Figure 7.3 Differentiated Pre-Assessment Planning Template

Unit Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| From the unit design, list the specific **Know**, **Understand** and **Do** that need to be assessed. | | |
| **Know** |  | |
| **Understand** |  | |
| **Do** |  | |
| Based on the content of the unit, what essential knowledge / skills and understanding should students *already* have in order to be successful in this unit? | | |
| **Know** |  | |
| **Understand** |  | |
| What structures, designs or strategies will best access students’ learning? | | |
| **Possible structures, designs or strategies for the assessment** |  | |
| Does the pre-assessment need to be differentiated? If so how, and for whom? | | |
| How? | Differentiation | For Whom? (list names) |
| **Readiness** |  |  |
| **Interest** |  |  |
| **Learning Profile** |  |  |