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| **Traditional** | **Developmental/Balanced** |
| Specific tasksWorksheets and prepared hand-outsAbility groupingCarefully plodded out time-limitsGroup rotationStatic groupsInstructional-level activities onlyTeacher-directedOne specific assessment tool (such as a test, quiz or prepared test) | Books, real-life materials, concrete manipulativesWord walls with examples of student work and constant reinforcement of process.Flexible grouping (readiness versus ability)High expectations for all studentsInstructional balance: reading, writing, listening, speaking across content areas, teacher, student and peer working opportunitiesExtensive use of scaffolding: checklists, customized rubrics, graphic organizers, groups, paired peers, etc.Instructional density: rich and thick material versus thin and topical. For example: award-winning literature with guided questioning, versus hi-low material for instructional work.Adherence to consistent use of reading process: pre, during and post with queries for prior knowledge.Adherence to consistent use of writing process: pre-writing and drafting, peer review, self-review and editing, final publication.No specific time-limits; adequate response time.Child-centered sequence (eliciting student interest)Heterogeneous and fluid groupsIndependent-level practice combined with instructional-level activitiesTeacher modeled, child-directedA range of assessment instruments including but not limited to portfolios, student rubrics and evaluations, performance/presentation, standardized or prepared classroom test |