module 1

Course Overview
Introduction to the Training Program

The 'Mastering Differentiation Online Program' was developed in response to a need identified in Jordanian classrooms. This initiative aims to equip English teachers with the skills to effectively manage and teach students at varying proficiency levels, ultimately enhancing their teaching practices and improving student outcomes in English language learning.

To ensure all students have an equal opportunity to learn and develop their English skills, it is essential for teachers to possess the necessary pedagogical skills to teach English at the appropriate level, rather than merely following the course content regardless of student readiness. The 'Mastering Differentiation Online Program' equips teachers with the skills needed to cater to diverse student levels within their classrooms, ensuring all students progress in their English language attainment.

General Outcomes of the Training Program

The program aims to improve teachers' skills in managing diverse student levels within the classroom through the application of differentiation strategies. It consists of seven online modules to be completed within two months, targeting English teachers of all ranks to enhance their knowledge about differentiation in the English classroom.

Specific Outcomes of the Training Program

Upon completing all seven modules, trainees will be able to:

1. Understand and identify different types of differentiation: content, product, process, convergent, and divergent.
2. Develop classroom management competencies necessary for applying differentiation.
3. Assess the actual English language levels of students using assessment data.
4. Create group plans to support differentiation in the English classroom.
5. Develop lesson plans for differentiation for various student groups.
6. Guide students in differentiated English learning at home.
7. Use continuous formative assessment techniques to guide leveled groups.
8. Appreciate the impact of differentiated learning on students in English classrooms.

Evaluation Methodology And Attendance Requirements

Participants must successfully complete all platform activities and pass all module requirements to progress from one module to the next. After completing the seven self-paced online modules and accompanying tasks , participants will sit for a final theoretical test conducted or supervised by the Ministry of Education at one of its Test Centers.

Other than the physical attendance for the final theoretical test, there is no physical attendance required for this training course. The program involves completing all tasks independently through the platform, with all exercises corrected electronically.

Advantages of Self-Paced Online Courses

Flexibility: Teachers can access course materials and complete modules at their own pace, accommodating their schedules and learning preferences.
Accessibility: The course is available online, making it accessible from anywhere with an internet connection.
Customization: Teachers can spend more time on challenging topics and move quickly through familiar ones, tailoring their learning experience to their needs.
Convenience: No need for physical attendance allows teachers to learn and complete assignments from the comfort of their homes or workplaces.
Continuous Learning: Teachers can revisit the materials anytime for refreshers, fostering continuous professional development.

Required data

Completion requirements

الرجاء من الزملاء توخي الدقة في تعبئة البيانات وانه جزء من بيانات استكمال التدريب

IMPORTANT: Please Review Before Starting the Course

All participants should be aware of the following guidelines:

• The passing score for each activity is 70%.

•You are allowed only two attempts for both the Video and Reading Activities. Be sure to fully understand the content and answer to the best of your ability before submitting. The higher score of your two attempts will be recorded. It is recommended to download the reading content (PDF) for reference while completing the activity.

• You will have only one attempt for the Post-Session Knowledge Quiz, which counts for 20% of your final module grade. Be sure you're fully prepared before starting the quiz.

Strive to score above 70% in each unit, as a total score above 70% across all units is required to qualify for the Final Theoretical Exam.

You will have one month from the date of registration to complete this course. The course content and activities are arranged sequentially, with each activity unlocking the next upon completion.

Module 1: Introduction to Different Types of Differentiation for the

Module 1: Introduction to Different Types of Differentiation for the English Classroom

Module 1: Introduction to Different Types of Differentiation for the English Classroom

1.1.A Pre-Session Check Knowledge Quiz-True Or False

Instructions: Indicate whether a statement is true or false.

Question 1
Differentiation means knowing there are differences between students and adjusting the lesson accordingly.
Question 1
Answer
TRUE
FALSE

Question 2
Learning at the right level is directly linked to differentiation.
Question 2
Answer
TRUE
FALSE

Question 3
A teacher can differentiate in how the instruction is given to students.
Question 3

Answer

TRUE

FALSE

Question 4

Convergent differentiation means that each student works towards their own learning goal.

Answer

TRUE

FALSE

Question 5

Divergent differentiation means that each student works towards their own learning goal.

Question 5

Answer

TRUE

FALSE

Question 6

Assessment is harmful for learning when using differentiation.

Answer

TRUE

FALSE

Question 7

Differentiation is a student centered way of teaching and learning.

Answer

TRUE

FALSE

1.1.B Pre-Session Self-Scan

Instructions: Read each of the following statements and indicate how they apply to you.

I am very familiar with differentiation.

Question 1 Answer

a.

Partially

b.

Minimally

c.

Fully

I know how to differentiate content for different groups of students.

Question 2 Answer

a.

Fully

b.

Minimally

c.

Partially

I know how to differentiate instruction for different groups of students.

Question 3 Answer

a.

Partially

b.

Minimally

c.

Fully

I know how to differentiate product or output for different groups of students.

Question 4 Answer

a.

Fully

b.

Partially

c.

Minimally

Not yet answered

I understand the differences between convergent and divergent differentiation approaches.

Question 5 Answer

a.

Minimally

b.

Partially

c.

Fully

1.2 Module 1 Video

Module 1 Video
Watch the video as many times as needed to answer the questions.
You have a maximum of 2 attempts for submission. Your higher score will be recorded.

What kind of differentiation is the teacher applying with the students in the questions below: differentiation on product, process or content? Select the right answer.

You have a maximum of 2 attempts for submission. Your higher score will be recorded.

What kind of differentiation is the teacher applying with the students in the statement below: differentiation on product, process or content? Select the right answer.

You have a maximum of 2 attempts for submission. Your higher score will be recorded.

A teacher provides different reading materials based on students' proficiency levels to teach persuasive writing techniques.

Question 1 Answer

a. Process

b. Content

c. Product

Rula and her group are assigned fill-in-the-blank activities to help them construct sentences, while another group is assigned to construct sentences independently.

Question 2 Answer

a. Process

b. Content

c. Product

Salma has to prepare a drawing with some words while Mariam has to write a short story.

Question 3 Answer

a. Content

b. Process

c. Product

Highest grade: 20.00 / 20.00.

1.3 Reading Part 1: Differentiation Approaches for the English Classroom
Differentiation Approaches for the English Classroom
Differentiation means providing support to groups of students who have different learning needs. Differentiation means that the teachers know the differences between students, and they are able to organize the content of the educational process.
Differentiation is taking multiple approaches to:
- *content – what students learn (input)*
- *process – how students process the information*
- *product – how students demonstrate what they have learned (output)*

Content Differentiation Scenario:
In a middle school English class focusing on verb tenses, the teacher implements content differentiation to accommodate varied language proficiency levels. For beginners, interactive games and visual aids are utilized to introduce basic concepts through hands-on and visual learning. Advanced students, with a foundational understanding of verb tenses, engage in more complex exercises involving error correction and contextual usage. This approach ensures that all students receive instruction tailored to their proficiency, fostering inclusivity and providing appropriate challenges for different skill levels.

Process Differentiation Scenario:
Scenario: During an elementary school English lesson on vocabulary related to daily activities, the teacher acknowledges diverse learning styles among the young learners. To differentiate the process, the teacher incorporates interactive activities. Visual learners engage in a drawing activity, auditory learners participate in a song or chant related to daily routines, and kinesthetic learners act out the activities. This approach caters to different learning styles and reinforces vocabulary through varied experiences.

Product Differentiation Scenario:
In an elementary English class presenting a story, children are given options to demonstrate their understanding in various ways. Some may choose to draw and color a picture representing the story, while others create a short puppet show reenacting the narrative. Additionally, students can record a simple audio retelling of the story. This allows children to express their comprehension through diverse products that align with their

abilities and interests.

Differentiation means that teachers offer different approaches to what students learn, how they learn it, and how they demonstrate what they've learned.

Match the phrases with their right meanings.

Differentiation on product means differentiating.

how students demonstrate what they have learned (output)

Differentiation on content means differentiating

what students learn (input)

Differentiation on process means differentiating

how students process the information

Highest grade: 10.00 / 10.00.

Match the examples with the approach of differentiation .

1. One group of students practices grammar rules through interactive online exercises, while another group works on rearranging sentence strips to construct sentences.

→ Process Differentiation

2. One group of students presents a poster, while another group of students writes an essay.

→ Product Differentiation

3. One group of students receives extra instructions and an additional worksheet from the teacher.

→ Process Differentiation

4. One group of students practices vocabulary from previous grades (to prepare them for the lesson), while another group is practicing the grade-level vocabulary.

→ Content Differentiation

5. One group of students practices spelling by writing words multiple times in different contexts, while another group uses flashcards to quiz each other on spelling and definitions.

