**DIFFERENTIATION MATRIX**

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| **Individual**  **Differences** | **Management** | | | | | **Instruction** | | **Assessment** |
|  | Schedule | Environment | Organization | Grouping | Resources | Strategies | Product |  |
| Readiness  (simple to complex)  (concrete to abstract)  Rate of learning (pacing)  MI profiles  Learning style preferences  Interests  Reading levels  Organizational abilities  Personality styles | Whole class times  Student input  Extended time periods  Working around special pull-outs  Independent work times  Exploration and enrichment times | Physical space  Interest centers  Variety of resources  Invitations to learning | Class room rights, responsibilities, and rules  Use of clear positives for establishing routines  Clear expectations and discipline plan | Whole class  Flexible ability  Novice  Expert  Interest  Multi-talent  Jigsaw  Cluster    Friendship  Random | Internet  Soft-ware  Books  Phone  Media and technology  Videos  Plants  Animals  Collections  Authentic tools of the discipline  Kits  Art supplies  Science supplies  Building and engineering supplies  Multilevel books | Compacting  Multiple entry points  Simulations  Demonstrations  Arts integration  Problem-based learning  Peer tutoring  Compacting  Contracts  Tiered assignments  Open-ended products  Activity/learning/interest centers  Choice boards  Independent study  Mentorships | Written  Models  Artwork  Drama  Dance  Music  Speech  Comedy routine  Comic books  Demonstrations | Pre-assessment  KWL  Pretest  Webs  Performance  Traditional exams  Rubics with benchmarks  Student conferencing |