadvantaged by the system in as far as that there will be a lowering of expectations or he/she is not assessed at all. All learners will also have the opportunity to receive a school leaving certificate.

Learners who experience significant barriers to learning must also have the possibility of *straddling grades* which allows them to take certain subjects at grade level and others at a different level.

(Refer to Appendix 4 for more about assessing learners in a class who have different levels of attainment).

6. HOW DO WE RECORD, ANALYSE AND REPORT RESULTS OF ASSESSMENT?

To obtain clear and accurate documentation of an observation, learner behaviours and/or performance need to be *recorded* in a systematic way at all stages of the learning process. The recorded information by the teacher(s) and/or learner(s) can be reviewed and analysed after the observation.

The next step is *analysing and using the recorded assessment information*. Once teachers have assessed their learners and recorded information about behaviours, skills or activities, they analyse this information to determine its relevance to the programme planning for the learner.

***Baseline Assessment**: Entry level indicators* are important to obtain and analyse. They help us identify learners' previous learning and knowledge of the content of the curriculum. Teachers use this assessment with new learners, with learners who they suspect may be experiencing an emerging barrier to learning, or when teachers introduce a new topic or theme. This assessment is most important at the beginning of a unit of study as it guides teachers in planning exactly:

- What information will be initially presented?
- How it will be presented to learners?
- How it will be practised by the learners?

Entry level indicators also help the teacher to determine learners' entry points at the beginning of a unit or topic of study. This phase of assessment helps us to modify the content or differentiate learner activities and products to accommodate the varying ability levels within the classroom.

***Performance/formative based assessment**:* the information derived will tell the teacher about the learners' progress through the curriculum, that is, about behaviours, skills, or activities the learner has engaged in, and possible barriers to learning. Questions to reflect on are:

- Does the information recorded show that a learner has acquired the skills intended by the teacher?
- What does the learner already know?
- What does the learner still need to know?
- Does the recorded information provide an understanding about why the learner is engaged in learning or not?
- Does the recorded information add to knowledge about the learner's progress or his/her learning profile?

Record Keeping

There are various strategies that can be used for *record keeping.* Teachers and learners can share in the process of keeping track of learner entry levels and progress during the academic year. Three simple forms include:

Anecdotal records: The notes can be written and/or recorded anytime and used by the teacher and the learner to review progress. These notes can be written on sheets of paper, in a notebook or on cards.

Portfolios: There are numerous types of portfolios which can be used to assess a learner's progress based on a varied collection of the learner's work. The items in a work portfolio can include work samples, homework assignments, final products and classroom test results. The collection of the learner's work is done over time. Portfolios should include learner self-assessment and reflection as well as teacher written feedback on some or all of the collected work.

Journaling: Learners are always able to provide quality information on their own learning and academic needs. Thus, another form of learner self-assessment is journaling which refers to having learners reflect and write briefly on their learning usually at the end of the day or after a particular lesson.

Stop and Think!

- The minimum requirements for achieving grades, as spelt out in the National Curriculum Statement (Grades R – 12), may not be compromised. However, within a flexible learner-based and learner-paced approach to the curriculum, all learners will be enabled to achieve their full potential irrespective of whether or not the end result will be a final certificate.

- Learners who experience significant barriers to learning must also have the possibility of straddling grades which allows them to take certain subjects at grade level and others at a different level.

- All recording and reporting instruments must include sections on the nature of support needed by each individual learner.

- All support to learners must be coordinated by a site-based support team who will be trained and monitored by a district-based support team. Regular feed-back on progress and effectiveness of support must be given to:

  - The learner
  - The institution based support team
  - The parents/care givers
  - The district-based support team

- Promotion schedules are a summary of what has been achieved in a specific year and grade.

- A grade 4 learner with a disability experiencing barriers to learning, will therefore now for the first time be fully assessed on the assessment content and expectations of the subjects *for the specific grade.*

- In the remarks column the teacher will indicate progress made as well as support needed, e.g. scribe was needed for Social Science and Languages: reading was taught on a grade 2 level.

- A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner from being retained in the same phase for longer than five (Foundation Phase)/four years. In such cases a programme of action to address the backlog must be in place and the school should provide evidence that support has been provided within the Screening Identification and Assessment and Support (SIAS) framework. It is therefore important to gather evidence and information about the learner. Information must be captured about adaptive or alternative methods of assessment that are needed throughout the year. Evidence must be kept of the support or interventions that were given to the learner. Evidence of medical and or psychological reports must be gathered and kept. A record must also be kept on how appropriate, effective and available the adaptive methods being used are.

- According to above-mentioned policy, reporting should be undertaken at least once a term and be made

available to all stakeholders involved.

- The report card also has to be modified in order to reflect on different levels of teaching and learning practices for learners with barriers to learning:

- Do take note that in cases where no curriculum modifications take place but only concessions in terms of assessment procedures (e.g. amanuensis), ***NO ALTERATION TO EXISTING REPORT CARDS*** should be undertaken and ***CONCESSIONS IMPLEMENTED*** should ***NOT*** be reflected. However, all documentation on history and reasons why concessions had been granted, have to be recorded in the ***LEARNER PROFILE.***

- In terms of curriculum differentiation where learner accessed the knowledge, concepts and skills on a lower level (straddling) the report card has to reflect on the levels on which knowledge has been gained and skills mastered.

- An additional section on Life Skills acquired is also advisable and should also be expanded as learner progresses through different phases.

7. ACCESSING SUPPORT FOR CURRICULUM DIFFERENTIATION

A key to successful curriculum differentiation is building a collaborative network of support for teachers. Support is needed at all levels and stages of teaching and learning. By working collaboratively, teachers learn from one another, support the tasks of one another, develop learning materials together, serve as a resource to one another and a critical peer. Support can be accessed at various levels of the schooling system.

Examples

At school level:	School Management Team and Institutional Level Support Teams (ILST)
At district level:	District Based Support Teams, Full Service Schools, Special Schools and neighbouring schools
At community level:	Parents/ care givers, other professionals, Universities and Non-Governmental Organizations
Media:	Internet websites e.g. teacher education websites, UNESCO, Department of Education, Pretoria.

Glossary of Terms

Barriers to learning	The notion refers to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent both the system and the learner needs from being met. When, based on objective evaluation made by an educational authority, it is ascertained that teaching and learning are hampered where such needs are not met, educationally sound measures must be applied.
Curriculum content	Refers to what we teach - what learners are expected to learn, know, understand, and do.
Curriculum Differentiation:	The process of modifying, extending or adapting the curriculum according to the different ability levels of the learners in one class
District Based Support Teams (DBST)	Groups of departmental employees whose job it is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management
Differentiated teaching	Teaching designed to have learners work at different levels in different groups and on different tasks in the classroom.
Entry Level Indicator	A point where a learner should start in learning particular concept or skill.
Full-Service Schools	Ordinary schools which are specially equipped to address a full range of barriers to learning in an inclusive education setting. In addition to their ordinary learner population they will become accessible to most learners in an area who experience barriers to learning and will provide the necessary support. policies and practices.
Institution Level Support Teams (ILSTs)	Teams established by institutions in general, further and higher education, as institution-level support mechanism whose primary function is to put in place co-ordinated learner and educator support services. The teams have different names in different provinces such as Site Based Support Teams, Teacher Support Teams, etc.
Journaling:	A way learners can reflect on their learning by responding to open-ended questions or by writing brief statements.
Learning Profile	A means of assessing a learner's need based on gender, culture, learning styles, linguistic preferences, interests and abilities.
Method of Presentation	A variety of techniques for gathering and presenting information to learners
Multi-level Activities	Activities where the focus is on a key concept but the teacher can use varied approaches, teaching and learning modes, and levels within a lesson.
Multi-level class	A group of learners who learn together in one classroom, despite having varying levels of abilities and/or literacy backgrounds.
Multi-level teaching	Designing teaching so that learners may function at multiple levels of ability, engage in authentic learning, receive support, and learn in heterogeneous groups and situations.
Performance assessments	A set of tasks performed by the learners to show that they understand a concept, skill or behaviour.
Special schools	Schools equipped to deliver education to learners requiring high-intensive educational and other support either on a full-time or a part-time basis.
Special school resource centres	These would be special schools which are transformed to fulfill a wider function of accommodating learners who have high intensity support needs, as well as providing a range of support services to ordinary schools, full-service schools as part of the District-based Support System.

