

**IMMERSION FORMATIVE ASSESSMENT: DIFFERENTIATION**

Date \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Observer \_\_\_\_\_ Class/Period \_\_\_\_\_ # Students \_\_\_\_\_

Subject \_\_\_\_\_ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: \_\_\_\_\_

Language Objective: \_\_\_\_\_

Class Activity \_\_\_\_\_

Circle, write, check and/or tally observed strategies. At the end of the observation, use the following scale to rate each item:

<b>Highly Evident</b> 4	<b>3</b>	<b>Somewhat Evident</b> 2	<b>1</b>	<b>Not Evident</b> 0	<b>N/A</b>
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<b>DIFFERENTIATION</b>	<b>Write, tally or check observed demonstration</b>	<b>Rate</b>
Awareness of individual student needs demonstrated in physical set up and responses		4 3 2 1 0 N/A
Instruction and student work is differentiated based on varied needs of students		4 3 2 1 0 N/A
Advanced students are provided with meaningful extensions		4 3 2 1 0 N/A
Struggling students receive material on their level and extra scaffolding support		4 3 2 1 0 N/A
IEP and 504 Accommodations are being implemented correctly.		4 3 2 1 0 N/A
IEP and 504 accommodations are being documented according to protocol.		4 3 2 1 0 N/A
		4 3 2 1 0 N/A

Points:      Average:

Notes:

Teacher Reflection: