

## Differentiation for Student Learning Profile

Choose one of the following options to complete this application activity.

### Option A

List at least three examples from your own classroom where you have differentiated—or could differentiate—for student learning profile. (Be sure that in your examples, students do different things at the same time, rather than rotate through a variety of modalities, based on their learning profiles.) Indicate how you obtained or could obtain your information about student learning profiles, and how you matched or could match students with the appropriate task. Identify the KUDs for the activity and make it clear how each version of the activity leads to the same outcomes. Challenge yourself to come up with an example for content, process, and product or to use multiple aspects of learning profile in your examples.

Use the chart below to capture your input.

Example from my classroom	Data used to design tasks or match student to task	KUD for this task to which all versions lead	Challenge (optional): Indicate whether this is an example of differentiation of content (the material being learned), process (how students are making sense of the material, or product (culminating evidence of learning)
Example 1:			
Example 2:			
Example 3:			

## Option B

Design a Sternberg intelligences activity for your own classroom. Start with your KUDs. You may want to follow the process you saw in the *Sternberg Intelligences* video:

- Brainstorm many possible activities.
- Find those that seem to best match your KUDs.
- Ask a colleague for feedback.

Once you have made your decisions, write up the directions for the tasks. Annotate each version of the task to explain how you made sure that each version reflects its intelligence focus and leads students to the KUDs.

Know	
Understand	
Do	

Analytical Prompt	Practical Prompt	Creative Prompt
(Analyze, judge, critique, compare, contrast, evaluate, diagram, identify, explain, assess, present a step-by-step approach)	(Implement, apply, use, demonstrate, teach, put into practice, convince, show how, employ, make practical)	(Invent, discover, imagine, suppose, design, predict, find a new way, promote, develop, encourage, use unusual materials)

Explain how you made sure that each version reflects its intelligence focus and leads students to the same KUDs.

Describe how you obtained the data about these students' learning profiles.