



RAFT

What is it?

A type of Learning Choice which provides students with options (often teacher directed according to readiness) to demonstrate what they know.

Students are assigned a R A F T or may choose from a subset list of R A F T options. Also, if permissible, students may propose their own idea to meet the learning goal (to be approved by the teacher) based on the R A F T model.

All R A F Ts include:

- Role Who are you?
- Audience To whom will you communicate?
- Form What form will it take?
- Topic What are you communicating? Why?

Critical Attributes

- Acronym for Role, Audience, Format, and Topic
 - Can be used as an instructional strategy or an assessment strategy
 - Options are assigned to students at the correct level of difficulty
 - Choice does not equal DI
 - Choice is based on readiness determined by Targeted Check assessment data
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Why use it?

- Allows students choice, promoting motivation and engagement
 - Provides opportunities for meaningful writing and other performance assessments
 - Provides students with a unique mode of thinking that is often more challenging because they must think from a variety of perspectives
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What are the guidelines for successfully implementing this strategy?

- Provide clear instructions for each of the activity options
- Offer activities that are all curriculum-aligned and meet the learning goals
- Ensure that students are not penalized or rewarded for their choices
- If used as an assessment, grading is based on the content of the RAFT not the process
- Teacher structures the choice of which R A F T or R A F Ts are appropriate options for each learner



RAFT

Role	Audience	Format	Topic



Experiencing a R A F T

If you gave yourself a 1 on your self-assessment on R A F T, you may choose from the first two options. If you gave yourself a 2 on your self-assessment, you may choose from the second and third options. If you gave yourself a 3, you may choose from the third and fourth options.

Role	Audience	Format	Topic
Mentor Teacher Scaffold: see "Examples of RAFT Assignments" in workbook p. 101	Mentee	Email	Your mentee, who teaches the same subject and grade level, wants to create a RAFT to engage students, but is struggling with coming up with ideas. Brainstorm two possible RAFT options your mentee could provide for the students.
Principal	Teacher	Dialogue	You are in a post-observation conference with a teacher that believes they differentiated because all students had a choice of four options for their RAFT project. Write a conversation between you and the teacher in which you explain why choice does not equal differentiation.
Teacher	Parent	Email	You received an email from a parent of one of your students who is frustrated about the RAFT project you assigned in your math class. This parent does not understand how having his daughter write to the numerator from the perspective of the denominator measures her understanding of fractions. Compose an email response.
Teacher	Student	Dialogue	You created six RAFT options for your class, but each student only got to choose from two that were at the correct level of difficulty. A student is at your desk protesting the options available to her. Write a conversation between you and the student in which you explain the purpose of the assignment.



Examples of R A F T Assignments

Role	Audience	Format	Topic
Newspaper Reporter	Readers in the 1870s	Obituary	Qualities of General Custer
Lawyer	US Supreme Court	Appeal Speech	Dred Scott Decision
Abraham Lincoln	Dear Abby	Advice Column	Frustration With His Generals
Oprah Winfrey	Television Public	Talk Show	Women's Suffrage in the Early 20th Century
Frontier Woman	Self	Diary	Hardships in the West
Constituent	US Senator	Letter	Need for Civil Rights Legislation in the 1950s
Newswriter	Public	Press Release	Ozone Layer Has Been Formed
Chemist	Chemical Company	Instructions	Dangerous Combinations to Avoid
Oreo	Other Oreos	Travel Guide	Journey Through the Digestive System
Oak Tree	Sun	Thank You Note	For the Sun's Role in the Plant's Growth
Scientist	Charles Darwin	Memo	Refute a Point in the Theory of Evolution
Square Root	Whole Numbers	Love Letter	Explain the Relationship
Repeating Decimal	Set of Rational Numbers	Petition	Prove That You Belong to This Set
Doctor's Association	Future Parents	Web Page	Need for Proper Prenatal Nutrition
Pennsylvania Farm Bureau	TV Audience	Public Service Announcement	Importance of Fruit in One's Diet
Lungs	Cigarettes	Letter of Complaint	Impact of Smoking
Comma	9th Graders	Job Description	It's Use in Sentences
Trout	Self	Diary	Effects of Acid Rain

These strategies were not all created by TLS. Some of these are common to many classrooms. TLS organized them here for teachers' benefit.

Adapted from: Buehl, D. Classroom Strategies for Interactive Learning, Newark, DE: International Reading Association.



R A F T VIDEO ANALYSIS – SHELLEY U

Phase	Purpose	Effective (EI) or Differentiated (DI)?	Why?
1	Students completed mini projects to demonstrate comprehension on character and plot Notes:		
2	Used for instruction to check comprehension of the play. Notes:		
3	Used as a summative assessment Notes:		