



INTERACTIVE GUIDE

Informing Instruction

Modules

Differentiated Instruction

Instructional Ladders





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01

Setting the
Stage



Meet Your Guide

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Save



Before you do anything else, save this document! Save it to your device or the cloud.

Warning! If you just open this document in your browser window instead of saving it to your device or the cloud, you will lose your work.

Open with . . .



Open your saved document using [Adobe® Acrobat® Reader®](#). You can install the software or download the app for free.

If you're unable to download Adobe Acrobat Reader, use [PDFescape](#) instead. It's also free.

Take notes



Take notes throughout the day by typing in any blue space. Go ahead; give it a whirl!

How did you get here today?

Comment



Try out the comment tool.

Highlight



Try out the highlighter tool.

Save, close, and reopen

Save this document, close, and reopen. Are your notes, comments, and highlights still here? Great! Check the box, and you're ready to roll.



Know Your Icons

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Learning target



You'll see this icon next to a statement of what you will learn during this session.

Learning center



Today you'll get to choose a learning center—an activity about a topic that interests you and that you want to investigate further. You can explore the other learning centers on your own after the session.

Reflection



You'll get opportunities throughout the session to pause and consider how you'll apply your learning in practice.

Recommended print



When there are particular pages you might want to share with colleagues or keep for your records, we'll note which pages to print.

Lead learner



If you are responsible for presenting what you learn today to other educators at a later date, you'll see this icon when it's time for you to plan for that experience.

Resources



Keep an eye out for this icon, which appears on pages filled with links to handy websites and useful documents.



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Home



The home button returns you to the table of contents. From there, you can jump to any section you'd like.

Internal links

When it's time to go to a particular page within this PDF, you'll see double arrowheads.

« Go back to a page

» Jump ahead to a page

Previous or next page



Single arrowheads take you to the previous or next page.

External links

When it's time to temporarily leave this PDF to download another document or visit a website, you'll see the icons below.



Download a document



Log in



Explore a website



Take a survey

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Define differentiated instruction with an emphasis on readiness



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
After					

What questions do you have?

Identify ways to use MAP Growth data and resources to target learner needs



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
After					

What questions do you have?

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Synthesize assessment data, content, and resources to create responsive lesson plans



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
After					

What questions do you have?

» At the end of the session, go to your [Personal Action Plan](#).



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NWEA Professional Learning Online

Resources for this workshop—including videos, templates, and reference documents—are available in NWEA™ Professional Learning Online (formerly Destination PD).

➞ Have an NWEA Professional Learning Online login? Go directly to the [Informing Instruction: Resources](#) course to find materials for today's workshop.

Don't have a login? Visit [NWEA Professional Learning Online](#) and follow the directions to create your account.

Having trouble logging in? Check out the NWEA Professional Learning Online [Help Center](#).

Helpful downloads

You may want to download these documents to use later.

↓ [Data-to-Instruction Template for Three Groups](#)

↓ [Data-to-Instruction Template for Six Groups](#)

↓ [Data-to-Instruction Template Directions](#)

↓ [MAP Growth Reports Portfolio](#)

Your MAP reports

Log in to MAP® so you can see your reports and work with your students' data during the workshop.

➞ Log in to [MAP](#).





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Normative data

NWEA norms—based on a nationally representative sample of MAP® Growth™ assessment scores from over 10.2 million students—allow you to compare your students' achievement and growth with those of their academic peers.

🔍 Explore [NWEA normative data](#).

MAP Growth Toolbox

Here, you'll find popular resources, like *A Parent's Guide to MAP Growth* and *RIT Reference Charts*, which show examples of items across RIT bands in Mathematics, Reading, Language Usage, and Science.

🔍 Explore the [MAP Growth Toolbox](#).

State linking studies

Your state's linking study shows how MAP Growth assessments align with your state accountability assessments.

🔍 To find your state's linking study, visit [NWEA.org](#). Hover over **Solutions** and select **States**.

Comparative data

To help you make strategic instructional and programmatic decisions, the *Comparative Data to Inform Instructional Decisions* document shows multiple college and career readiness benchmarks, including those from ACT® and Smarter Balanced Assessment Consortium (SBAC) assessments.

🔍 Explore [NWEA comparative data](#).

NWEA Blueprints

NWEA Blueprints (previously called Goal Structures) show how your state standards connect to MAP Growth instructional areas (goal performance areas) and sub-areas (sub-goal performance areas).

🔍 Explore [NWEA Blueprints](#).



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Add strategies throughout the day

Use this page to keep track of instructional strategies you may want to try out later.