Screening, Identification, Assessment and Support (SIAS)	
Straddling	Learners who experience one or more of a range of barriers to learning may not fit comfortably within a particular phase or grade. In such cases straddling must be implemented. Straddling is when a learner or group of learners at a specific grade or level work towards attaining assessment standards from more than one grade within learning areas or learning programmes.
Tiered instruction	It is a means of teaching one concept and meeting the different learning needs in a group. It can be an assignment, lesson or a strategy. Tasks and/or resources vary according to learning profile, readiness and interest. It maximizes learning for all learners.
Varying questions	An instructional strategy in which the teacher varies the levels of questions asked based on a learner's background of experience, interests, and learning profile

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Useful Websites for Curriculum Differentiation Resources

Antioch School District, Department of Curriculum and Instruction:
http://staff.antioch34.com/BAnderson/diffinfo.htm

Help4teachers:
http://www.help4teachers.com/samples.htm

Inclusive Education in Action:
http://www.inclusive-education-in-action.org/iea/index.php?menuid=55&reporeid=137 (resources on inclusive curricula).

Learnerslink.com:
http://www.learnerslink.com/

Longmanusahome.com:
http://longmanusahome.com/centerstage/images/stories/monographs/multilevel_monograph.pdf

Red Clay Consolidated School District:
http://instructionaltechnologyconnections4u.pbworks.com/f/Sample+Tiered+Activities+Lesson+-+Math+-+3rd+grade.pdf

Thutong - South African Education Portal:
http://www.thutong.doe.gov.za/

Tiered curriculum project:
http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html

UNESCO: International Bureau of Education:
http://www.ibe.unesco.org/en/themes/curricular-themes/inclusive-education/tools.html

Appendicies

Appendix 1: Sample Lesson Plans

Sample Lesson Plan 1

Subject: Mathematics

Grade: 3

Topic: Fractions

Objectives: Learners will:

- be able to illustrate how fractions represent part of a whole
- identify the whole in part-whole fractions

Essential Questions: How can the fractional parts of a set be modelled?

Warm-up Activity: Teacher displays a set of interlocking cubes for all learners to see.

There should be several cubes of several different colours. Learners are asked to respond to the following questions:

1. What fraction of the cubes is red?

2. What fraction of the cubes is green?

3. What fraction of the cubes is yellow?

Teacher has learners respond on paper, and share responses.

Instructional Strategies:

- differentiation
- grouping/regrouping

Background to lesson:

Fractions (halves/thirds) have been introduced and illustrated by the learners with pictures, etc. Learners need to be put in ability groups based on their classroom performance. (Teacher to consider learners who are below the standards, (Consider learners who are below the standards, learners meeting the standards, and learners who exceed the standards)

Resources**:** paper squares**,** paper circles, paper rectangles, paper triangles.

Lesson development:

Tier 1 (Below-level learners): Using paper circles (pizza) and squares (sandwich), learners in pairs determine how to share the food equally and illustrate by folding the paper. Have two pairs determine how they can share equally with four people. They can cut the parts and stack them to see if they match. Have the four learners repeat the process for sharing a pancake equally with three peers (let the circle represent the crumpet). Each learner must explain in pictures or words how they shared equally.

Tier 2 (Learners who meet the standards): Using paper circles (pizza) and squares (sandwich), have learners in groups of three determine how to share the food equally and illustrate by folding the paper. Have 2 groups of three determine how they can share equally with six people. Have the group of six repeat the process for sharing a birthday cake with 12 people. In each case, they can cut the parts and stack to match. Have the group start with half a cake and divide equally for 3, 6 and 12 people. Each learner must explain in pictures or words how they shared equally.

Tier 3 (Learners who exceed the standards): Using paper rectangles (sandwiches) and triangles (slices of pie), have learners in pairs determine how to share the food in three different ways to get two equal parts. Have them illustrate by folding the paper.

Teacher gets learners to reflect on:

Are there other different ways to divide each shape equally?

How many ways are there?

Have the pair determine which shapes (circles, squares, rectangles, triangles) are easier to divide evenly and illustrate why with a particular food of their choice. Each learner must explain in pictures or words how they shared equally.

Assessment of learning

As the learners work, the teacher will circulate among the groups and note the children's abilities to divide materials into equal parts and to reorganize and check for equal parts.

She will consider the following:

1. Can learners explain orally how many equal parts there are and demonstrate how they know the parts are equal?
2. Can learners explain in writing or pictures how they know that the parts are equal?