→ Process Differentiation

Your final grade for this quiz is 8.00/10.00.

1.3 Reading Part 2 Convergent and Divergent Differentiation

*Types of Differentiation: Convergent vs. Divergent*
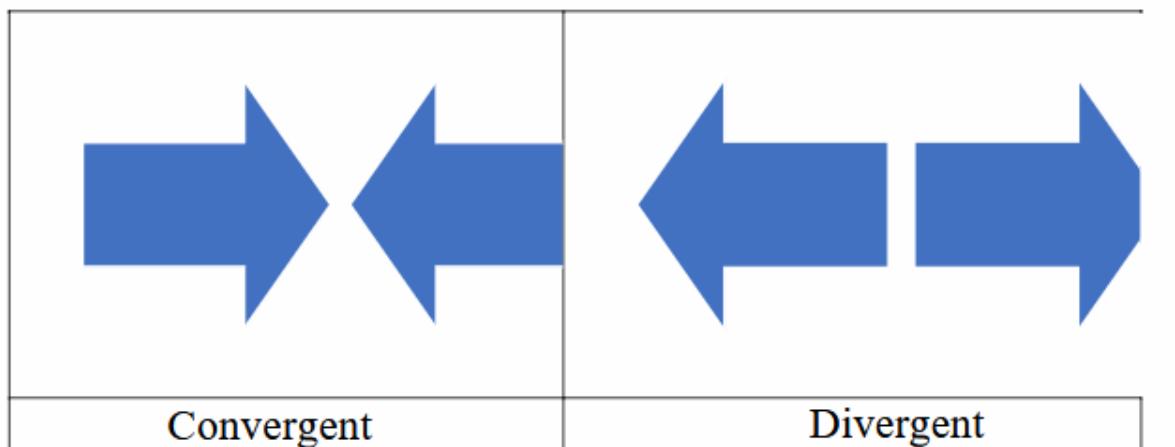
Figure 1 Convergent and Divergent

Convergent and divergent differentiation represent two distinct ways of

meeting the diverse learning needs of students in the classroom. Convergent differentiation assumes that the students need to reach the same learning objectives. The lesson starts with all students. The teacher might then differentiate in content, process or product for different groups of students. Towards the end of the lessons, the teacher reflects with the students on what is learned.

Divergent differentiation assumes that students work at their own level towards their own learning objectives. Each student or small group has their own individual learning objectives. The students learn at their own level and the teacher provides support to the different individual students or groups.

Convergent Differentiation Scenario: In an elementary vocabulary class focusing on expressing emotions, the teacher employs convergent differentiation. The lesson begins with all students learning basic emotions vocabulary, and as the lesson progresses, groups are identified based on varying language proficiency levels. To differentiate, beginner learners engage in interactive games with visual aids, while more advanced learners create short sentences expressing emotions. The class collaboratively builds a "feelings chart" representing different emotions through drawings and sentences. A reflection session at the end ensures that all students, regardless of proficiency, have mastered the core vocabulary related to emotions.

Divergent Differentiation Scenario: In an elementary speaking and listening class centered on daily routines, the teacher implements divergent differentiation. Students are grouped by their English proficiency levels, and speaking and listening objectives are tailored to each group. One group focuses on basic phrases, while the other works on more complex sentences and expressions. The teacher provides various listening materials, and during the class, circulates among small groups, encouraging personalized conversations and discussions.

At the lesson's conclusion, each student or group presents a short dialogue or role play representing their daily routines. This divergent approach enables students to progress at their own pace, concentrating on specific language skills relevant to their individual needs in speaking and listening contexts.

Most often in regular education, convergent differentiation is in focus as it ensures that all students reach the expected learning outcomes.

Yet, divergent differentiation is helpful when some students are either far behind or far ahead of others. Furthermore, it is often a strategy that a teacher who teaches multi-grade students has to apply.

Exploring divergent differentiation in the context of teaching English in Jordan could be valuable, as classroom differences can be significant, and a solely convergent approach may not effectively meet all students' learning needs.

1.3.C Identify Key Elements Of Convergent and Divergent Differentiation

Identify key elements of convergent and divergent differentiation.
Choose the right two answers for each item.
Identify key elements of convergent and divergent differentiation.
Choose the right two answers:
Convergent differentiation:

Identify key elements of convergent and divergent differentiation.
Choose the right two answers:
Convergent differentiation:

Question 1 Answer
Assumes students need to reach their own individual learning objectives.
Is useful for multigrade classes.
<mark>Assumes students need to reach the same learning objectives</mark>
<mark>Is most often applied in regular education</mark>

Identify key elements of convergent and divergent differentiation.

Choose the right two answers

Divergent differentiation:

Question 2 Answer

Assumes that the students need to reach the same learning objectives.
<mark>Assumes that students work at their own level towards their own learning objectives.</mark>
<mark>Is most helpful when some students are far behind or far ahead of others.</mark>
Is most often applied in regular education.

<mark>**Your final grade for this quiz is 10.00/10.00.**</mark>

1.3.D Identify Practices For Convergent and Divergent Differentiation
Question 1
Not yet answered
Marked out of 10.00
Identify practices for convergent and divergent differentiation. Which statements describe convergent differentiation and which ones divergent differentiation?
Drag and drop the numbers into the right box.

1		The students in the teacher's class are at very different levels. Some one or two grades lower than others.
2		The teacher has a class with students at various grade levels (e.g., grades 3 and 4), and each group works on different objectives tailored to their level.

3		The teacher begins the lesson with all students on a common topic and later assigns different tasks based on students' abilities. The lesson concludes with a group reflection on the topic.
4		Students choose their own projects and set individualgoals with the teacher's guidance. Each student works at their own pace and on different objectives throughout the lesson.
5		In one class, the teacher adjusts the difficulty of assignments for different groups but ensures all students aim to achieve the same key learning outcomes by the end of the lesson.

1	The students in the teacher's class are at very different levels. Some one or two grades lower than others.
2	The teacher has a class with students at various grade levels (e.g., grades 3 and 4), and each group works on different objectives tailored to their level.
3	The teacher begins the lesson with all students on a common topic and later assigns different tasks based on students' abilities. The lesson concludes with a group reflection on the topic.
4	Students choose their own projects and set individualgoals with the teacher's guidance. Each student works at their own pace and on different objectives throughout the lesson.
5	In one class, the teacher adjusts the difficulty of assignments for different groups but ensures all students aim to achieve the same key learning outcomes by the end of the lesson.

A.Convergent Differentiation	B.Divergent differentiation
3 5	1 2 4

1.3 Reading Part 3: Main Aspects of Differentiation
Main Aspects of Differentiation
Differentiation is:
• Intrinsically linked to assessment (Bouwman et al., 2013; Tomlinson, 2017), as teachers and students continually monitor learning progress. This is achieved through continuous formative assessment, observation, and interaction with students.
• Student-centered, with learning content directly adapted to the needs of the students, making them the focus of the educational process.
• Blended, involving instruction for whole-class, group, and individual settings, as well as both online and offline learning, at home and in the classroom. This provides students with the necessary support and practice to learn at their appropriate level and catch up as needed.
• Organic and dynamic, as teachers and students adapt learning activities and next steps based on student progress both during

lessons and at home. While teachers have specific learning objectives, they adjust instruction as needed when students progress faster or require more time, making the learning process flexible and responsive

1.3.E Describe Key Elements of Differentiation

st grade: 10.00 / 10.00.

Question 1

Not yet answered | Marked out of 10.00

Describe key elements of differentiation.
Match the sentence parts.

Differentiation includes blended instruction as...   [...students work in small g   ♦]

Differentiation is organic and dynamic as...   [...the lesson content, proc   ♦]

Differentiation is intrinsically linked to assessment because...   [it informs the teacher and   ♦]

Differentiation is student centered because...   [...all students are actively   ♦]

1.4.A Post-Session Knowledge Quiz - True or False
Differentiation means knowing there are differences between students and adjusting the lesson accordingly.
Question 1 Answer
TRUE
FALSE
Learning at the right level is directly linked to differentiation.
Question 2 Answer
TRUE
FALSE
 A teacher can differentiate in how the instruction is given to students.
Question 3 Answer
TRUE
FALSE
Convergent differentiation means that each student works towards their own learning goal.
Question 4 Answer
TRUE
FALSE

Divergent differentiation means that each student works towards their own learning goal.
Question 5 Answer

<mark>TRUE</mark>

FALSE

Not yet answered

Assessment is harmful for learning when using differentiation.
Question 6 Answer

TRUE

<mark>FALSE</mark>

Differentiation is a student centered way of teaching and learning.
Question 7 Answer

<mark>TRUE</mark>

FALSE

<mark>**Your final grade for this quiz is 20.00/20.00.**</mark>

1.4.B Post-Session Self-Scan

Instructions: Read each of the following statements and indicate how they apply to you after studying the module.

