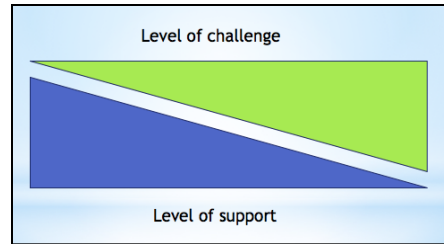


Tiering Guide

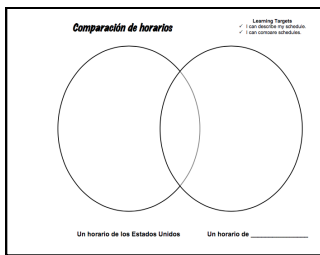
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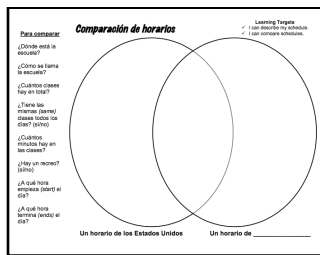
What is tiering? Creating opportunities for students to practice language skills toward a proficiency goal at varying levels of challenge and support based on teacher or student-identified readiness.



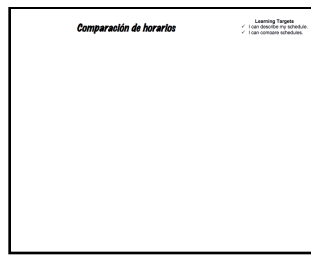
Tiering the Task



Begin by creating an “on” level activity



Create a more scaffolded version for lower tier



Create a more open-ended version for upper tier

Tiering the Text



Begin by finding an “on” level authentic text aligned to the unit theme



Select a lower tier text with more visuals, cognates, etc.



Select an upper tier resource that is heavier with text and has fewer visuals, cognates, etc.

Creating a supportive learning environment for tiering

Students understand that the teacher makes lesson task choices based on formative data (classwork, exit tickets, observational data).

Doing tasks at varying levels of challenge is a norm in the classroom.

Teachers build trust with students that tasks they are given to do are respectful of who they are as learners.

Students understand proficiency levels and language learning targets being used to make tiered task decisions.

When appropriate, students may select the level of challenge for which they are ready.

Tiered Assignments should:

Be challenging but achievable

Have varying degrees of scaffolding, support, or direction

Encourage continued growth

Examples of scaffolding

- Multiple choice questions
- Fewer gaps in cloze activity
- Word banks
- Sentence starters
- Sample responses
- Graphic organizers
- Question prompts

Tiering Guide

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Examples of tiered tasks for world languages



<http://bit.ly/2Ab7U1h>

Why tier?

Students are provided opportunities for deeper and extended learning

Tiered tasks are highly motivating, allowing students to be successful at their level of readiness

A Generic Template to Use with Tiered Text

T-chart with categories (healthy/not healthy, benefits/challenges, reasons, recommendations, etc.)

List new vocabulary acquired

Write a summary sentence in the target language

Give opinion/express agreement

Title of the infographic: _____			
<table border="1"><tr><td> </td><td> </td></tr></table>			
New vocabulary I learned			
1. _____			
2. _____			
3. _____			
Summary _____			

My opinion _____			

Differentiation Through Tiering in World Languages weebly



<http://bit.ly/2nnGvUu>

Extension activities for tiered text

Jigsaw groups: small groups consisting of one student from each tier share their findings with students from other tiers

Choice board products: students choose from a menu of products they create using information they gathered from text (ex. Creating their own infographic, commercial, written product, etc.)

Gallery walk: students explore all of the text at the various challenge levels and add details to their notes.