Conclusion

In whole a class discussion, teacher/learners will reflect on the learning that takes place by sharing strategies of how they divided the food. They will also share their pictorial or written explanations.

Teaching Tips

Learners should have 1 of each shape for their group work. That is Tier1 should have one paper circle, and one square, etc

(Adapted from Red Clay Consolidated School District, 2007)

Sample Lesson Plan 2

Grade: 3

Subject: Language

Topic: Reading for Meaning

Objective: Learners will:

use graphic organizers to read more carefully by organizing information to retell or restate the text.

Essential Questions:

How can graphic organizers help you to organize information to retell a story?

Warm-up Activity:

1. Ask learners to brainstorm events as they remember from Three Little Pigs (no need to read the story, just work from their memory.) Record all events on the board regardless of the order or repetition of events.
2. Ask learners if they notice any problems with the order of the events once all events have been recorded. More than likely the events are out of order and repeat.
3. Ask learners for ideas on how to organize the list. Ask learners if they could re-list the events would they choose a different way of organizing the events? How might they choose to do it? What would it look like? How would using an organizer help them to order events and prevent repeats? Brainstorm what the organizer might look like.
4. Give learners a blank piece of paper and ask them to draw an organizer for the three little pigs.
5. Have learners share their organizers.
6. Explain that today's activities will focus on organizing important information from text they have read.

Instructional Strategies

• Differentiation - by process and/or content

• Flexible grouping - create groups using learner profiles

Lesson Development

Learners must have a basic understanding of graphic organizers, sequencing, story elements and summarization. This experience should be a part of the lesson that precedes these activities. Learners should also be familiar with the story, The Three Little Pigs for the purpose of the Warm-Up.

Resources

- Blank white paper
- A reading selection appropriate for learner readiness levels

Lesson Development

1. Using the above criteria, group your learners according to ability level. Learners are not physically grouped, but should be completing activities according to ability level.
2. Learners Below the Standard, Learners Meeting the Standard, Learner Exceeding the Standard are the names for the differentiated activities.

Learners Below the Standard

1. Explain to learners that they will use a pre-designed graphic organizer to gather information about the text while they read. The graphic organizer will include story elements and one main event from the beginning, middle and end of the story.
2. Learners will then work from their graphic organizers and write a retelling of the story. The retelling should include all parts of the graphic organizer.

Learners Meeting the Standard

1. Explain to learners that they will use a pre-designed graphic organizer to gather information about the text while they read. The graphic organizer will include story elements and all main events of the story.
2. Learners will then work from their graphic organizers and write a retelling of the story. The retelling should include all parts of the graphic organizer.

Learners Exceeding the Standard

1. Explain to learners that they will be designing an organizer that they will use to collect information about the text while they read. The graphic organizer should include story elements and all the main events of the story.
2. Learners can use paper and pencil to create their graphic organizers.
3. Learners will then work from their graphic organizers and write a retelling of the story. The retelling should include all parts of the graphic organizer.

Assessment of Learning

Learners will be assessed on the completeness and accuracy of their graphic organizers and retelling at their respective levels.

Conclusion of lesson

Learners share their graphic organizers and then read their retellings to demonstrate the transfer at the conclusion of the lesson.

Teaching Tips

- If your learners are not familiar with the story, The Three Little Pigs, for the Warm-Up, you can choose a different story that is familiar to the class. If needed read the story to the class.

- It is suggested that learners sit in heterogeneous groups which will allow for peer mentoring when learners have questions. The tiered activities are leveled by ability level. However, the levels should be renamed when explained to learners.
- When giving directions to the groups, explain that all learners will write a retelling at the end of the lesson, but different learners will be taking different paths to get there.