I am very familiar with differentiation.
Question 1 Answer

a. Fully

b. Minimally

c. Partially

I know how to differentiate content for different groups of students.
Question 2 Answer

a. Minimally

b. Partially

c. Fully

I know how to differentiate instruction for different groups of students.
Question 3 Answer

a. Fully

b. Minimally

c. Partially

I know how to differentiate product or output for different groups of students.
Question 4 Answer

a. Partially

b. Minimally

c. Fully

I understand the differences between convergent and divergent differentiation approaches.
Question 5 Answer

a. Minimally

b. Partially

c. Fully

2.1.A Pre-Session Knowledge Quiz True or False

Instructions: Indicate whether a statement is true or false

Question 1

Not yet answered

.To be able to differentiate in the classroom, a teacher needs to have good control of the class

Question 1 Answer

True

False

Question 2

Not yet answered

.It is students' own responsibility to make sure they are learning and doing their classwork well

Question 2 Answer

True

False

Greeting students with genuine enthusiasm sets a positive tone for the day and creates an atmosphere of acceptance.

Question 3 Answer

True

False

Holding students' attention needs to be done mostly by using rewards and punishments.

Question 4 Answer

True

False

Creating a safe classroom environment means that students feel mentally and physically secure and safe to learn and participate in the lessons.

Question 5 Answer

True

False

The teacher is responsible to make sure that all students are engaged in learning regardless of their level.

Question 6 Answer

True

False

Question 7

Not yet answered

The teacher summarizes key points of the lessons, but he or she does not need to reflect with the students on what has been learned.

Question 7 Answer

True
<mark>False</mark>

2.1.B Pre-Session Self-Scan
Instructions: Indicate how the following statements apply to you

At the start of the day or lesson, I greet my students and engage in some small talk with them.

Question 1 Answer
all the time
most of the time
rarely
In my lessons, I give short interactive instructions where I explain tasks and ensure students' understanding.
Question 2 Answer
all the time
most of the time
rarely
When I start the lesson, I make sure that all students are listening.
Question 3 Answer
all the time
most of the time
rarely
 I employ inclusive and diverse teaching methods
Question 4 Answer
all the time
most of the time
rarely
In my lessons, I ensure students are engaged by using varied strategies and by fostering a collaborative spirit among them.
Question 5 Answer
all the time
most of the time
rarely
During my lessons, I create an environment where students know that it is okay to make mistakes
Question 6 Answer

all the time

most of the time

rarely

I conclude the lesson by summarizing the content and reflecting on what has been done.

Question 7 Answer

all the time

most of the time

rarely

Your final grade for this quiz is 5.00/5.00.

module 3

3.3.C What Information Has the Case Study Provided to You as a Teacher?

Back

Question 5

Answer saved | Marked out of 1.40

Flag question

What information does the case study (the example for observation) in the reading passage provide to you as a teacher?

An Example of Differentiation Through Classroom Observation

Marian and Aisha are working together on a task. The teacher has provided the instructions, and they follow them well, collaborating effectively. As the teacher observes them, she notes that they are engaged and working without additional support. On the other hand, Rula and Zahra are also working together, but Zahra, who is shy and struggling with English, seeks encouragement from the teacher by making eye contact. The teacher responds with a smile and some supportive words, which boosts Zahra's confidence. Nasreen, who is working alone, appears distracted and restless, frequently looking around the room and tapping her pen. Recognizing Nasreen's need for more direct support, the teacher provides extra encouragement and uses visual cues like stars to help Nasreen refocus and complete h work. This tailored support for each student illustrates how teachers can differentiate based on individual needs observed in the classroom.

Feedback on process

- (•) Yes

- ( ) No

Clear my choice

Previous page | Next page

Jump to...

USAID

3.1.B Pre-Session Self-Scan

Back

Question 3

Not yet answered

Marked out of 1.25

Flag question

I apply different instructional support strategies for my students.

○ I find it challenging

◉ all the time

○ most of the time

Clear my choice

Question 5

Not yet answered

Marked out of 1.00

Flag question

Having the information of pedagogical and instructional support needed for students provides the teacher with information on what hinders or stimulates students to reach the learning objectives.

- (●) True

- ( ) False

Previous page

Next page

Jump to...

Question 5

Not yet answered   Marked out of 2.80

Flag question

Having the information of pedagogical and instructional support needed for students provides the teacher with information on what hinders or stimulates students to reach the learning objectives.

- ◉ True

- ○ False

Previous page   Next page

← Jump to... ⇕

3.3.C What Information Has the Case Study Provided to You as a Teacher?

Back

Question 3

Answer saved   Marked out of 1.40

Flag question

What information does the case study (the example for observation) in the reading passage provide to you as a teacher?

An Example of Differentiation Through Classroom Observation

Marian and Aisha are working together on a task. The teacher has provided the instructions, and they follow them well, collaborating effectively. As the teacher observes them, she notes that they are engaged and working without additional support. On the other hand, Rula and Zahra are also workin together, but Zahra, who is shy and struggling with English, seeks encouragement from the teacher b making eye contact. The teacher responds with a smile and some supportive words, which boosts Zahra's confidence. Nasreen, who is working alone, appears distracted and restless, frequently looking around the room and tapping her pen. Recognizing Nasreen's need for more direct support, the teacher provides extra encouragement and uses visual cues like stars to help Nasreen refocus and complete her work. This tailored support for each student illustrates how teachers can differentiate based on individual needs observed in the classroom.

Work ethic

- ◉ Yes

- ○ No

Clear my choice

Previous page   Next page

←   Jump to... ⇕

Question 5

Marked out of 1.40

Flag question

Grouping students into three groups is the only way to provide effective support; other methods are less successful.

- ○ True

- ● False

Question 6

Not yet answered   Marked out of 1.60

Flag question

Implementing a group plan enables teachers to provide more targeted support to students.

- ● True

- ○ False

3.4.A Post-Session Knowledge Quiz

Back

Question 3

Answer saved | Marked out of 2.80

Flag question

Instructional support involves providing extra help to students by giving extra time, extra instructions and tasks that fit their level and interest.

- ◉ True

- ○ False

Previous page   Next page

Having information about pedagogical and instructional support needed for students helps teachers identify what hinders or stimulates students to reach learning objectives.

- ● True
- ○ False

Question 2

Not yet answered   Marked out of 1.40

Flag question

Having information about pedagogical and instructional support needed for students helps teachers assist students in practicing for their final exams.

- ● True
- ○ False

Back

Question 4

Answer saved   Marked out of 1.60

Flag question

What information does the case study (the example for observation) in the reading passage provide to you as a teacher?

An Example of Differentiation Through Classroom Observation

Marian and Aisha are working together on a task. The teacher has provided the instructions, and they follow them well, collaborating effectively. As the teacher observes them, she notes that they are engaged and working without additional support. On the other hand, Rula and Zahra are also working together, but Zahra, who is shy and struggling with English, seeks encouragement from the teacher by making eye contact. The teacher responds with a smile and some supportive words, which boosts Zahra's confidence. Nasreen, who is working alone, appears distracted and restless, frequently looking around the room and tapping her pen. Recognizing Nasreen's need for more direct support, the teacher provides extra encouragement and uses visual cues like stars to help Nasreen refocus and complete her work. This tailored support for each student illustrates how teachers can differentiate based on individual needs observed in the classroom.

Students' approach to task

⦿ Yes

◯ No

Clear my choice

Previous page   Next page

Jump to...

3.4.A Post-Session Knowledge Quiz

Back

Question 2

Answer saved   Marked out of 2.80

Flag question

Only End-of-Year Reports are useful to divide students into groups.

○ True

◉ False

Previous page   Next page

← Jump to... ◆

3.4.B Post-Session Self-Scan

Back

Question 1

Not yet answered   Marked out of 1.25

Flag question

How confident are you in your ability to collect data about your students to identify their educational needs after completing this module?

- ⦿ Very confident

- ◯ Somewhat confident

- ◯ Not confident

Clear my choice

Question 3

Not yet answered   Marked out of 1.25

Flag question

How likely are you to apply different pedagogical support strategies for your students based on what you learned in this module?

- ⦿ Very likely

- ◯ Somewhat likely

- ◯ INot likely

Clear my choice

Question 4

Not yet answered   Marked out of 1.25

Question 3

Structured and cyclical support matches the needs of students effectively.

- ● True

- ○ False

Question 4

Grouping students based on their learning needs allows teachers to provide focused and structured support.

- ● True

- ○ False

or False

Back

Question 4

Not yet answered   Marked out of 1.00

Flag question

Additional support to students who struggle should only be provided occasionally.