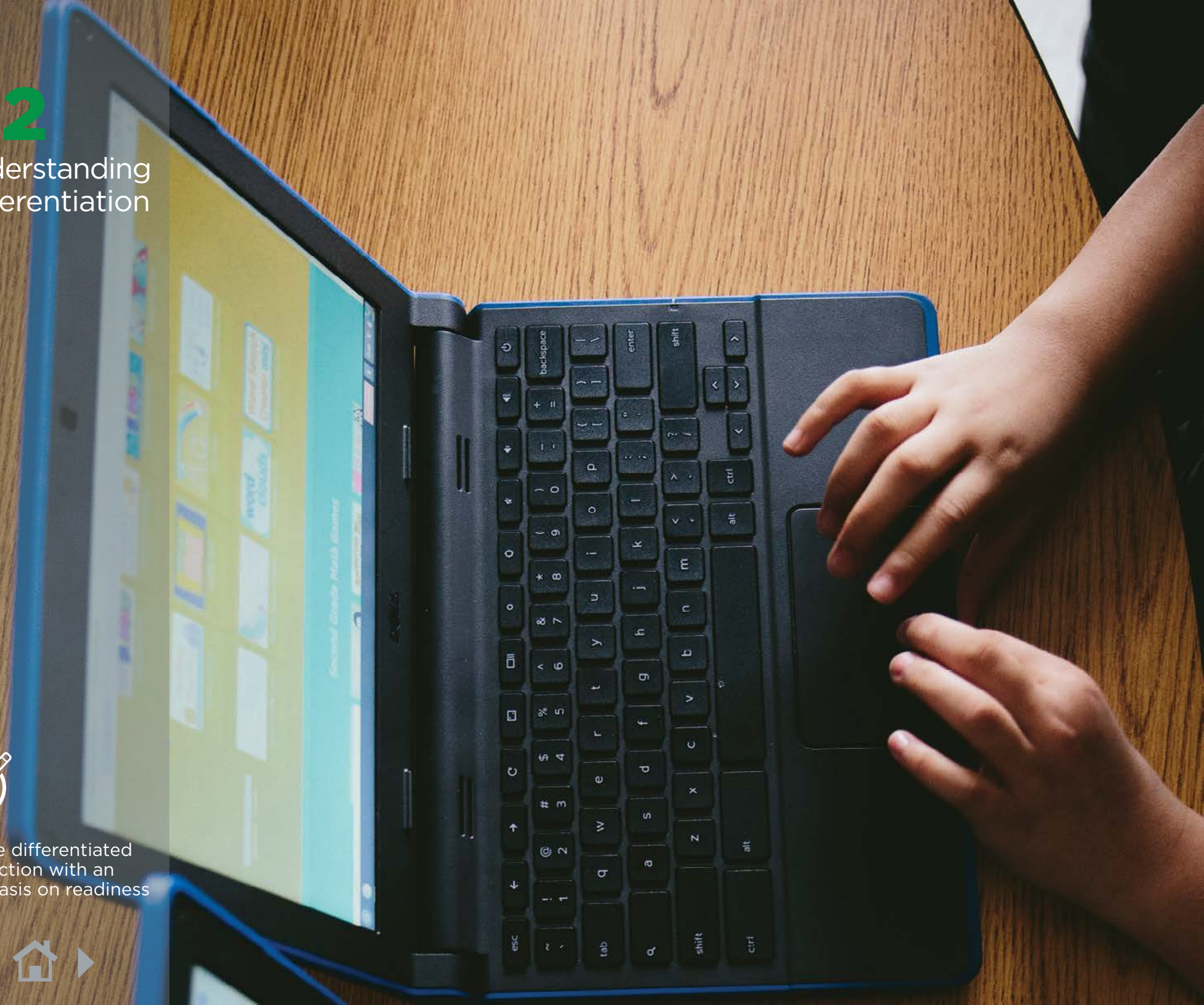
Strategy name and your notes	Differentiated instruction?	Formative assessment?

02

Understanding Differentiation



Define differentiated
instruction with an
emphasis on readiness



What Is Differentiation?

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Understanding Differentiation

What Is Differentiation?

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What is your current understanding of the practice of differentiated instruction?

Differentiation is . . .

Differentiation is not . . .

🕒 After completing the activity, explore the [ASCD infographic](#) about what differentiation is and is not.



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Background on differentiation

- ⬇ Download and read a research summary, [*What Is the Zone of Proximal Development?*](#)
- 🕒 Read [*What Research Says about Differentiated Learning*](#), published by ASCD.
- 🕒 Read [*Standards and Curriculum Differentiation*](#), published by ASCD.

Growth mindset blog posts

- 🕒 On the Teach. Learn. Grow. blog, read [*Connecting Growth Mindset and Assessment*](#), by Kathy Dyer.
- 🕒 On the Teach. Learn. Grow. blog, read [*Superheroes and a Growth Mindset*](#), by Kathy Dyer.

Notes:

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Your current reality

How are you currently differentiating content? What do you use to determine student readiness?



Explore a [differentiated instruction flow chart](#), produced by the Institutes on Academic Diversity at the University of Virginia.

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Reflection



How will you apply what you've learned about differentiated instruction to your practice?

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What resources could you use (e.g., PowerPoint slides, interactive guide pages, websites)?

Resources:

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Ladders for Learning



Identify ways to use
MAP Growth data and
resources to target
learner needs



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**Ladders for
Learning**

**The Learning
Continuum**

Data-to-Instruction
Template

Examples

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A guide to learning

In what ways is the *Learning Continuum* a guide to learning?



For more information, log in to [MAP](#) and explore [Learning Continuum Help](#).



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Ladders for Learning

The Learning Continuum

Data-to-Instruction Template

Choose Your Focus

Create Your Groups

Design Your Lesson:
Below Group

Design Your Lesson:
Middle Group

Design Your Lesson:
Above Group

Examples

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Overview

Class

Content area

Standard or focus of instruction

Goal performance/instructional area

Sub-goal performance/instructional area

Topic

➞ Log in to [MAP](#) to view your reports.

⬇ For a copy of this template, download the [Data-to-Instruction Template for Three Groups](#).

⬇ To form four to six groups, download the [Data-to-Instruction Template for Six Groups](#).



If you want to print your completed template, select pages 19–23.





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Ladders for Learning

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Choose Your Focus

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Design Your Lesson:
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Design Your Lesson:
Middle Group

Design Your Lesson:
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Below Group

RIT range

Students

Learning statements

Middle Group

RIT range

Students

Learning statements

Above Group

RIT range

Students

Learning statements





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Choose Your Focus

Create Your Groups

Design Your Lesson: Below Group

Design Your Lesson: Middle Group

Design Your Lesson: Above Group

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Below Group

RIT range

Students

Learning statements

Student activities, instructional strategies, and resources

Assessments





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Choose Your Focus

Create Your Groups

Design Your Lesson:
Below Group

**Design Your Lesson:
Middle Group**

Design Your Lesson:
Above Group

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Middle Group

RIT range

Students

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Create Your Groups

Design Your Lesson:
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Design Your Lesson:
Middle Group

**Design Your Lesson:
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9th Grade Language

Kindergarten Reading

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Overview

Class

4th grade

Content area

Mathematics

Standard or focus of instruction

[CCSS.MATH.CONTENT.4.MD.A.3](#)

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

or

Solve problems involving measurement and conversion of measurements.

