

Tiered Tasks

What are tiered tasks?

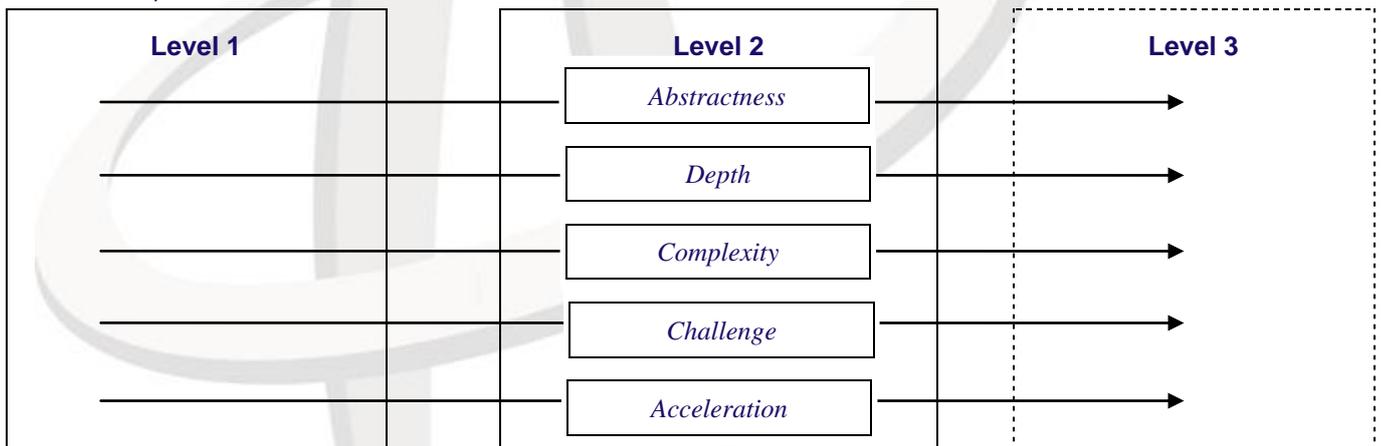
- Tiered tasks are designed for a mixed-ability class in order to meet the diverse needs of the students.
- Teachers introduce varied levels of activities to ensure that students learn at a level that builds on their prior knowledge and furthers their inquiry.

Why tiered tasks? (Tomlinson, 2004)

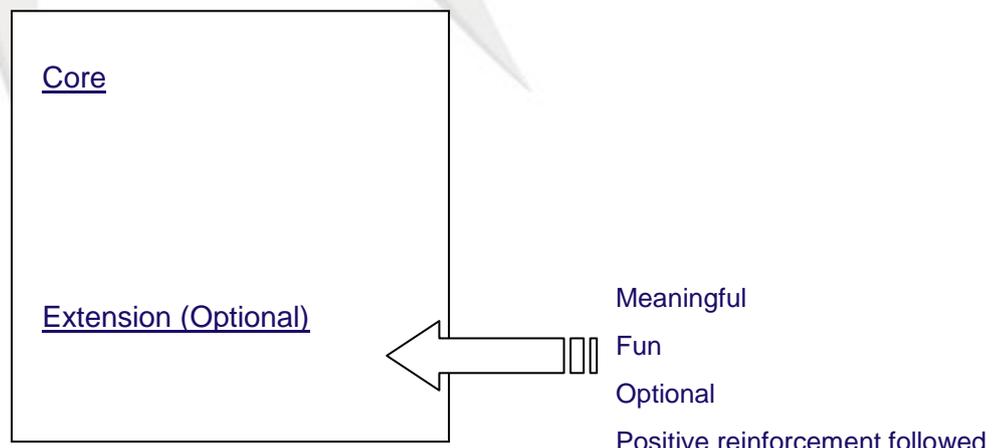
- ✓ Allows different pacing of learning
- ✓ Allows students to work with challenging task
- Promotes success and is therefore motivating
- ✓ Integrates assessment and instruction
- ✓ Caters for varied readiness

How to design? (2 different approaches)

1. **Separate tasks:** design a learning activity/ task as a basic tier. A more complex or challenging task can then be designed as an advanced tier OR another way round (i.e. to start with an advanced tier then a basic tier)



2. **Core + Extension:** design a task that captures the core curriculum content. Add an optional section (e.g. named as “Challenge”/ “Bonus”) that high-ability students can choose to answer (with positive reinforcement afterwards).



Examples

Approach 1 (Separate tasks)

P.6 English

<i>Basic Tier</i>	<i>Advanced Tier</i>
<p><u>Level 1:</u> Choose and write the correct words. You may also use other words with “-ing” and “-ed”.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> bored disappointed excited interested boring disappointing exciting interesting </div> <ol style="list-style-type: none"> Sam got 20 marks in the Maths test. His result was _____. I was _____. This is a _____ film. I felt asleep when I was watching it. I was so _____. The story was very _____. All the children were _____ in it. They all listened quietly. I was _____ to see the magic tricks. The performance was _____. 	<p><u>Level 2:</u> Fill in each blank with an “-ed” or “-ing” adjective.</p> <ol style="list-style-type: none"> Sam got 20 marks in the Maths test. His result was _____. I was _____. This is a _____ film. I felt asleep when I was watching it. I was so _____. <p>Explore the interesting patterns.</p> <ol style="list-style-type: none"> Read the sentence. Why is “interesting” (-ing adjective) used to describe a person? <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Simon is an interesting boy.</div> _____ What is the difference between these two sentences? <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Mrs. Choi is frightened.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Mrs. Choi is frightening.</div> _____ Use an “-ing adjective” to write a sentence that describes people. _____ What do you discover from the following? <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Rules</p> <p>(i) “-ed adjective”: feelings that someone has/had about something.</p> <p>(ii) “-ing adjective”: effects that something has/ had about something.</p> <p>(iii) I discovered...</p> <p>When “-ing adjective” is used to describe a person, it is about _____.</p> </div>

Approach 2 (Core +Extension)

P.6 General Studies

<Core >

Topic: Food Web

A food web is made up of two or more food chains. It shows the food relationships among organisms in a community.

Visit the website http://www.harcourtschool.com/activity/food/food_menu.html

Choose a habitat: meadow/ arctic area/ pond. Try to identify a food web.

Show your food web below by drawing a well-labelled diagram.



<Extension >

GS Challenge (optional task)

Food web game

1. Browse the website <http://vtaide.com/png/foodchains.htm>
2. Click “create a food web” at the bottom of the page.
3. Follow the rules of the game and create your own food web.
4. Print the food web out and make a poster/ leaflet.
5. Write your new learning.

References

Heacox, D. (ed.) (2002). *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing, Inc.

Tomlinson, C. (2004). *How to differentiate instruction in mixed ability classrooms* (2nd ed). Alexandria, VA: ASCD.