○ True

◉ False

Previous page   Next page

←   Jump to... ⇕

USAID

Question 1

Answer saved

Marked out of 2.80

Flag question

Pedagogical support entails helping students with social and emotional development as well as their academic progress.

- ● True

- ○ False

Next page

← Jump to...

Back

Question 1

Not yet answered · Marked out of 1.40

Flag question

What information does the case study (the example for observation) in the reading passage provide to you as a teacher?

An Example of Differentiation Through Classroom Observation

Marian and Aisha are working together on a task. The teacher has provided the instructions, and they follow them well, collaborating effectively. As the teacher observes them, she notes that they are engaged and working without additional support. On the other hand, Rula and Zahra are also working together, but Zahra, who is shy and struggling with English, seeks encouragement from the teacher by making eye contact. The teacher responds with a smile and some supportive words, which boosts Zahra's confidence. Nasreen, who is working alone, appears distracted and restless, frequently looking around the room and tapping her pen. Recognizing Nasreen's need for more direct support, the teacher provides extra encouragement and uses visual cues like stars to help Nasreen refocus and complete her work. This tailored support for each student illustrates how teachers can differentiate based on individual needs observed in the classroom.

Behavior of students

- ● Yes
- ○ No

Clear my choice

Next page

Jump to... ◆

Back

Question 7

Not yet answered   Marked out of 3.00

Flag question

Social emotional needs need to be taken into account when identifying students' needs.

- ⦿ True

- ◯ False

Previous page   Finish attempt ...

←   Jump to... ⬍

Not yet answered   Marked out of 10.00

Flag question

Match the correct category for each option.

Students' approach to task   Pedagogical Support ⬍

Social development of students   Pedagogical Support ⬍

Behavior of students   Pedagogical Support ⬍

Task that fits the students' level   Instructional Support ⬍

Work ethic   Pedagogical Support ⬍

Extra instructional time.   Instructional Support ⬍

Feedback on product   Instructional Support ⬍

Task that fits the students' ability   Instructional Support ⬍

Finish attempt ...

← Jump to... ⬍

Flag question

What information does the case study (the example for observation) in the reading passage provide to you as a teacher?

An Example of Differentiation Through Classroom Observation

Marian and Aisha are working together on a task. The teacher has provided the instructions, and they follow them well, collaborating effectively. As the teacher observes them, she notes that they are engaged and working without additional support. On the other hand, Rula and Zahra are also working together, but Zahra, who is shy and struggling with English, seeks encouragement from the teacher by making eye contact. The teacher responds with a smile and some supportive words, which boosts Zahra's confidence. Nasreen, who is working alone, appears distracted and restless, frequently looking around the room and tapping her pen. Recognizing Nasreen's need for more direct support, the teacher provides extra encouragement and uses visual cues like stars to help Nasreen refocus and complete her work. This tailored support for each student illustrates how teachers can differentiate based on individual needs observed in the classroom.

Social development of students

- ⦿ Yes

- ◯ No

Clear my choice

Previous page   Next page

←   Jump to... ↕

⏱

3.3.D Resources for Instructional Support: Match the Two Sentence Parts.

Back

Question 1

Answer saved   Marked out of 20.00

Flag question

Match the two sentence parts.

| Formative assessment | Help me to see how well students are doing with the current lesson objectives and it provides me information on their pedagogical needs. ⇕ |

| End of year report card from previous grade. | Helps me to see how well students did in English in previous year(s). ⇕ |

•0

| Diagnostic assessment | Helps me to see where students' weaknesses and strengths are on different skills. |

| Paper based assessments or tests done in the classroom. | Help me to see how well students are doing on the current lesson's learning objectives. ⇕ |

Finish attempt ...

←   Jump to... ⇕

Question 2

Not yet answered   Marked out of 1.25

How confident are you in your ability to use data to divide your class into groups that work on two or three different levels after completing this module?

○ Very confident

● . Somewhat confident

○ Not confident

Clear my choice

Question 3

Not yet answered   Marked out of 1.25

Instructions: Choose a correct answer to complete the statements.

Identifying the education needs of your students is a prerequisite for differentiation because

- ● It enables teachers to tailor instruction to meet diverse student needs

- ○ It ensures that every student receives the same level of instruction.

- ○ It allows teachers to ignore individual learning styles.

- ○ It helps in maintaining a uniform pace of teaching.

Clear my choice

Previous page   Finish attempt ...

answer is possibly correct.

The following information is helpful to identify educational needs of the students:

☑ Using learning results from previous year(s)

☑ Understanding the socio-economic background of the student

☐ Knowing the favorite hobbies of the students

☑ Diagnostic assessment results

☑ Observing students in class

☐ Evaluating the physical fitness levels of the students

☐ None of the above is correct.

Next page

Back

Question 1

Not yet answered   Marked out of 1.25

Flag question

I find it easy to collect data about my students that will help me to identify their educational needs.

- ⦿ most of the time

- ◯ all the time

- ◯ I find it challenging

Clear my choice

Next page

Jump to...

Question 1

Not yet answered

Marked out of 1.00

Flag question

Pedagogical support entails helping students with social and emotional development as well as their academic progress.

- 🔘 True
- ⚪ False

Next page

← Jump to... ↕

USAID

Back

Question 7

Not yet answered

Marked out of 1.00

Flag question

Social emotional needs need to be taken into account when identifying students' needs.

- ⦿ True

- ◯ False

Previous page

Finish attempt …

← Jump to... ⇕

USAID
من الشعب الأمريكي

UKaid

3.1.B Pre-Session Self-Scan

Question 2

Not yet answered

Marked out of 1.25

Flag question

I find it easy to use data to divide my class into groups that work on two or three different levels.

- ○ I find it challenging
- ● most of the time
- ○ all the time

Clear my choice

Instructions: Choose a correct answer to complete the statements. More than one answer is possibly correct.

Identifying students' education needs is needed to:

- [x] Enhance classroom management techniques
- [x] Address individual learning styles and abilities
- [ ] Promote a one-size-fits-all approach to teaching
- [ ] Increase standardized testing scores
- [x] Determine how to group the class

Previous page | Next page

Back

Question 4

Not yet answered

Marked out of 2.80

Flag question

Additional support to students who struggle should only be provided occasionally.

○ True

◉ False

Previous page

Next page

← Jump to... ⇕

من الشعب الأمريكي

Question 4

Not yet answered

Marked out of 1.25

Flag question

How likely are you to apply different instructional support strategies for your students based on what you learned in this module?

- ⦿ Very likely

- ◯ Somewhat likely

- ◯ Not likely

Clear my choice

Finish attempt ...

← Jump to... ⬍ ◁

of False

Back

Question 6

Not yet answered

Marked out of 1.00

Flag question

Information on students gathered by the teacher's own observation is not reliable and cannot be used.

○ True

● False

Previous page

Next page

← Jump to... ⇅

Back

Question 2

Not yet answered

Marked out of 1.00

Flag question

Only End-of-Year Reports are useful to divide students into groups.

○ True

⦿ False

Previous page

Next page

Jump to... ⬍

3.1.B Pre-Session Self-Scan

Back

Question 4

Not yet answered   Marked out of 1.25

Flag question

3. I apply different pedagogical support strategies for my students.

○ all the time

○ I find it challenging

◉ most of the time

Clear my choice

3.3.C What Information Has the Case Study Provided to You as a Teacher?

Back

Question 7

Answer saved   Marked out of 1.40

Flag question

What information does the case study (the example for observation) in the reading passage provide to you as a teacher?

An Example of Differentiation Through Classroom Observation

Marian and Aisha are working together on a task. The teacher has provided the instructions, and they follow them well, collaborating effectively. As the teacher observes them, she notes that they are engaged and working without additional support. On the other hand, Rula and Zahra are also working together, but Zahra, who is shy and struggling with English, seeks encouragement from the teacher by making eye contact. The teacher responds with a smile and some supportive words, which boosts Zahra's confidence. Nasreen, who is working alone, appears distracted and restless, frequently looking around the room and tapping her pen. Recognizing Nasreen's need for more direct support, the teacher provides extra encouragement and uses visual cues like stars to help Nasreen refocus and complete her work. This tailored support for each student illustrates how teachers can differentiate based on individual needs observed in the classroom.

Feedback on product

○ Yes

◉ No

Clear my choice

Previous page   Finish attempt ...

← Jump to... ⬍

Back

Question 3

Not yet answered

Marked out of 1.00

Flag question

Instructional support involves providing extra help to students by giving extra time, extra instructions and tasks that fit their level and interest.

- ◉ True
- ○ False

Previous page

Next page

Jump to...