Goal performance/instructional area

Measurement and Data

Sub-goal performance/instructional area

Geometric Measurement and Problem Solving

Topic

Perimeter



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Below Group

RIT range

171-200

Students

J.A. Cambridge
E.H. Horton
L.L. Wojnarowski
A.H. Frisino
D.H. Engles

Learning statements

Determines the perimeter of basic polygons with all sides labeled

Middle Group

RIT range

201-210

Students

J.L. Russell
L.E. Kong
J.B. Ramirez

Learning statements

Determines the perimeter of basic polygons in which not all sides are labeled

Above Group

RIT range

211-220

Students

R.N. Sandoval
M.G. Moyer

Learning statements

Counts to find the perimeter of complex figures



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Below Group

RIT range

171-200

Students

J.A. Cambridge
E.H. Horton
L.L. Wojnarowski
A.H. Frisino
D.H. Engles

Learning statements

Determines the perimeter of basic polygons with all sides labeled

Student activities, instructional strategies, and resources

Small-group lesson:

Learning target: Students will be able to find the perimeter of simple figures with labeled sides.

Materials: grid paper and plain paper.

In their small group, students will work to find the perimeter of simple figures with all sides labeled. Initially students will use grid paper and then move to plain paper. Students will begin with squares and move to other figures.

Assessments

Students will complete a real-world, problem-solving task involving finding the perimeter of rectangles and other simple shapes.



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Middle Group

RIT range

201-210

Students

J.L. Russell
L.E. Kong
J.B. Ramirez

Learning statements

Determines the perimeter of basic polygons in which not all sides are labeled

Student activities, instructional strategies, and resources

Small-group lesson:

Learning target: Students will be able to find the perimeter of simple figures that include unlabeled sides.

Materials: grid paper and plain paper.

In their small group, students will work to find the perimeter of simple figures that have only some sides labeled. Initially students will use grid paper and then move to plain paper. Students will begin with squares.

[Khan Academy®: Finding Perimeter When a Side Length Is Missing](#)

Assessments

Students will complete a real-world, problem-solving task involving finding the perimeter of figures with unknown sides.



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Above Group

RIT range

211-220

Students

R.N. Sandoval
M.G. Moyer

Learning statements

Counts to find perimeters of complex figures

Student activities, instructional strategies, and resources

Small-group lesson:

Learning target: Students will be able to calculate the perimeter of complex composite figures.

Materials: grid paper.

In their small group, students will work to find the perimeter of composite figures composed of two shapes and shapes of their own. Discuss how separating a figure into parts can help with calculating.

[Noyce Foundation: Problem of the Month](#)

Assessments

Students will complete a real-world, problem-solving task involving the effect on the perimeter of figures when the dimensions change.



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Overview

Class

9th grade, 3rd period

Content area

Language and Writing

Standard or focus of instruction

[CCSS.ELA-LITERACY.W.9-10.3.D](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

or

Revising personal narratives using precise words/phrases and/or sensory language.

Goal performance/instructional area

Writing: Plan, Organize, Develop, Revise, Research

Sub-goal performance/instructional area

Establish and Maintain Style:
Use Precise Language

Topic

Writing Forms: Genres
Writing Techniques: Figurative and Descriptive Language



Example: 9th Grade Language, continued

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9th Grade Language

Kindergarten Reading

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Below Group

RIT range

201-210

Students

M.P. Waller
O.A. Dotson
P.E. Adams
W.K. Rogers

Learning statements

Understands characteristics of descriptive writing

Uses precise words to convey meaning

Middle Group

RIT range

211-230

Students

B.O. Esteban
C.J. Marques
L.E. McGhee
H.C. Yang
R.F. Stagner
M.E. Jakonski
P.C. Sam
J.P. Wilson
D.A. Patel
L.A. Lane
Q.R. Burns
J.D. Stein
E.M. Bridges
B.L. McCoy
D.A. Shabazz
V.I. Wilkerson

Learning statements

Uses precise words to convey meaning

Uses language that creates vivid imagery

Above Group

RIT range

230+

Students

C.E. Lewis
S.W. Meredith
A.A. Wills
T.F. Burcham

Learning statements

Uses precise words to convey meaning

Uses active verbs to create vivid description



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Below Group

RIT range

201-210

Students

M.P. Waller
O.A. Dotson
P.E. Adams
W.K. Rogers

Learning statements

Understands characteristics of descriptive writing
Uses precise words to convey meaning

Student activities, instructional strategies, and resources

Entire class: (see instructions in the Middle Group, on the next page)

Small group: Distribute copies of short stories. Guide students through the process of using highlighters to locate examples of descriptive language. Model/facilitate the use of relevant terms (e.g., *descriptive*, *sensory*, *specific*, *vivid*).

Independent practice: Students independently complete the highlighting process on a given story.

Assessments

Students will revisit their personal narratives (and other pieces in their portfolio, as appropriate) and revise for specific language. They may use an online thesaurus. The Language portion of the scoring rubric will reflect progress.



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Middle Group

RIT range

211-230

Students

B.O. Esteban
C.J. Marques
L.E. McGhee
H.C. Yang
R.F. Stagner
M.E. Jakonski
P.C. Sam
J.P. Wilson
D.A. Patel
L.A. Lane
Q.R. Burns
J.D. Stein
E.M. Bridges
B.L. McCoy
D.A. Shabazz
V.I. Wilkerson

Learning statements

Uses precise words to convey meaning
Uses language that creates vivid imagery

Student activities, instructional strategies, and resources

Entire class: Review the terms *vague*, *general*, *precise*, and *specific*. Use a projector to show students how to use an online thesaurus to find more precise words during revision. Online thesaurus example: [Merriam Webster](#).

