Diagnostics

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I’m lucky in that I am working a school that is fairly data rich. They have Gates Mcginnitie, Flynt Cooter, and MI data for all of the students in the building. One missing component is an interest inventory and a way to share it so the students aren’t being asked in each class to fill in some form about their interests.  To me students interest is potentially the most important piece of diagnostic material a teacher can hope to glean for two reasons –connecting with the students and differentiation.

In some senses knowing your students interests and being respectful of them is a way that a teacher can be a caring adult. For many teachers knowing the students comes easily and they don’t need a formal way of diagnostic assessment to find out their students’ interests. It is really important to know the students’ interests for the purposed of DI—as differentiation is predicated on interests, readiness, and learning profile.

In order to effectively differentiate for product or content…a teacher must diagnose what his students’ interests are.

For my unit:

 If baseline reading information is not available (Flynt-Cooter, PM Benchmarks, or other) I would ensure that I had something that would guide me in terms their abilities and needs. I also would do some kind of junior level appropriate multiple intelligences survey that would allow me to ascertain what types of choice I could build into my unit. I would also look into their interests at the start of the year and keep some notes on what they liked and didn’t like to cater to their preferences when possible.

In this Egypt unit I would look adapt and change the complexity of reading and try to find some way that the students could activate their prior knowledge through frontloading in order for them to connect to the curriculum.