USAID

Question 3

Not yet answered | Marked out of 1.25

Flag question

3. I find it easy to describe the pedagogical support needed for different levels of groups in my class.

○ a. I find it challenging.

○ b. all the time,

● c. most of the time,

Clear my choice

Previous page | Next page

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 8

Flag question

Not yet answered

A group plan does not need information on pedagogical support needed for each group.

○ True

● False

Previous page

Finish attempt ...

Jump to... ⇕

Question 1

Flag question

Not yet answered

Which of the following group names would be alright to use? Answer by ticking the box right or wrong. (X)

Group names	Right	Wrong
1. Stars, Sun, Moon		
2. High achievers, mid achievers, low achievers		
3. Number 1, number 2, number 3		
4. Pineapples, Mangos, Bananas		
5. Canaries , Parrots and Parakeets		
6. Bottom, Middle, Top		

X

Finish attempt ...

Jump to...

USAID
من الشعب الأمريكي

UKaid

4.4.A Post-Session Knowledge Quiz

Back

Question 4

Not yet answered | Marked out of 2.50

Flag question

Group names should indicate a hierarchical structure (which students are best, and which ones are lagging behind.

○ True

● False

Previous page | Next page

← | Jump to... ⬍

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 5

Flag question

Not yet answered

A group plan has information on what kind of instruction different groups need.

○ True

○ False

Previous page

Next page

Jump to...

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 6

Flag question

Not yet answered

A group plan is only for students with special needs.

○ True

● False

Previous page   Next page

4.1.B Pre-Session Self-Scan

Back

Question 3

Not yet answered | Marked out of 1.25

Flag question

3. I find it easy to describe the pedagogical support needed for different levels of groups in my class.

○ a. I find it challenging.

○ b. all the time,

● c. most of the time,

Clear my choice

Previous page | Next page

1. I find it easy to collect and organize data about each student's abilities and needs as the first step in creating a group plan.

- ⦿ a. all the time,

- ◯ b. I find it challenging

- ◯ c. most of the time,

Clear my choice

Next page

Jump to...

can use strengths as a means of tackling areas of difficulty.

C-Organizing information obtained about students' needs to develop group plans for lesson differentiation

D-Tapping into background knowledge and contexts for topics and skills explored in the classroom as well as drawing on native linguistic knowledge

E-Use the pedagogical and instructional information of the students to assign them to the three groups.

Phrase	Meaning
1. Help students to believe in themselves.	A
2. Look for the struggling student's positives	B
3. Build bridges between students' first languages and English.	D

Pronunciation	Focus on student book requirements	Focus on overcoming shyness to speak and using langua freely if with mistakes

IN which group are the students that need most assistance?

- ● Wadi Rum
- ○ Citadel
- ○ Petra
- ○ It is not indicated

Clear my choice

Previous page   Next page

4.4.A Post-Session Knowledge Quiz

Back

Question 1

Not yet answered   Marked out of 2.50

Flag question

It is practical for teachers to identify 5-10 group levels. in their class

○ True

● False

Next page

← Jump to... ⇄

Question 1

Not yet answered

Which of the following group names would be alright to use? Answer by ticking the box right or wrong. (X)

Group names	Right	Wrong
1. Stars, Sun, Moon	X	
2. High achievers, mid achievers, low achievers		X
3. Number 1, number 2, number 3	X	
4. Pineapples, Mangos, Bananas	X	
5. Canaries , Parrots and Parakeets	X	
6. Bottom, Middle, Top		X

Finish attempt ...

Jump to...

4.4.B Post-Session Self-Scan

Back

Question 4

Not yet answered   Marked out of 1.25

Flag question

4. I always look for what students do well to affirm that to them.

- ○ a. all the time,
- ○ b. most of the time,
- ○ c. I find it challenging.

Clear my choice

Previous page

Finish attempt ...

+0

Jump to

Back

Question 1

Not yet answered   Marked out of 1.25

Flag question

1. I find it easy to collect and organize data about each student's abilities and needs as the first step in creating a group plan.

- ○ a.   I find it challenging
- ● b.   most of the time,
- ○ c.   all the time,

Clear my choice

Next page

		chunks and formulaic sentences	home (online and offline)
Pronunciation	Focus on student book requirements	Focus on overcoming shyness to speak and using language freely if with mistakes	Focus on saying chunks and formulaic sentences in structured and predictable tasks

Which categories are part of the group plan? (more than one option is correct)

- [ ] Reading
- [x] Vocabulary
- [x] Pragmatics/Use in tasks
- [ ] Writing
- [x] Pronunciation

Previous page   Next page

Jump to... ⇅

Question 1

Flag question

Not yet answered

Select, drag, and drop the correct description to match with the appropriate group level. There are 2 extra descriptions that do not match any group.

1. At level	Students who will do well with short instruction
2. Partially below level	Students who will need some extra support.
3. Far below level	Students who will need significant assistance to complete the lessons in this
4. Ahead of level	Students who can use additional materials that are more challenging.

Students who have excellent social and emotional skills.

Students who like to collaborate with others.

Finish attempt ...

4.4.A Post-Session Knowledge Quiz

Back

Question 8

Not yet answered   Marked out of 2.50

Flag question

A group plan does not need information on. pedagogical support needed for each group

○ True

◉ False

Previous page   Finish attempt ...

← Jump to... ⇕

4.4.A Post-Session Knowledge Quiz

Back

Question 2

Not yet answered | Marked out of 2.50

Flag question

A first step to a group plan is to collect all education information of students in a table.

- ◉ True
- ○ False

Previous page | Next page

Jump to... ⇕

Question 2

Flag question

Answer saved

What is the primary purpose of Mr. Ahmed's group plan in his Grade 10 English class?

- ● To support differentiation by providing appropriate levels of assistance to students based on their essay writing skills

- ○ To create a seating arrangement based on students' favorite colors.

- ○ To organize a class debate on various topics.
  .

- ○ To ensure that all students receive the same level of support regardless of their skills.

4.1 A Pre-Session Knowledge Quiz True or False

الوحده الرابعة

Back

Question 1

Flag question

Not yet answered

It is practical for teachers to identify 5-10 group levels in their class.

○ True

● False

Next page

← Jump to... ⇕

USAID

4.4.A Post-Session Knowledge Quiz

Back

Question 3

Not yet answered | Marked out of 2.50

Flag question

Based on the overview with individual data of students, a teacher can develop a group plan with about three groups

- ⦿ True
- ◯ False

Previous page | Next page

Jump to... ⬍

4.1.B Pre-Session Self-Scan

Back

Question 2

Not yet answered | Marked out of 1.25

Flag question

2. I find it easy to use this collected data to create group plans for two or three different ability levels within my class.

- (●) a. all the time,

- ( ) b. I find it challenging.

- ( ) c. most of the time,

Clear my choice

Previous page | Next page

Back

Question 3

Flag question

Not yet answered

How has the teacher created an inclusive and supportive learning environment?(more than one option is correct)

- ☑ By adjusting the assignments to the levels of the students.

- ☑ By providing targeted instruction

- ☐ providing diagnostic assessment.

- ☑ By fostering collaborative activities.

Previous page

Finish attempt ...

🕑

4.4.A Post-Session Knowledge Quiz

Back

Question 5

Not yet answered   Marked out of 2.50

Flag question

A group plan has information on what kind of instruction different groups need.

- 🔘 True
- ⚪ False

Previous page   Next page

⇥0

Back

Question 2

Not yet answered | Marked out of 1.25

Flag question

2. I find it easy to use this collected data to create group plans for two or three different ability levels within my class.

○   a.   most of the time,

◉   b.   all the time,

○   c.   I find it challenging.

Clear my choice

Previous page   Next page

+0

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 3

Flag question

Not yet answered

Based on the overview with individual data of students, a teacher can develop a group plan with about three groups.

- ◉ True
- ○ False

Previous page | Next page

Jump to... ▾

←

⏲

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 4

Flag question

Not yet answered

Group names should indicate a hierarchical structure (which students are best, and which ones are lagging behind)

○ True

◉ False

Previous page   Next page

↩0

← Jump to... ⇕

		tasks including focus on making use of chunks and formulaic sentences	instruction: provide practices for at home (online and offline)
Pronunciation	Focus on student book requirements	Focus on overcoming shyness to speak and using language freely if with mistakes	Focus on saying chunks and formulaic sentences in structured and predictable tasks

For which English skill is the group plan?

