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| **Curriculum Compactor**  **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_ Parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Curriculum areas to be considered for compacting.**  Describe basic material to be covered during this marking period, assessment and the reasons for Compacting. | **Procedures for compacting basic materials.**  Describe activities to be used to guarantee proficiency in basic curricular areas. | **Acceleration and or Enrichment Activities.**  What activities will be used to provide advanced learning experiences in each area of the regular curriculum. |
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| The first column should include information on learning objectives and student strengths in those areas. Teachers should list the objectives for a particular unit of study, followed by data on students' proficiency in those objectives, including test scores, behavioral profiles and past academic records. | In the second column, teachers should detail the pretest vehicles they select, along with test results. The pretest instruments can be formal measures, such as pencil and paper tests, or informal measures, such as performance assessments based on observations of class participation and written assignments. Specificity is extremely important. Recording an overall score of 85% on ten objectives, for example, sheds little light on what portion of the material can be compacted, since students might show limited mastery of some objectives and high levels of mastery on others. | Column three is used to record information about acceleration or enrichment options. In determining these options, teachers must be fully aware of students' individual interests and learning styles. We have used two instruments to help us make decisions about replacement activities that place major emphasis on student preferences. The Interest-A-Lyzer and the Learning Styles Inventory (Renzulli & Smith, 1979) provide profiles of general categories of student interests, and the types of learning activities that students would like to use in pursuing these interests. |

**Session 6: Differentiation by Interest**

**Student’s Plan to become an Expert  
Official Contract**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

1. Here’s what I want to learn.
2. Here’s how I will learn.

1. Here’s how I can share this with the class:
2. Timeline

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_