Have students practice with a given piece of writing in pairs or independently, as appropriate. Regroup later and share results/discuss most appropriate revisions.

Small group: Read/discuss the examples of paragraphs with more and less description using the Reading department's creative writing supplemental materials.

Independent practice: Offer students a choice of prompts that they will use to practice writing a paragraph that incorporates vivid imagery.

Assessments

Students revisit their personal narratives (and other pieces in their portfolio, as appropriate) and revise for specific language and vivid description. They may use an online thesaurus. The Language portion of the scoring rubric will reflect progress.



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Above Group

RIT range

230+

Students

C.E. Lewis
S.W. Meredith
A.A. Wills
T.F. Burcham

Learning statements

Uses precise words to convey meaning

Uses active verbs to create vivid description

Student activities, instructional strategies, and resources

Entire class: (see instructions in the Middle Group, on the previous page)

Small group: Guide students through [Perdue OWL Grammar: Active and Passive Voice](#). (See tabs in left column for all parts of the lesson, which you can print and give as handouts.)

Model finding examples of passive voice in appropriate news, sports, and information websites, and provide guided practice changing passive to active voice in examples.

Independent practice: Students find passive voice in stories from approved websites (or from copies of stories provided to them) and rewrite them using active voice.

Assessments

Students revisit their personal narratives (and other pieces in their portfolio, as appropriate) and revise for specific language and for active verbs. They may use an online thesaurus. The Language portion of the scoring rubric will reflect progress.



Example: Kindergarten Reading

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Overview

Class

Kindergarten (Winter MAP Data)

Content area

Reading

Standard or focus of instruction

[CCSS.ELA-LITERACY.RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

Goal performance/instructional area

Literature and Informational

Sub-goal performance/instructional area

Key Ideas, Craft, Structure

Topic

Main or Central Idea, Topic, Titles
Sequencing



Example: Kindergarten Reading, continued

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Below Group

RIT range

131-150

Students

G.E. Henderson
S.O. Moore
C.R. Hinton
A.R. Pallister
C.N. Glass
A.N. Allstead
K.N. Hanson
M.N. Playsted
A.A. Jillian
J.L. Schueler
N.N. Spaulding
E.A. Rowan

Learning statements*

Understands the topic of an illustration and a story read aloud

Middle Group

RIT range

151-160

Students

G.D. Noonan
L.A. Alger
N.K. Dalton
M.A. Schneider

Learning statements*

Retells stories read aloud using pictures

Above Group

RIT range

161+

Students

J.S. Beaumont
H.R. Lindstrom
T.R. Fantacone
K.R. Foster

Learning statements*

Determines main idea in literary text

*Additional learning statements appear on the following pages.



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Below Group

RIT range

131-150

Students

Small group 1:

G.E. Henderson

S.O. Moore

C.R. Hinton

A.R. Pallister

C.N. Glass

A.N. Allstead

Small group 2:

K.N. Hanson

M.N. Playsted

A.A. Jillian

J.L. Schueler

N.N. Spaulding

E.A. Rowan

Learning statements

Understands the topic of an illustration and a story read aloud

Understands the main idea of a story read aloud

Understands sequence in a story read aloud

Sorts pictures into chronological order using first, next, and last

Student activities, instructional strategies, and resources

Whole-group activity: Read aloud the book [The Ghost's Dinner](#). Discuss the main idea of the story and the sequence of events using the vocabulary of first, next, and last along with beginning, middle, and end. (15 min.)

Small-group work: Look at the cover and predict what the story is about; then read aloud the book [Mouse Paint](#). Students work together to determine the main idea of the story (you can mix colors to get new colors). Discuss why part of the paper was left white, and use copies of the book pages to sequence the story using first, next, and last language while modeling that you can use beginning, middle, and end interchangeably.

Assessments

Observation: All students will identify at least one main idea answer. All students will sequence their cards into the correct order of first, next, and last.

Seat work: Students draw their favorite part of the book.



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Middle Group

RIT range

151-160

Students

G.D. Noonan
L.A. Alger
N.K. Dalton
M.A. Schneider

Learning statements

Retells stories read aloud using pictures

Sorts pictures into chronological order using beginning, middle, and end

Understands sequence in a story read aloud

Understands the main idea of a story read aloud

Student activities, instructional strategies, and resources

Whole-group activity: Read aloud the book [The Ghost's Dinner](#). Discuss the main idea of the story and the sequence of events using the vocabulary of first, next, and last along with beginning, middle, and end. (15 min.)

Small-group work: Ask the group to retell the story from the whole-group read aloud using copies of the pages for sorting. Look at the cover of the new book and predict what the story is about. Then read aloud the book [Mouse Paint](#). Students work together to determine the main idea of the story (you can mix colors to get new colors). Discuss why part of the paper was left white. Use copies of the book pages to sequence the story using first, next, and last language, and model that you can use beginning, middle, and end interchangeably.

Assessments

Observation: All students use beginning, middle, and end vocabulary correctly.

Worksheet fun: Paste the sequence cards in order to retell *Mouse Paint*.

Seat work: Draw their favorite part of the story.



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Above Group

RIT range

161+

Students

J.S. Beaumont
H.R. Lindstrom
T.R. Fantacone
K.R. Foster

Learning statements

Determines main idea in literary text

Identifies the best title for a literary text

Retells stories read aloud using pictures

Understands sequence based on an illustration and a story read aloud

Student activities, instructional strategies, and resources

Whole-group activity: Read aloud the book [The Ghost's Dinner](#). Discuss the main idea of the story and the sequence of events using the vocabulary of first, next, and last along with beginning, middle, and end. (15 min.)

Small-group work: Ask the group to retell the story from the whole-group read aloud using copies of the pages for sorting. Ask students to brainstorm different ideas for a book title instead of *The Ghost's Dinner*. Look at the cover of the new book and predict what the story is about. Then read aloud the book [Mouse Paint](#). Students work together to determine the main idea of the story (you can mix colors to get new colors). Discuss why part of the paper was left white. Students work in pairs to number the picture boxes on their worksheets into the correct story sequence.