- ◯ All four skills: reading, writing, speaking and listening
- ⦿ Speaking and listening
- ◯ Reading and writing
- ◯ .None of the above, it is a general plan

Clear my choice

Next page

			vocabulary	quickly mistak
Hayat	7	8	Very confident. Has family who speak English at home	Very ea Indeper tasks. I work to

For which student is the following statement true?	Salma	Ahmad	Hayat
1. This student had the lowest grade at the end of grade 3.		⊕ X	
2. This student has family at home who speak English			⊕ X
3. This student seems to lack vocabulary.		⊕ X	
4. This student is hesitant to speak English	⊕ X		
5. This student needs affirmation when working on tasks	⊕ X		
6. This student can work independently			⊕ X
7. This student gets easily frustrated when making mistakes		⊕ X	
8. This student needs stimulating tasks			⊕ X

⊕ X

Finish attempt ...

←   Jump to... ⇕

4.4.A Post-Session Knowledge Quiz

Back

Question 7

Not yet answered | Marked out of 2.50

Flag question

A group plan can focus on one aspect of language. teaching, e.g. oral language

- ⦿ True
- ○ False

Previous page | Next page

According to the group plan, how is the extra support for vocabulary organized?

○ There is no information about that

○ The students have to work harder

○ There is extra instruction and extra practice

⦿ There is a list with key words and additional practice exercises for at home

Clear my choice

Previous page   Finish attempt ...

←   Jump to... ⬍

USAID

Question 1

Flag question

Answer saved

How many group levels did the teacher use for this grade 10 class?

○ There were two groups.

● There were 3 groups.

○ There were more than 10 groups.

○ There were no groups, the whole class received the same instructions.

Clear my choice

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 2

Flag question

Not yet answered

A first step to a group plan is to collect all education information of students in a table.

- ● True
- ○ False

Previous page

Next page

Jump to...

4.4.A Post-Session Knowledge Quiz

Back

Question 6

Not yet answered | Marked out of 2.50

Flag question

A group plan is only for students with special needs

○ True

◉ False

Previous page | Next page

Jump to...

4.1 A Pre-Session Knowledge Quiz True or False

Back

Question 7

Flag question

Not yet answered

A group plan can focus on one aspect of language teaching, e.g. oral language.

- ● True
- ○ False

Previous page

Next page

Jump to... ⇕

4.1.B Pre-Session Self-Scan

Question 4

Not yet answered | Marked out of 1.25

Flag question

---

4. I always look for what students do well to affirm that to them.

○ a. I find it challenging.

○ b. most of the time,

● c. all the time,

Clear my choice

⊦0

Finish attempt ...

Phrase	Description
1. Interactive	using activities that stimulate and activate students' thinking such as cooperative learning, variation of assignments.
2. Differentiated	takes into account differences between students by dividing students in smaller groups.
3. Direct	provide structure in time, content, activities and instructions to students who need that.
4. Instruction	The teacher provides instruction so that students learn what they do not yet know, are not yet able to do or understand

Teach students who can use additional materials that are more challenging.

Have students work together on different tasks

Starting the lesson with the whole class   ✔ +1

Interaction group instruction for all students.   ✔ +1

Group 1 starts to work independently, while the teacher continues with extended interactive group instruction for two groups. ✔ +1

Group 2 also starts to work independently, and the teacher provides extra instructions and extra practices to the extra care group. ✔ +1

Feedback to group 1   ✔ +1

Closing, process and product evaluation.   ✔ +1

6 / 6   Retry

Question 4

The following are important when stating learning objectives:

☐ Use a noun that helps students to see whether they have reached their goal

☑ Use a verb that helps students to see whether they have reached their goal

☑ Describe what content, knowledge or behavior students have to apply the knowledge

☐ Describe what pages of the book have to be learned and practiced

Previous page

Jump to...

Type here to search
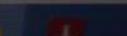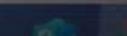
Question 1

Which of the following are part of the start of the lesson:

☑ Review what has been learned before

☐ Conduct a diagnostic assessment

☐ Recite important vocabulary

☑ Activate prior knowledge

Type here to search

Question 3

Not yet answered

Marked out of 1.25

It is important to provide an overview of the lesson to students:

- [ ] So that the students know that the teacher has prepared the lesson well

- [x] So that the lesson becomes predictable to students

- [x] So that students know which part of the lesson is helping them to work on the different learning ob

- [ ] Students can monitor the teacher and make sure the teacher does the lesson well

Previous page

Activating prior knowledge includes:

☑ Asking students about what they already know about the topic of the lesson

☑ Activating students' interest that link to the topic

☐ Talking with students about their day

☐ Chat with students about topics they are interested in

Previous page

Jump to

Instructions: Read the following case study and indicate what is going well and what is missing or not going well. More than one answer can be correct or no answer can be correct.

Teacher Kareem is ready to start phase two of his lesson. He asks the students to open their books on the right page and starts to tell them about the future tense. He writes sentences on the board. He explains the content very well using a lecturing way. He asks students if they understand the lesson, when they nod their head. He smiles and tells them to start their exercise.

In teacher Kareem's lesson the following parts are well presented:

- ○ Explains the content in a structured way using small steps
- ○ Verifying the content with students
- ○ Uses concrete examples
- ○ Asks students for examples
- ○ Think aloud to demonstrate how to do a task or find an answer
- ○ Asks students to think aloud
- ○ Provides his students with sufficient scaffolding

In teacher Kareem's lesson, the following parts are missing:

- ○ Explains the content in a structured way using small steps

- ○ Verifying the content with students

- ○ Uses concrete examples

- ○ Asks students for examples

- ○ Think aloud to demonstrate how to do a task or find an answer

- ○ Asks students to think aloud

- ○ Provides his students with sufficient scaffolding

- ○ Provides his students with sufficient support to engage in active learning

- ● All steps missing

Clear my choice

Instructions: Read the following case study and indicate what is going well and what i answer can be correct or no answer can be correct.

Teacher Kareem is ready to start phase two of his lesson. He asks the students to ope them about the future tense. He writes sentences on the board. He explains the conte students if they understand the lesson, when they nod their head. He smiles and tells

Teacher Kareem is using the interactive instruction well?

○   Yes, perfectly well

○   Yes, but not completely

◉   No, he is missing many parts

Clear my choice

5.3.E

Instructions : Drag and Drop the activities that are applied during the extended Instruction for Basic and Extra Care groups

Activities during extended Instruction for Basic and Extra Care group

Explain content in small steps.

Ask students for examples

Explain unknown words

Check if the lesson objectives were reached

Ask students to check their work

Back

Question 3

Not yet answered

Process questions are open-ended questions that encourage students to think deeper and find reas

- ⦿ True
- ◯ False

Previous page

Casino giant lays car...

Question 2

Not yet answered

Product questions are open-ended questions that encourage students to think deeper and find reasons.

○ True

◉ False

Previous page

Jump to...

←

Question 5

Not yet answered

This is an example of a process question: How did you figure out the meanings of the unfamiliar words in the text?

- ⦿ True
- ○ False

Previous page

Jump to...

Question 6

Not yet answered

This is an example of a product question: Can you tell me when the events in the story happened? Was it in the past, present, or future?

- ● True
- ○ False

Previous page

Finish attempt
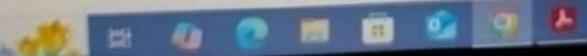
Jump to...

Question 4

Not yet answered

Feedback can only be given on tasks completed by the students, not on the way students are working together.

○ True

● False

Jump to...

Question 1

Not yet answered

One way to provide the needed support is to ask the extra care group to start an activity. This helps t quickly assess what kind of support the students need.

- ◉ True
- ○ False

←   Jump to...   ◆

Open course index

Instructions: Match the statements to the correct category.

Finalize Lesson (FL)	Tips for every Lesson (TfeL)
Ask questions like: How did you work on tasks? What went well? What would you do differently next time?	Let students work in pairs or small groups (collaborative learning).
Homework for different groups	Make sure students know what to do and can start their work immediately after recieving the instructions.
Quick review of the lesson's content and why the content is important for them.	Walk through the classroom to see what students do and provide guidance where needed
Check if the objectives of the lesson were reached	Let students know and experience that their work is evaluated (feedback)

pre & post exam

Back

Question 3

Flag question

Not yet answered

Explaining objectives of lessons to students is helpful. so that they can monitor the teacher and make sure the teacher presents the lesson well

○ True

● False

Previous page

Next page

← Jump to... ⬍

5.1.A Pre-Session Knowledge Quiz True Or False

Back

Question 4

Flag question

Not yet answered

Differentiation is not possible when a class exceeds. 30 students or more

○ True

◉ False

Previous page

Next page

Jump to...

What does IDDI stand for?

○ Individual Direct Differentiated Instruction.

◉ Interactive Differentiated Direct. Instruction

○ Intelligent Differentiated Direct. Individualized

○ Interactive Differentiate Design. Instruction

Clear my choice

Next page

Jump to...

