

## Differentiation Questions

- **How will students go deeper in their understanding of the concept?** How can you help move student understanding from below to near, near to above, above to deeper? Think about connections to other concepts, different types of modeling knowledge.
- **How do you ensure appropriate rigor for students at each level?** For example, students who have demonstrated below proficiency understanding should not be given “easy” work because they are deemed less capable. Consider ways to break concepts into manageable chunks.
- **How does the resource build understanding (i.e., the deeper fluency of the ins and outs of a concept) over knowledge (i.e., the rote application of concept)?**
- **How will this resource help turn knowledge into understanding across levels of student proficiency?** Exploring understanding should not be reserved for only those who have demonstrated above-level proficiency.