Assessments

Observation: All students will identify beginning, middle, and end. All students will sequence the events from the new book.

Worksheet: Students will number sequence events in order.

Seat work: Write a new title for *Mouse Paint* and illustrate your cover.



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What do you want to remember?

What do you want to remember about the process of using MAP Growth data to create flexible groups and responsive lesson plans?

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Reflection



How will the *Learning Continuum* help you differentiate instruction?

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What resources could you use (e.g., PowerPoint slides, interactive guide pages, websites)?

Resources:

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Resources for Differentiating Content



Identify ways to use
MAP Growth data and
resources to target
learner needs





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Choose your learning center

Select a topic to explore. You'll get the best learning experience if you work with others.

MAP Growth to Khan Academy

This mathematics-focused resource correlates MAP Growth sub-goal performance/ instructional areas and RIT ranges to Khan Academy exercises. Scenarios guide you to explore the use of its interactive exercises with students.

» Go to the [MAP Growth to Khan Academy](#) learning center.

Text Complexity

A focus on college and career readiness means students need to engage effectively with a variety of complex texts. Practice using the NWEA Qualitative Rubric to evaluate various aspects of text complexity.

» Go to the [Text Complexity](#) learning center.





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Directions

Choose your scenario.

4th Grade Area and Perimeter

» Go to [Scenario 1](#).

5th Grade Fractions

» Go to [Scenario 3](#).

7th Grade Equations

» Go to [Scenario 2](#).

Create Your Own Scenario

» Go to [Scenario 4](#).





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Analyze your scenario and identify practice exercises

You are introducing your 4th grade students to solving real-world area and perimeter problems with rectangles. You have already covered calculation of the perimeter and area of rectangles and introduced the relationship between perimeter and area.

However, several of your students still struggle with basic calculation of perimeter and area, and you would like to provide them with supporting practice exercises. Your MAP Growth reports indicate that the majority of these students scored in the RIT range 191–200 in the Measurement and Data goal area.

Grade level	4th grade
RIT range	191–200
Goal performance/ instructional area	Measurement and Data

④ Explore the document [MAP Growth Grades 2–5 to Khan Academy](#).

- Find the relevant goal/sub-goal area.
- Use the RIT ranges in the table or grade-level standards to identify relevant exercise descriptions.

Note: You can search for *area* or *perimeter* by using **Ctrl+F** (or **Cmd+F** on Mac).

Which Khan Academy practice exercises could you use to support instruction for these students?

» Go to the [Guiding Questions](#) to complete your work on this learning center.





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Analyze your scenario

Your 7th grade students are transitioning from solving one- to two-step equations. Based on student work and your MAP Growth reports analysis, you see a wide range of understanding in your classroom.

You have created three flexible groupings, which are on the next page. Identify Khan Academy practice exercises that could support instruction for these three groups.

The relevant standard is:

[CCSS.MATH.CONTENT.7.EE.B.4.A](#)

Grade level	7th grade
RIT range	211-240*
Goal performance/ instructional area	Operations and Algebraic Thinking

*See next page for groups



Explore the document [MAP Growth Grades 6+ to Khan Academy](#).

- Find the relevant goal/sub-goal area.
- Use the RIT ranges in the table to identify relevant exercise descriptions.

Note: You can search for *equations* or *word problems* by using **Ctrl+F** (or **Cmd+F** on Mac).

» Continue this scenario on the [next page](#).





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Identify practice exercises

RIT range

211–220

Students

Jacob
Zach
Austin
Phoung

Learning statements

Solves one-step linear equations with positive rational numbers

Khan Academy exercises

RIT range

221–230

Students

Carlos
Nyah
Miguel
Chase

Learning statements

Solves one-step linear equations with negative rational numbers

Solves one-step linear equations with positive rational numbers

Khan Academy exercises

RIT range

231–240

Students

Kareem
Swayne
Hanna
Zoie

Learning statements

Solves two-step linear equations with negative rational numbers

Solves two-step linear equations with positive rational numbers

Khan Academy exercises

» Go to the [Guiding Questions](#) to complete your work on this learning center.





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Analyze your scenario and identify practice exercises

For the past several weeks you have worked with your 5th grade students performing operations with fractions. You would like to organize stations around the classroom to review addition, subtraction, multiplication, and division of fractions.

Grade level	5th grade
Goal performance/instructional area	Number and Operations

🔍 Explore the document [MAP Growth Grades 2-5 to Khan Academy](#).

- Find the relevant goal/sub-goal area.
- Use the RIT ranges in the table or grade-level standards to identify relevant exercise descriptions.

Note: You can search for *fractions* by using **Ctrl+F** (or **Cmd+F** on Mac).

Which Khan Academy practice exercises could you use to organize stations for the classroom?

How could you support students who need additional assistance or enrichment?

» Go to the [Guiding Questions](#) to complete your work on this learning center.





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Create your scenario and identify practice exercises

Create a mathematics scenario based on your own class.