5.1.B Pre-Session Self-Scan

Back

Question 3

Not yet answered   Marked out of 1.25

Flag question

3. I have additional work for students who finish the tasks quickly.

○ a.   most of the time,

○ b.   I find it challenging.

○ c.   all the time,

Clear my choice

Previous page   Next page

5.1.B Pre-Session Self-Scan

Back

Question 2

Not yet answered

Marked out of 1.25

Flag question

2. I stimulate students to find their own solutions when they have a problem.

- ○ a. I find it challenging.
- ● b. all the time,
- ○ c. most of the time,

Clear my choice

Previous page

Next page

Back

Question 4

Not yet answered

Marked out of 1.25

Flag question

4. I can easily provide extra instruction to one group, while other students are working independently.

- ( ) a. most of the time,
- ( ) b. all the time,
- ( ) c. I find it challenging.

Clear my choice

Previous page

Finish attempt ...

Jump to...

Not yet answered | Marked out of 10.00

Flag question

How many parts are there in an IDDI lesson?

- ◯ 4 parts
- ⦿ 5 parts
- ✅ 6 parts الجواب الصحيح 6
- ◯ 7 parts

Clear my choice

Previous page   Finish attempt ...

← Jump to... ⇕ ←0

⊡   ☰

⏱

5.1.A Pre-Session Knowledge Quiz True Or False

Back

Question 7

Flag question

Not yet answered

An example of active learning is when students ask questions, the teacher first puts the questions back to the group or class to see if they can find the solution/answer.

◉ True

◯ False

Previous page   Finish attempt …   ↤

▭   ☰

⊙ الوحده الخامسة

5.1.A Pre-Session Knowledge Quiz True Or False

Back

Question 1

Flag question

Not yet answered

Interactive instruction means using instructions that stimulate and activate students' thinking.

◉ True

◯ False

Next page

← | Jump to... ⇕

5.1.A Pre-Session Knowledge Quiz True Or False

Back

Question 5

Flag question

Not yet answered

When providing feedback, the teacher can engage the students' thinking processes by using questions that focus on the product or the process

- ◉ True
- ◯ False

Previous page

Next page

Jump to... ◆

5.1.B Pre-Session Self-Scan

Back

Question 1

Not yet answered | Marked out of 1.25

Flag question

1. I find it easy to use differentiation during English language lessons.

- ○ a. most of the time,
- ○ b. I find it challenging.
- ○ c. all the time,

Clear my choice

5.1.A Pre-Session Knowledge Quiz True Or False

Back

Question 6

Flag question

Not yet answered

All groups need the interactive group instruction to get started on their tasks.

○ True

● False

Previous page

Next page

Back

Question 2

Not yet answered

Direct instruction means a kind of lecturing, where the teacher provides all the information

- ⦿ True
- ◯ False

Previous page

Next page

Jump to... ⇕

6.1.A

Question 1

Flag question

Not yet answered

Which of the following are fundamental qualities of effective homework? You may select more than one option.

- ☑ Purpose
- ☑ Efficiency
- ☑ Ownership
- ☑ Competence
- ☑ Aesthetic Appeal

Next page

Type here to search

Select to match the right description with the right effective practice.

1. Purposeful assignment   Homework assignments a ⬍

2. Differentiation   Meet the diverse needs of ⬍

3. Clear instructions   Provide clear and concise ⬍

4. Feedback   Help students understand ⬍

5. Scaffolded Practices   Start with simpler tasks an ⬍

6. Reflection   Encourage students to refl ⬍

7. Parental involvement   Providing clear communic ⬍

8. Flexibility   Accommodate students in ⬍

9. Integration with classwork   Assignments should reinfc ⬍

10. Time management   Help students to prioritize ⬍

Question 1

Not yet answered   Marked out of 6.68

How does the teacher organize the homework for her students?

○ Each student receives his or her specific homework

◉ Each group receives their own homework

○ She does not give homework

○ The whole class receives the same homework

Clear my choice

Not yet answered   Marked out of 6.66

How does the teacher check and encourage students working at home?

- ● Through Whatsapp groups and in the lesson

- ○ Through Whatsapp groups

- ○ She does not check or encourage the students working at home

- ○ Through parents

Clear my choice

Previous page

Jump to.

Back

Question 2

Not yet answered   Marked out of 6.66

Where does the teacher find the worksheets or activities for the different groups of students?

○ In the teacher guides of current and previous grades and online

○ She let's them practice the lesson in focus that day

○ In the teacher guide of the current grade and online

○ Only online

Clear my choice

Previous page

Type here to search

Question 1

Not yet answered   Marked out of 2.00

Which fundamental quality of effective homework is being described in each statemen
choose the right name for the description

Homework should be uncluttered and visually appealing.

○ Purpose

◉ Aesthetic Appeal

○ Ownership

○ Competence

○ Efficiency

Clear my choice

Students should own how and when they do homework.

○ Aesthetic Appeal

○ Competence

○ Purpose

◉ Ownership

○ Efficiency

Clear my choice

Previous page

Jump to...

Which fundamental quality of effective homework is being described in each statement? Read the

Homework should be meaningful for learning

○ Competence

◉ Purpose

○ Efficiency

○ Aesthetic Appeal

○ Ownership

Clear my choice

Previous page

Not yet answered   Marked out of 2.00

Which fundamental quality of effective homework is being described in each stat

Homework should be short and sweet.

○ Aesthetic Appeal

○ Ownership

○ Competence

○ Purpose

● Efficiency

Clear my choice

Previous page

Type here to search

← → C   teachers.gov.jo/mod/quiz/attempt.php?attempt=4771777&cmid=13499&page=2

Not yet answered   Marked out of 2.00

Which fundamental quality of effective homework is being described in each statement? Read

Students must believe they can succeed at an assignment.

○ Purpose

○ Efficiency

◉ Competence

○ Aesthetic Appeal

○ Ownership

Clear my choice

Previous page

Type here to search

Question 1

Not yet answered   Marked out of 10.00

Choose the right category for each of the following statements:

It is clear what needs to be done   Clear instructions ⬍

Homework assignments are aligned to the level of students   Differentiation ⬍

It is clear how an assignment needs to be done   Clear instructions ⬍

It is indicated what resources students can use for their homework   Clear instructions ⬍

Assignment is interesting to the student   Differentiation ⬍

Match the statements with the appropriate homework strategy.

Learn from challenges   Reflection ↕

Oral feedback by teacher   Feedback ↕

Look at small successes   Feedback ↕

Teacher models sentences for writing task   Feedback ↕

Assessment during the class time   Feedback ↕

Written comments by other students   Scaffolding ↕

Written comments by teacher   Feedback ↕

Find out when it works best for a student to do his/her homework   Reflection ↕

Start with simpler task   Scaffolding ↕

Oral feedback by other students   Feedback ↕

Please answer all parts of the question

6.3 D True or False

Back

Question 2

Not yet answered Marked out of 1.42

An English teacher should communicate in English with parents.

○ True

◉ False

Previous page

⏱ **6.3 D True or False**

Back

Question 7

Not yet answered   Marked out of 1.42

It is important that homework should build upon and extend the learning that takes place in the classroom.

◉ True

◯ False

Previous page

Back

Question 3

Not yet answered

Marked out of 1.42

It is not possible for a teacher to help students with time management when they work at home as the teacher is not at the student's home

○ True

◉ False

Previous page

Jump to...

Question 1

Not yet answered   Marked out of 1.48

Parents can help their children with when, where, and at what time to do their homework.

- ◉ True
- ○ False
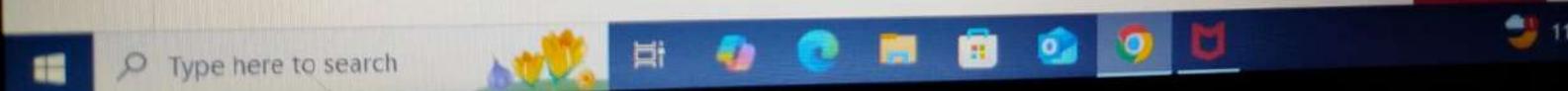
6.3 D True or False

Back

Question 4

Not yet answered   Marked out of 1.42

To help students to prioritize their homework assignment is an example of time management.

- ◉ True

- ○ False

Previous page

Question 6

Not yet answered   Marked out of 1.42

The following is an example of flexibility: the teacher gives each group the same homework.

○ True

⦿ False

Previous page

Jump to...

Back

Question 5

Not yet answered   Marked out of 1.42

The following is an example of integration between homework and classwork. Students learning prerequisite vocabulary at home

- ⦿ True
- ○ False

Previous page
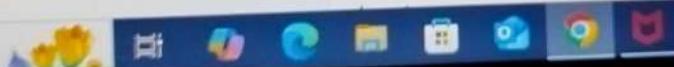
⏱ 6.4 A Post-Session Knowledge Quiz - Tv

You are not allowed to review this quiz

✓ Done: View   ✓ Done: Make attempts: 1

Attempts allowed: 1

Grade to pass: 14 out of 20

Your final grade for this quiz is 20/20.