(Adapted from Red Clay Consolidated School District, 2007)

Sample Lesson Plan 3

Grade: 3

Topic: Learning Map Skills

Objectives:	1. Learners will be able to explain the purpose of a map. 2. Learners will be able to read a map key to interpret a map. 3. Learners will be able to draw their own map. 4. Learners will be able to use cardinal and intermediate direction on a map or globe.
Whole Class Activities 1. Class will brainstorm all the ways that a map is used in their world. The teacher will list on a board or on chart paper. 2. Teacher will show learners various types of maps. Learners will identify the different elements on a map such as scale, key, compass rose, equator, cities, states, landforms, etc.	**Assessment** 1. All learners involved in brainstorming Involved in discussion List should have 15 or more examples. 2. Required items identified correctly All items are included
Level 1 Activities 1. Learners will follow directional cues (N, E, S, W) given by the teacher to end in a specific location on a map. i.e. a learner would take 2 steps north, 3 steps east, and 1 step north and end up where? 2. Learners will work in pairs to create a map of their classroom. By creating a map key, learners will identify at least 5 objects in the room.	**Assessment** 1. Distance calculated correctly Correct directions were followed 2. Everyone in the group participated All required fields were included Map is neatly drawn Key uses three or more symbols
Level 2 Activities 1. Learners will follow directional cues (N, E, S, W, NW, SE, etc) given by the teacher to end in a specific location on a map. i.e. a learner would take 2 steps north, 3 steps east, and 1 step north and end up where? 2. Learners will work in pairs to create a map of their school. By creating a map key, learners will identify at least 8 objects in the school.	**Assessment** 1. Distance calculated correctly Correct directions were followed 2. Everyone in the group participated All required fields were included Map is neatly drawn Key uses five or more symbols

Level 3 Activities	Assessment
1. Learners will follow directional cues (N, E, S, W, NW, SE, etc) given by the teacher and follow the scale provided to end in a specific location on a map. i.e. learner would go 1 mile northwest, 3 miles west, and 5 miles south and end up where?	1. Distance calculated correctly Correct directions were followed
2. Learners will work in pairs to create a detailed map of a town. By creating a map key and using compass rose, learners will identify at least 10 objects in the town.	2. Everyone in the group participated All required fields were included Map is neatly drawn Key uses eight or more symbols Scale and compass rose are accurate
Whole Class Culminating Activities	**Assessment**
1. Learners will return to whole group and share and explain the maps that they created.	1. Group cooperation and sharing Oral explanation is clear
2. Learners as a class will invent and name an imaginary state and everyone will contribute their previously made map of a classroom, school, or town as a part of the new state.	2. Maps are drawn neatly Shows creative and original thinking

(Adapted from Antioch School District, Department of Curriculum and Instruction, 2007).

Sample Lesson Plan 4

Grade: 3

Topic: Flow Charts

Objectives:	1. Introduce visual aid of flow chart. 2. Accurately complete flow chart using words and/or pictures 3. Explain steps of specific life cycle introduced by the teacher (ex. plants, frogs).
Whole Class Activities Have learners explain how graphic organizers help us to understand what is being taught. Introduce the flow chart as a new chart of a graphic organizer. Demonstrate the flow chart on the board/overhead showing the seasons. Explain that we are now using flow charts to help us understand the life cycle of a plant.	**Assessment** * All learners actively listen and participate in discussions.
Level 1 Activities ▪ Each child will complete flow chart with the correct pictures and in proper order ▪ Each child will identify the number of steps and describe what the mature plant will be. ▪ Choose one vegetable from flow chart. Using a complete sentence, the learner will explain each step in the life cycle of the plant chosen.	**Assessment** * Correctly match pictures in correct order in flow chart. * Flow chart will be completed neatly and accurately. * Sentences will include correct spelling, punctuation, and grammar.
Level 2 Activities ▪ Each child will complete flow chart with correct pictures and words in proper order. ▪ Each child will identify the proper steps to describe what the mature plant will be, and label each step with correct vocabulary term from the word bank. ▪ Choose one vegetable and describe the life cycle using paragraph form.	**Assessment** * Correctly label flow chart with correct wording and pictures. * Paragraph is in correct form, which includes correct spelling, punctuation, and grammar.
Level 3 Activities ▪ Using a flow chart template each child will complete flow chart using written descriptions (include illustrations). ▪ Learners will describe in detail each of the steps in the flow chart.	**Assessment** * Complete flow chart using correct terminology and illustrations. * Thoroughly explain steps including correct spelling, punctuation, and grammar.
Whole Class Culminating Activities ▪ Using paper learners will create the life cycle of a chosen vegetable/fruit.	**Assessment** Final product will be an accurate replication of the flow chart that was created in the classroom.

(Adapted from Antioch School District, Department of Curriculum and Instruction, 2007).

Sample Lesson 5

Grade: R

Topic: Animals and animal traits.