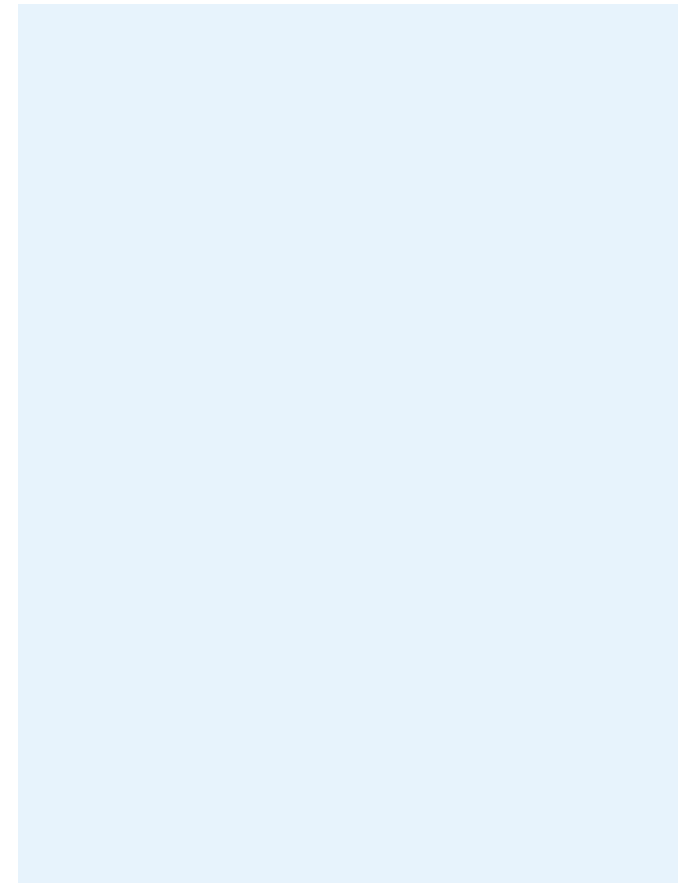
- ④ Explore the [MAP Growth to Khan Academy](#) page, which provides practice exercises correlated to RIT ranges.

Once you're on the page:

- Open the PDF file for the grade level with which you are working
- Find the relevant goal/sub-goal area
- Use the RIT ranges to identify relevant exercise descriptions

Note: You can search for specific terms by using **Ctrl+F** (or **Cmd+F** on Mac).

How could you use Khan Academy practice exercises in this scenario?



» Go to the [Guiding Questions](#) to complete your work on this learning center.





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Regarding Khan Academy . . .

- What do you notice?
- What additional instructional uses do you find?
- What are important considerations when managing student use of this resource?
- How can parents support learning at home?

Notes:





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Directions

➞ Access your [Informing Instruction: Resources](#) course. You may first need to log in to NWEA Professional Learning Online.

- Once you're in the course, navigate to **Text Complexity**.
- Watch the video: *Text Complexity: Using a Qualitative Rubric*.

»» Go to [The Red Badge of Courage excerpt](#). Consider the rubric as you read the text.

»» Go to the [Qualitative Rubric](#). Use it to evaluate *The Red Badge of Courage* excerpt.

Compare your results with those of a colleague. If time permits, you can also continue the video to see how NWEA content experts analyzed the excerpt.

»» Continue this activity on the [next page](#).





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Title

Author

Quantitative measure of text complexity

Word count

Lexile® measure*

Flesch-Kincaid grade level

Qualitative dimensions of text complexity

Levels of meaning (literary texts) or purpose (informational texts)



Comments

*Lexile® is a trademark of MetaMetrics, Inc. Lexile ranges shown are estimates of correlations to RIT scores NWEA developed. Correlations and report are not associated with or endorsed by MetaMetrics.

» Continue using the rubric on the [next page](#).





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Qualitative dimensions of text complexity, continued

Text structure



Language conventionality and clarity



Comments

» Continue using the rubric on the [next page](#).





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Qualitative dimensions of text complexity, continued

Knowledge demands: life experiences



Comments

Knowledge demands: cultural or content knowledge



Comments

 You may want to download this [Qualitative Rubric](#) to use later.





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There was a youthful private who listened with eager ears to the words of the tall soldier and to the varied comments of his comrades. After receiving a fill of discussions concerning marches and attacks, he went to his hut and crawled through an intricate hole that served it as a door. He wished to be alone with some new thoughts that had lately come to him.

He lay down on a wide bunk that stretched across the end of the room. In the other end, cracker boxes were made to serve as furniture. They were grouped about the fireplace. A picture from an illustrated weekly was upon the log walls, and three rifles were paralleled on pegs. Equipments hung on handy projections, and some tin dishes lay upon a small pile of firewood. A folded tent was serving as a roof. The sunlight, without, beating upon it, made it glow a light yellow shade. A small window shot an oblique square of whiter light upon the cluttered floor. The smoke from the fire at times neglected the clay chimney and wreathed into the room, and this flimsy chimney of clay and sticks made endless threats to set ablaze the whole establishment.

The youth was in a little trance of astonishment. So they were at last going to fight. On the morrow, perhaps, there would be a battle, and he would be in it. For a time he was obliged to labor to make himself believe. He could not accept with assurance an omen that he was about to mingle in one of those great affairs of the earth.

He had, of course, dreamed of battles all his life—of vague and bloody conflicts that had thrilled him with their sweep and fire. In visions he had seen himself in many struggles. He had imagined peoples secure in the shadow of his eagle-eyed prowess. But awake he had regarded battles as crimson blotches on the pages of the past. He had put them as things of the bygone with his thought-images of heavy crowns and high castles. There was a portion of the world's history which he had regarded as the time of wars, but it, he thought, had been long gone over the horizon and had disappeared forever.

» Continue reading on the [next page](#).





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From his home his youthful eyes had looked upon the war in his own country with distrust. It must be some sort of a play affair. He had long despaired of witnessing a Greeklike struggle. Such would be no more, he had said. Men were better, or more timid. Secular and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions.

He had burned several times to enlist. Tales of great movements shook the land. They might not be distinctly Homeric, but there seemed to be much glory in them. He had read of marches, sieges, conflicts, and he had longed to see it all. His busy mind had drawn for him large pictures extravagant in color, lurid with breathless deeds.

But his mother had discouraged him. She had affected to look with some contempt upon the quality of his war ardor and patriotism. She

could calmly seat herself and with no apparent difficulty give him many hundreds of reasons why he was of vastly more importance on the farm than on the field of battle. She had certain ways of expression that told him that her statements on the subject came from a deep conviction. Moreover, on her side, was his belief that her ethical motive in the argument was impregnable.

