

Strategy	Focus of Differentiation	Definition
Elements of Depth and Complexity	Readiness Interest Learning Profile	The Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (<i>depth</i>) and understand that concept with greater <i>complexity</i> . Each of these eleven tools are considered essential elements one needs to master a subject.
Cubing	Readiness Interest Learning Profile	Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.
R.A.F.T.	Readiness Interest Learning Profile	R.A.F.T. is an instruction strategy that encourages writing across the disciplines. Students assume a R ole, communicate to a specific A udience, use a particular F ormat, and communicate about a specified T opic.
Tiered assignments	Readiness	Tiered assignments are designed to instruct students on essential skills that are provided at different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.
Choice Boards	Readiness Interest Learning Profile	Choice boards are organizers that contain a variety of activities. Students can choose one or several activities to complete as they learn a skill or develop a product. Choice boards can be organized so that students are required to choose options that focus on several different skills.

Compacting	Readiness	Compacting is the process of adjusting instruction to account for prior student mastery of learning objectives. Compacting involves a three-step process: (1) assess the student to determine his/her level of knowledge of the material to be studied and determine what he/she still needs to master; (2) create plans for what the student needs to know, and excuse the student from studying what he/she already knows; and (3) create plans for freed-up time to be spent in enriched or accelerated study.
Learning Contracts	Readiness Interest Learning Profile	Learning contracts begin with an agreement between the teacher and the student. The teacher specifies the necessary skills expected to be learned by the student and the required components of the assignment, while the student identifies methods for completing the tasks. This strategy (1) allows students to work at an appropriate pace; (2) can target learning styles; and (3) helps students work independently, learn planning skills, and eliminate unnecessary skill practice.