Your attempts

Attempt 1

Select to match the right description with the right effective practice.

1. Purposeful assignment   Homework assignments a   ⬍

2. Differentiation   Meet the diverse needs of   ⬍

3. Clear instructions   Provide clear and concise   ⬍

4. Feedback   Help students understand   ⬍

5. Scaffolded Practices   Start with simpler tasks an   ⬍

6. Reflection   Encourage students to refl   ⬍

7. Parental involvement   Providing clear communic   ⬍

8. Flexibility   Accommodate students in   ⬍

9. Integration with classwork   Assignments should reinfc   ⬍

10. Time management   Help students to prioritize   ⬍

Question 1

Not yet answered

Which of the following are fundamental qualities of effective homework? You may select more than one option.

- ✓ Purpose
- ✓ Efficiency
- ✓ Ownership
- ✓ Competence
- ✓ Aesthetic Appeal

Next page

module 7

Question 1

Not yet answered

Marked out of 2.90

Flag question

The purpose of formative assessment is to help teachers and students know what to focus on next.

○ True

⦿ False

Next page

Jump to..

🔍 Type here to search

10°C Clear

Back

Question 4

Not yet answered   Marked out of 2.85

To conduct formative assessment effectively, it is essential to have clear, measurable objectives.

○ True

○ False

Previous page

←   Jump to...   ⬍

7.4 A Post-Session Knowledge Quiz True or False

Back

Question 2

Not yet answered

Marked out of 2.85

Feed forward in the context of formative assessment means providing information on what next steps to take.

○ True

○ False

Previous page

Jump to...

Back

Question 5

Not yet answered   Marked out of 2.85

Clear learning objectives include information about what knowledge and skills students need to know at the end of a series of lesso demonstrate that.

○ True

○ False

Previous page

Jump to...

⏱ 7.4 A Post-Session Knowledge Quiz True or False

Back

Question 7

Not yet answered   Marked out of 2.85

Formative assessment is only conducted at the end of each lesson.

○ True

● False

Previous page

Type here to search

⏱ 7.4 A Post-Session Knowledge Quiz True or False

Back

Question 6

Not yet answered   Marked out of 2.85

The following are all formative assessment techniques. Class discussion, checking homework, peer review, t

○ True

⦿ False

Previous page

Type here to search

Question 3

Not yet answered   Marked out of 2.85

Formative assessment is mostly done using paper-based assessments.

○ True

⦿ False

←

Jump to...

C   teachers.gov.jo/mod/quiz/attempt.php?attempt=47812538&cmid=13511

Question 1

Not yet answered   Marked out of 20.00

Finish the sentence by selecting drag and drop:

Formative assessment is a cornerstone to differentiated learning

| as it helps teachers understand where students are in their learning and adapt the teaching and exercises accordingly |

Formative assessment helps

| teachers and students to identify areas where students excel and areas that require further support |

Feed forward means

| that teachers make direct decisions about what is needed next for students' learning |

By tailoring instruction to meet the diverse needs of learners,

| focusing primarily on standardized testing outcomes |

| Students can get international jobs |

Type here to search   10°C

Question 1

ourse index nswered   Marked out of 10.00

Select, drag and drop sentence part B next to sentence part A to explain key concepts of formative assessment

Part A:

The purpose of formative assessment

> Is to show what students know, what they have learned, what still needs atte

Formative assessment provides feedback

> on how well students have met the learning objectives

Formative assessment provides feed forward which

> means information on what students need to focus on next and the next steps

Having well stated learning objectives

means that there is clear information about what knowledge and skills students need to know at the end of a ser

> means that students use additional materials that is more challenging

Type here to search

teachers.gov.jo/mod/quiz/attempt.php?attempt=4781988&cmid=13515&page=3

Question 4

Not yet answered   Marked out of 4.00

What is the advantage of quizzes and Polls?

☐ They are more reliable than other forms of formative assessment

☑ They give the teacher a quick understanding of students

☑ They are quick to administer and mark

☐ They engage students in self-reflection

Previous page

Jump to...

Back

Question 2

Not yet answered   Marked out of 4.00

How is a classroom discussion helpful as a formative assessment technique?

- ☑ Helps to gauge students' understanding of a topic

- ☑ It encourages critical thinking

- ☑ The teacher can quickly respond to misunderstandings of the lessons

- ☑ It identifies misconceptions students might have

Previous page

teachers.gov.jo/mod/quiz/attempt.php?attempt=4781988&cmid=13515

Question 1

Not yet answered   Marked out of 4.00

Flag question

What is an example of an exit ticket?

☑ Create a word map that illustrates the relationships between today's vocabulary words

☐ Read the text at home and answer the questions

☑ Rewrite the sentence to eliminate the passive voice and make it more active

☑ Use today's vocabulary words in sentences that demonstrate their meaning

Next p

Jump to...

Type here to search

Back

Question 3

Not yet answered   Marked out of 4.00

What is an example of peer assessment?

- ☑ Students have a checklist to score their peers

- ☑ Students giving each other feedback on pronunciation

- ☑ Students correct each other's mistakes

- ☐ Students completing a self-assessment quiz

Previous page

Back

Question 5

Not yet answered   Marked out of 4.00

When is think-pair-share helpful?

- ◉ When the teacher wants to engage all students

- ○ When the teacher wants to give students a homework assignment

- ○ When the teacher wants students to practice vocabulary

- ○ When the teacher wants the students to write an essay

Clear my choice

Previous page

Type here to search

Not yet answered	Marked out of 10.00

Instructions: read the short case study and answer the question.

Case Study 1:

Teacher Ahlam is with a group of students. The students had to practice talking about their free time. Teacher Ahlam asked the students if they could talk to her about their free time. She noticed that a few students found it hard to say sentences, and only use one or two words (feedback). What should teacher Ahlam do to 'feed forward' the next step for this group?

- ⦿ Point the students to the book where the sentences are to talk about their free time. Ask them to practice those together with the book open, and then with the book closed

- ◯ Tell the students that they should try harder

- ◯ Ask the students to work on a different topic to see if they do better

Clear my choice

Next page
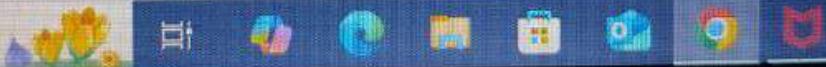
← → C   🔒 teachers.gov.jo/mod/quiz/attempt.php?attempt=4782172&cmid=13516&page=1

Question 2

Not yet answered   Marked out of 10.00

Instructions: read the short case study and answer the question.

Case Study 2:

Teacher Mahmud teaches grade 9. His students have to write a compare and contrast essay. When he walks around the class, he see it difficult to organize a compare and contrast essay. What should teacher Mahmud do with this group of students?

🔘 He explains the structure of the compare and contrast text to the group of students again, using examples. And together with organizer

⭕ Tell the students who find it difficult to try harder

⭕ He tells the students who struggle to copy the essays from the students who do well so that they can learn from it

Clear my choice

Previous page

Type here to search   10°C Clear

Question 1

Not yet answered | Marked out of 2.90 | Flag question

The purpose of formative assessment is to help teachers and students know what to focus on next.

○ True

◉ False

Next page

Jump to...

7.4 A Post-Session Knowledge Quiz True or False

Back

Question 2

Not yet answered   Marked out of 2.85

Feed forward in the context of formative assessment means providing information on what next steps to take

- ● True
- ○ False

Previous page

Jump to...

Back

Question 4

Not yet answered   Marked out of 2.85

To conduct formative assessment effectively, it is essential to have clear, measurable objectives.

○ True

○ False

Previous page

←

Jump to...

⏱ 7.4 A Post-Session Knowledge Quiz True or False

Back

Question 6

Not yet answered   Marked out of 2.85

The following are all formative assessment techniques: Class discussion, checking homework, peer review, t

○ True

⬤ False

Previous page

Type here to search

⏱ 7.4 A Post-Session Knowledge Quiz True or False

Back

Question 7

Not yet answered

Marked out of 2.85

Formative assessment is only conducted at the end of each lesson.

○ True

● False

Previous page

Type here to search

Back

Question 5

Not yet answered   Marked out of 2.85

Clear learning objectives include information about what knowledge and skills students need to know at the end of a series of lesso demonstrate that.

○ True

○ False

Previous page

Jump to

Back

Question 3

Not yet answered   Marked out of 2.85

Formative assessment is mostly done using paper-based assessments.

○ True

◉ False

Previous page

←

Jump to...