At last, however, he had made firm rebellion against this yellow light thrown upon the color of his ambitions. The newspapers, the gossip of the village, his own picturings, had aroused him to an uncheckable degree. They were in truth fighting finely down there. Almost every day the newspaper printed accounts of a decisive victory.

From *The Red Badge of Courage* by Stephen Crane

« Go back to the [Qualitative Rubric](#).



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Jot down one idea from your learning center that you want to use in the future.

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What resources could you use (e.g., PowerPoint slides, interactive guide pages, websites)?

Resources:

05

Planning to Support Differentiation



Synthesize assessment
data, content, and
resources to create
responsive lesson plans





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Planning to Support Differentiation

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Choose your learning center

Select a topic to explore. You'll get the best learning experience if you work with others.

Flexible Grouping in Differentiated Instruction

Through video interviews, teachers discuss how they use MAP Growth data to flexibly group students to differentiate instruction—within one classroom, across one grade level, or across multiple grade levels.

» Go to the [Flexible Grouping](#) learning center.

Formative Assessment in a Differentiated Classroom

Evidence gathered from formative assessment can inform focused and ongoing differentiation. Investigate scenarios focused on four specific formative assessment practices.

» Go to the [Formative Assessment](#) learning center.

Writing Quality Learning Targets

Study the characteristics of quality learning targets. Then, practice translating the *Learning Continuum* statements into learning targets to support more focused instructional planning.

» Go to the [Learning Targets](#) learning center.

Data-to-Instruction Template, continued

You may want to spend more time completing your Data-to-Instruction Template during this time.

« Go back to your [Data-to-Instruction Template](#).





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Directions



Access your [Informing Instruction: Resources](#) course. You may first need to log in to NWEA Professional Learning Online.

- Once you're in the course, navigate to **Flexible Grouping in Differentiated Instruction**.
- Watch one or two of the video interviews to see how teachers use MAP Growth data to flexibly group students for differentiated instruction.

After watching the video(s), discuss the questions below within your group.

Flexible grouping within one classroom

- What are the benefits?
- What factors might a teacher consider when determining flexible groups?

Flexible grouping across one grade level

- What are the benefits?
- How can teachers support each other when working across one grade level?

Flexible grouping across multiple grade levels

- What are the benefits?
- How does flexible grouping affect classroom culture and student motivation?

Notes:

» Continue on the [next page](#).





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Planning to Support DifferentiationLearning Centers
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When you plan your responsive lesson

Consider:

- How will you use your MAP Growth data alongside classroom data to determine the appropriate groups for the standard/topic you are planning to teach? What other data will you consult?
- How will you assess the learning to determine when and how to regroup?
- What challenges might you encounter when using flexible groups? How could you solve those challenges?

Notes:





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Directions

➞ Access your [Informing Instruction: Resources](#) course. You may first need to log in to NWEA Professional Learning Online.

- Once you're in the course, navigate to **Formative Assessment in a Differentiated Classroom**.
- To establish a frame for exploring how formative assessment supports differentiated instruction, watch the video *Formative Assessment in a Differentiated Classroom*.

See how teachers use evidence of student learning to flexibly group students and maximize instruction. Choose one or two of the scenarios below to read. Then talk within your group about how the application questions apply to your particular scenarios.

Tailoring Feedback Using Common Errors

»» Go to [Scenario 1](#).

Activating Peers Using a Rubric

»» Go to [Scenario 2](#).

Traffic Lighting to Develop Groups

»» Go to [Scenario 3](#).

Using Exit Tickets to Form Groups

»» Go to [Scenario 4](#).





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Analyze your scenario

Eliciting evidence of student learning

A science teacher assigns a laboratory report to the entire class. He evaluates the report against shared success criteria.

Based on student work from previous years, the teacher develops 10 strategy cards that describe a common oversight or misunderstanding, a recommendation to move the students' learning forward, and an action to get the students started.

Using evidence to flexibly group students and maximize instruction

After the teacher evaluates the students' work, he attaches one to three appropriate strategy cards for the students to review. He then gives students class time to revise their lab reports, according to the tailored feedback.

Application questions

What might the evidence you collect look like? How could it help you form your groups?





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Analyze your scenario

Eliciting evidence of student learning

A language arts teacher assigns a persuasive essay as a learning task for the whole class. She then scores the student essays using a six-point rubric.

Using evidence to flexibly group students and maximize instruction

The next day the teacher pairs students with the same score. She gives them the rubric description of the score point just above the score they received.

Each pair works together to revise their essays, focusing on the higher rubric score. She encourages even those students who received a 6 to revise their essays and gives them a rubric used in the grade level above so that they are challenged to improve.

The teacher also runs a few mini-lessons with small groups, because she noticed common error patterns.

Application questions

What might the evidence you collect look like? How could it help you form your groups?





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Analyze your scenario

Eliciting evidence of student learning

Students receive three index cards, each with their name written in red, yellow, or green on the back and in black on the front. Before leaving class, students hand in the traffic light card that matches their confidence level in understanding the main concepts from that lesson.

Red = *I am totally confused*

Yellow = *I have some questions*

Green = *I get it*

The teacher uses the information to form groups with varied levels of understanding for the next day's assignment.

Using evidence to flexibly group students and maximize instruction

The teacher places the cards with only the black text showing into group configurations so as not to signal individual understanding or the makeup of the group. The groups are asked to develop a shared paper based on the previous night's homework assignment.

Unaware of their peers' level of understanding, all members are expected to contribute equally. Some students will benefit from hearing explanations from classmates and others from explaining their response and rationale to their peers.

Application questions

What might the evidence you collect look like? How could it help you form your groups?





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Analyze your scenario

Eliciting evidence of student learning

A mathematics teacher presents a lesson about multiplying two-digit numbers using three different algorithms. At the end of the lesson, she uses an exit ticket to elicit student understanding of the key concepts.