Objectives:	1. Identify animal traits 2. Learners will compare and contrast the animal traits
Whole Class Activities ▪ Obtain recordings of animals in a story book used in class ▪ Brainstorm the traits of the animals. ▪ Create attribute chart of the animals. ▪ Record the animal traits on the chart.	**Assessment** All listening and participation
Level 1 Activities ▪ Create a flip book of the animals. Flip book: Record one attribute per page. Have learners cut out picture to correspond with each trait.	**Assessment** Picture of animal will be on the correct page of the book.
Level 2 Activities ▪ Invent imaginary animal using all the traits. Using teacher specified art media, learners will create the imaginary animal.	**Assessment** Learners will be able to create an imaginary animal that contains all the traits discussed.
Level 3 Activities ▪ After creating an imaginary animal, learners will write a story about this animal. Story will include how animal eats, how it would move, where it will live and how it will grow.	**Assessment** Story will include all of the details listed.
Whole Class Culminating Activities ▪ Learners will share their creations with the class.	**Assessment** Learners will be able to explain what they have created.

(Adapted from Antioch School District, Department of Curriculum and Instruction, 2007).

Appendix 2: Groupings of learners

Type of Grouping	Possible uses	Points to consider
Whole class – large group	Promotes belonging, reduces isolation o Discussions and sharing information and experiences o Introducing new topics, themes, units o Developing new concepts, skills and understandings o Developing and refining classroom expectations, rules and procedures	Physical inclusion does not guarantee instructional inclusion!
Small group instruction	Can be facilitated by the teacher, a learner or the group itself o Same ability/skill group can help the teacher to focus on developing a particular skill; learners with specific disability could also work around certain skills in a 'same disability' group (e.g. Braille, sign language, mobility, life skills instruction) o Mixed ability/skill group useful for project work, learning a new skill or practicing one recently learned, discussing an assignment, problem solving – different objectives and sub-tasks can be assigned to different learners; it promotes co-operation, peer-support and valuing individual contributions	Same ability/skill groups should not become permanent and they should not be composed of same learners all the time in order to avoid labelling and isolation. They should only be used to learn a particular skill.
Paired groups	**Two learners work together: offers opportunities to enhance social and communication skills and friendships; can provide direct instruction and build self-esteem** o Can be formed on the basis of same/mixed skill/ability, interest, etc. Could also pair a disabled and non-disabled learner o Can be same Grade mates or cross-Grade mates o One learner is assigned as a 'tutor' based on the skill, ability or experience.	This way of working needs some practice so that 'tutors' will not just pass on 'correct answers'. Pairing needs to be grounded on learning for both, and the tutor should not always be non-disabled learner.
Interest group	Paired or small group where learners share the same interest. o Interest can be a topic, a learning area, a specific skill. o Encourage learners to learn more about their specific interest – at their own level	o Usually highly motivational o Findings should be shared with other learners to increase learning of all learners
Co-operative expert groups (jigsaw)	**All groups are given the same topic but each learner in the group is given one part of the topic to learn (according to his level, interest, etc.)** o It is the responsibility of each member to learn his/ her part, thus becoming 'expert' o After studying individual parts, the group comes together and each learner presents his part to complement to the whole. o Another possibility: A topic and its sub-topics are identified. In each group, each member is assigned with a sub-topic. New groups get together according to sub-topics. These groups are now 'experts'. In the expert groups learners study about the sub-topic. Then they get back to their original group and share what they have learned in the 'expert' group.	o It is important to ensure that each member gets to his/ her work done – support might be needed here o Allows for individual and group activity o Feedback – sharing in the groups is essential. This might require support.

Type of Grouping	Possible uses	Points to consider
Cluster groups	○ Cluster groups are grouping of all learners within a class for small instructional groups, based on one or more learner characteristics. ○ Usually learners stay in the cluster group for a longer period for a specific instructional reason (e.g. accelerated maths, community project, second/ third language tuition)	○ Cluster group should not be used for anything else than for an instructional purpose. ○ Grouping should not encourage negative labelling. ○ Learners can belong to several clusters in different learning areas

