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| **Traditional** | **Developmental/Balanced** |
| Specific tasks  Worksheets and prepared hand-outs  Ability grouping  Carefully plodded out time-limits  Group rotation  Static groups  Instructional-level activities only  Teacher-directed  One specific assessment tool (such as a test, quiz or prepared test) | Books, real-life materials, concrete manipulatives  Word walls with examples of student work and constant reinforcement of process.  Flexible grouping (readiness versus ability)  High expectations for all students  Instructional balance: reading, writing, listening, speaking across content areas, teacher, student and peer working opportunities  Extensive 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 groups  Independent-level practice combined with instructional-level activities  Teacher modeled, child-directed  A range of assessment instruments including but not limited to portfolios, student rubrics and evaluations, performance/presentation, standardized or prepared classroom test |