Using evidence to flexibly group students and maximize instruction

The next day, students work with a multiplication algorithm in small, homogeneous groups. Each group must determine how its algorithm works with various two-digit numbers and decide how to present this information to the rest of the class.

The teacher assigns students struggling with this topic to the group working with the easiest algorithm to manipulate and describe. She assigns other groups the more difficult algorithms, depending on their understanding of the topic so far. Because each group must teach to the rest of the class, the whole class ends up learning about all three algorithms.

Application questions

What might the evidence you collect look like? How could it help you form your groups?





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Directions

➞ Access your [Informing Instruction: Resources](#) course. You may first need to log in to NWEA Professional Learning Online.

- Once you're in the course, navigate to **Writing Quality Learning Targets**.
- Watch the eLearning **Writing Quality Learning Targets**, which will guide you through several activities. Jot your notes in the spaces below.

⬇ You may want to download the [Writing Quality Learning Targets](#) document.

Quality learning targets are . . .



	Clear learning targets . . .
Clear	
	Accessible learning targets . . .
Accessible	
	Foundational learning targets . . .
Foundational	
	Valuable learning targets . . .
Valuable	
	Lesson-sized learning targets . . .
Lesson sized	



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Reflection

Jot down one idea from your learning center that you want to use in the future.



Lead learner considerations

What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What resources could you use (e.g., PowerPoint slides, interactive guide pages, websites)?

Resources:

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Reflection and Planning



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Reflection and Planning

Lesson Sharing

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Modified tuning protocol directions

Sharing work offers benefits to everyone involved. The Modified Tuning Protocol provides a structured process eliciting and responding to feedback.

« Go back to your [Data-to-Instruction Template](#). Use the protocol below to share the lesson you have designed so far.

Step	Activity	Time
1	A* shares <ul style="list-style-type: none"> a brief overview of the lesson, such as grade, content, and where in the learning the lesson occurs one or two specified focus areas 	2 min.
2	B* shares (repeat step one)	2 min.
3	Review the other person's/group's lesson	8–10 min.
4	A responds to B's questions, identifies strengths, and responds to additional questions	3–5 min.
5	B responds to A's questions, identifies strengths, and responds to additional questions	3–5 min.

***Note:** A and B may represent individuals or groups that collaborated on a lesson.

Variations: (1) partners can exchange devices and provide written feedback using comment bubbles, or (2) partners can provide verbal feedback using a voice recording.

» Continue on the [next page](#).



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Directions, continued

- Jot down the feedback you received.
- As you reflect on it, use different symbols or highlighters to code comments that were positive, challenging, and interesting.
- Use this information to support future planning.

Notes:



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Note to self

Dear me,

Throughout today's workshop, I reflected on what I learned. I considered how that learning might influence my teaching. Here's a summary of my reflections . . .

We spent time today reviewing the basic principles of differentiated instruction and exploring resources that can support me in this area.

My thoughts about how I'll apply what I've learned about differentiated instruction:

My ideas for using the *Learning Continuum* to help me to differentiate instruction for my students:

Note: Feel free to modify, prioritize, or add to your original thoughts so that they'll best support you in your continued work.

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Note to self, continued

I chose a learning center to explore resources I can use to differentiate content.

My learning led to these thoughts:

I chose a learning center to focus on refining my instructional practice so that I can better meet the varying needs of my students.

What I learned led me to think:

And I learned new strategies I may try in my classroom.

« Go back to my [Strategy Tracker](#).

Sincerely,
me

» Plan your next steps. Go to [Planning Forward](#).





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02 Understanding Differentiation

Define differentiated instruction with an emphasis on readiness



Main points:

Resources:

03 Ladders for Learning

Identify ways to use MAP Growth data and resources to target learner needs



Main points:

Resources:



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04 Resources for Differentiating Content

Identify ways to use MAP Growth data and resources to target learner needs



Main points:

Resources:

05 Planning to Support Differentiation

Synthesize assessment data, content, and resources to create responsive lesson plans



Main points:

Resources:

» Plan your next steps. Go to [Planning Forward](#).



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What?

What will you do with the information you learned today?

How?

How will you implement your plan?

Who?

Who will be involved?

When?

When will you try it?

To help complete your plan, you may want to revisit the notes you captured on other pages.

« Go back to [Strategy Tracker](#).

« Go back to [Revisiting Today's Learning](#).

« Go back to [Lead Learner Reflection](#), if applicable.



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Directions

« Go back to [Monitor Your Learning](#) to revisit the questions you had at the beginning of the workshop.

For each learning target, consider:

- Where do you want to be in relation to the learning target?
- Where are you now?
- What learning focus from today's session would help you address the gap between what you currently know and do, and what you want to know and do?

Define differentiated instruction with an emphasis on readiness



Where you want to be:

Where you are now:

Learning focus:

» Continue your Personal Action Plan on the [next page](#).



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04

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06

Reflection and Planning

Lesson Sharing

Today's Learning

Lead Learner
Reflection

Planning Forward

Personal Action Plan

Keep Learning

Identify ways to use MAP Growth data and resources to target learner needs



Where you want to be:

Where you are now:

Learning focus:

Synthesize assessment data, content, and instructional resources to target instruction based on student readiness



Where you want to be:

Where you are now:

Learning focus:

» Continue your Personal Action Plan on the [next page](#).



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Next steps

Define two or three actions that you can accomplish in the next four to six weeks.

- How would you like to continue your own learning related to the big ideas from the learning session?
- What possibilities do you see now that perhaps weren't as obvious before?
- What changes/adjustments will you make to your own practice, and why?

Notes:

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Tell us what you think

We'd love your input! We strive to create exceptional professional learning experiences. Let us know what we're doing right and how we can improve.

☒ Take the [survey](#).

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➞ Have an NWEA Professional Learning Online login? Go directly to the [Informing Instruction: Resources](#) course to find materials from today's workshop.

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