Appendix 3: Practical activities to assess learners' multiple intelligences

Intelligence	Recognize by	Learning Style
Logical-Mathematical	Strong at math & problem-solving skills Ability to discern logical or numerical patterns Ability to pursue extended lines of logic and reasoning Asks 'why' & 'how' questions, wants to reason things out, wants to know 'what's coming up next' - sequential thinking	The highly logical mathematical learners will be interested in problem solving and hypothesis –testing strategies.
Spatial	Strong visual imagination and other spatial abilities Likes to design, draw, read graphics, posters Needs pictures to understand, likes puzzles, mazes, organizing space, objects and areas Has ability to mentally manipulate forms, objects or people in space or transfer them to other locations or into other elements It's the capacity to recognize forms, shapes and how they relate and interact with another It is also sensitivity to the balance and composition of shapes	Learners who are visually-spatially strong learn best from information that they see or read. They have strong visual imaginations and are inclined to be involved in spatial activities.

Intelligence	Recognize by	Learning Style
Interpersonal	Strong people skills Ability to make distinctions among others in their moods, feelings, biases, thoughts and values It's the ability to act appropriately using knowledge of others Loves to talk & influence, usually a group leader, an organizer Communicates well Good at conflict resolution, listening, negotiating & persuasion	Highly interpersonal learners enjoy engaging in learning experiences in a social setting.
Bodily-Kinaesthetic	Ability to handle objects skilfully, either fine or gross motor movements Also the ability to control your own movements for function or expression Desire to move! Constant movement or commitment to comfort Wants to get up, move around, tap, touch, fiddle with things & do things	Learners who are highly bodily-kinaesthetic enjoy learning whilst moving about freely and touching. They also learn best from handling materials, writing and drawing
Verbal-linguistic	Use of core operations of language Sensitivity to the meaning, sound, inflection and order of words Loves language - reads and loves to talk Constant talking, a good memory for dates & names Likes to tell and listen to stories Likes a variety of voices and remember jokes Enjoys reading	Learners with strong oral / SASOL language abilities like to read and think out loud/ sign
Intrapersonal **(Emotional)**	Has a good understanding of own strengths and weaknesses Able to exercise self-control Good at goal-setting & is comfortable being alone Make choices in favour of long term benefit The ability to develop successful working models of oneself A way to learn and develop new behaviours based on self-knowledge	Learners who are highly emotionally sensitive enjoy solitude, like thinking and are happy to work alone.

Appendix 4: Assessing learners in a class who have different levels of attainment

Subject: **Name of educator:**			**Grade**	**1** **N/A** **0-29**	**2** **E/A** **30-39**	**3** **MO/A** **40-49**	**4** **A/A** **50-59**	**5** **S/A** **60-69**	**6** **ME/A** **70-79**	**7** **O/A** **80-100**
All groups:	Teach core content:	All learners have been working on _____ but on differential levels								
Enrichment group:	Enrich knowledge, concepts and skills that allow for access to enriched learning.	Knowledge, concepts and skills attained on an advanced / enriched level.	**On grade level**							
Unmodified group:	Knowledge, concepts and skills that allow access to grade level learning	Knowledge, concepts and skills attained on grade level.	**On grade level**							
Unwinding group:	Scaffold knowledge, concepts and skills that allow access to scaffold learning.	Knowledge, concepts and skills attained on a scaffold / grouped more attainable level.	**On part of grade level**							
Straddle group:	Straddle Knowledge, concepts and skills to allow access to learning on a lower grade or phase.	Knowledge, concepts and skills have been attained on a lower grade / phase level)	**Grade (lower)**							

Note:

- In the ***top row*** the teacher indicates the subject, grade and performance indicators.
- The second row reflects the broad theme and/or the appropriate knowledge, concepts and skills that all learners in the classroom have been working on. This is sometimes also called the core knowledge, concepts and skills of a specific grade within a specific phase.
- The next **four** rows indicate the differential levels of attainment: Enrichment, Unmodified, scaffold, and straddling. These four rows also indicate the levels of achievement together with the grade level and descriptors.
- Every learner will therefore have access to the standard of assessment that is suited for his or her needs.

No learner will be disadvantaged by the system in as far as that there will be a lowering of expectations or he/she is not assessed at all.

- What is very important is that the *grade column* is used to indicate the specific grade levels on which a learner displays achievement of the relevant knowledge, concepts and skills.
- This is then also very important to understand that teachers need not only have a sound knowledge of the curriculum of a specific grade in which they teach, but also have a sound knowledge of where to meet the learner on lower grade levels.