

Differentiated Assessment Exercise for Teachers

Below are the domain outcomes for a lesson on birth and Jewish names from a middle school life cycles unit, followed by an excerpt of the lesson procedures and a sample assessment.

Read over the lesson outcomes, procedures, and assessment.

Know: Defines the concept and vocabulary of *B'tzelem Elohim*

Do: Interacts with others through the lens of *B'tzelem Elohim*

Believe: Expresses the responsibility inherent in being able to create, as God does.

Belong: Builds relationships and tolerance through understanding the communal aspects of being created in God's image.

Text Study

27) God created humans in God's own image, in the image of God, God created humans; male and female God created them.	(27) וַיִּבְרָא אֱלֹהִים אֶת הָאָדָם בְּצַלְמוֹ, בְּצֶלֶם אֱלֹהִים בָּרָא אֹתוֹ: זָכָר וּנְקֵבָה, בָּרָא אֹתָם.
28) God blessed them; and God said to them, "Be fruitful and multiply, and fill the earth."	(28) וַיְבָרֶךְ אֹתָם, אֱלֹהִים, וַיֹּאמֶר לָהֶם אֱלֹהִים פְּרוּ וּרְבוּ וּמְלֵאוּ אֶת הָאָרֶץ

Read the Text in Chevruta. Write down any questions you may have.

Group Discussion Questions:

1. Can someone tell me in their own words what we just read?
2. What does it mean that God created people in God's image? Can someone give me other possible meanings of "God's image?"
3. What do you think it would be like to be one of the first two people in the world?
How would you feel?
4. Why do you think that the Torah says that God blessed humans as God told them to have children?
5. What is similar about God's ability to create and our ability to create? What is different?

6. This is the source of the *mitzvah* to have children and create a family. What do you think about this? Is it a good idea to have this in the Torah? Do you know any adults without children?
7. What questions did you and your chevruta partner write down?

Activity 1: Lemonade

Water, Sugar, and Lemons are on a table. *What can we make with these things?*

Each learner will help make lemonade for the class. After the tasks have been divided, ask the following questions as they are making the lemonade:

1. What are we doing right now? What does it mean to take three different things and make one new thing?
2. Does anyone know the bracha for lemonade?
3. Did you notice that by making lemonade we changed the *bracha*? What *bracha* do we usually say over lemons?

As the class is drinking the lemonade: What did we just do? What part of that activity could we call 'creation?' Is creating something with words different than creating something with your hands? What else do people create? *More people?*

Assessment: Self-portrait

Please use one of the following methods to **create something that is in your image**:

- Written words or phrases (that you write yourself)
- Words and/or images collaged from magazines, newspapers, etc.
- Images that you draw yourself
- Song
- Poem
- Sculpture with Modeling Clay

We will share these with the group – please be prepared to describe your self-portrait and explain your process of creating it.

Review the assessment above. Of the methods or media listed above, which at first glance seems most comfortable to you? If you were going to complete this assessment, which method would you chose?

Take 5-10 minutes to create your self-portrait, using whichever method most immediately appeals to you.

Before we explain our self-portraits, review the options of methods again:

- Which medium or method seems the most foreign to you? Why?

Take another 5 minutes to create a new self-portrait, this time using whichever method LEAST appeals to you.

Questions to Consider:

- Explain both of your self-portraits to the group.
- What was the process like both times? Was it different based on which method you used? How so?
- Look at your work. Is one “better” or more “authentic” than the other? Does one provide better evidence of learning than the other?
- How does this exercise inform our conversation about differentiating assessment?

Application:

Look at the second component of the assessment:

“We will share these with the group – please be prepared to describe your self-portrait and explain your process of creating it.”

- Which outcomes do you think this assessment could provide evidence of learning for?
- What sort of questions would you ask to allow the learners to determine how their self-portraits do or do not reflect some of the outcomes?
- How could you differentiate the questions and methods of response based on your individual learners?