



Learning Choices

What is it?

A set of assessment-driven activity choices that provides students with opportunities to choose how they demonstrate their learning

Examples include:

- Menu
- RAFT
- Tic-Tac-Toe board
- Meal project (Appetizer, Main Course, Dessert)
- Challenge by Choice
- Must Do / Can Do

Critical Attributes

- Choices can be based on motivation, learning style, or readiness; the best Learning Choices are based on readiness because they are assessment-driven. If these choices are based on motivation and/or learning style choices, and they are engaging, then they are good Learning Choices
- Teacher offers an array (2-20) of independent learning activities presented in a choice format
- Provides students with options to review, process, demonstrate mastery, or extend essential curriculum
- Can be a culmination, anchor, learning center, extension, or independent activity

Why use it?

- Allows **structured** students choice, promoting motivation and engagement at the **correct level of difficulty**

What are the guidelines for successfully implementing this strategy?

- Provide clear instructions for each of the activity options including checklists and/or rubrics
- Offer activities that are all curriculum-aligned and meet the learning objectives
- Ensure that students are not penalized or rewarded for their choices

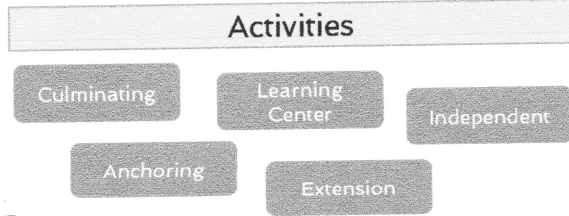


DI Instructional Strategy: Learning Choices

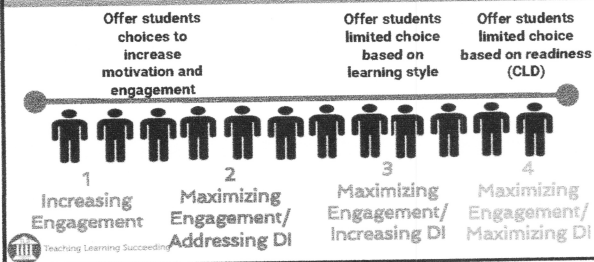
- Choices can be based on readiness, motivation, or learning style.
 - Choices based on readiness are the best because they are **assessment-driven**.
 - Choices based on engagement are good because they are based on motivation and learning style.



Classroom Uses of Learning Choices



Learning Choices - Good, Better, Best



Pitfalls of Learning Choices



- 1 - Students are given choices where there are clearly some that are "easier" than others, prompting them to pick what is easiest instead of right for them.
- 2 - Choices are not directly linked to learning objectives.
- 3 - Students are not held accountable throughout the process.
- 4 - Students do not receive feedback throughout the process.
- 5 - When developing rubrics ... Be sure that the focus areas of the rubric are standards-aligned learning objectives.





Designed by *Content*

Fractions	Fractions	Fractions
Decimals	Decimals	Decimals
Percents	Percents	Percents

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Designed by *Correct Level of Difficulty*

Basic	Basic	Basic
Mid	Mid	Mid
Advanced	Advanced	Advanced

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Designed by *Learning Profile*

Visual	Auditory	Kinesthetic - tactile
Visual	Auditory	Kinesthetic - tactile
Visual	Auditory	Kinesthetic - tactile

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Improving Use of Learning Choices

Review this learning choice on *Stone Fox* below. Then do the following:

1. Consider the common pitfalls of learning choices:
 - Students pick the easiest option, not the best option
 - Choices are not linked to learning objectives
 - Learning objectives are not the focus of the choices grading
 - Students are not held accountable throughout the process
 - Progress is not monitored and students do not receive feedback throughout the process

Given these pitfalls, what are a few changes you could suggest to this teacher? Consider both structure and content.

Stone Fox Tic-Tac-Toe Activities

Directions: Choose three activities to complete that make Tic-Tac-Toe horizontally, vertically, or diagonally.

Pretend you are the illustrator for <i>Stone Fox</i> . Draw a scene from the story and write a caption to go underneath it.	Design a new book cover for <i>Stone Fox</i> . You must include the title and author on the cover, but you are the illustrator.	Create a crossword puzzle on grid paper using at least 12 vocabulary words from <i>Stone Fox</i> . Your clues should tell the word's meaning. Remember to include a word box!
Write a letter to a friend or family member recommending <i>Stone Fox</i> . Include a summary of the story without giving away the ending. Also include why you think the person would like to read the book.	FREE CHOICE! Create your own project option!	Write a letter to John Reynolds Gardiner, the author. Let him know what you thought of the book by writing about your favorite part. Remember to use details from the book in your letter.
Pretend that you are an author. John Reynolds Gardiner has given you the first nine chapters of <i>Stone Fox</i> and has asked you to write the final chapter. Write an alternate ending.	Your sister saw your book and asked you why it was called <i>Stone Fox</i> . Write a conversation between you and your sister in which you explain why you think the author titled his book <i>Stone Fox</i> .	Compare and contrast Willy and <i>Stone Fox</i> using a Venn diagram. How are the two main characters alike and different? Draw a portrait of each character to go along with your Venn diagram.

2. Differentiated learning choices offer students limited choice based on readiness. Brainstorm a few suggestions you could make to this teacher to offer choices that are at the correct level of difficulty for each student. Consider both structure and content.



Learning Choices Lesson Production Guide

Grade/Subject: _____ Chapter/Unit: _____

1. What content or skill will be the focus of the choices?
2. What formative assessment will students complete to determine readiness?
3. Do you have an assignment(s) you currently use to address this content or skill? If not, what assignments will you provide as choices?
4. As you think about the lesson objectives and the assignment, which assignments would be appropriate for which students based on formative assessment data? How will you provide guided choice based on readiness?
5. Create the choices that you may give to students. (Don't be constrained by the space here.)
6. How will you score student work? Will you use a rubric? (Rubric development resources are available in the online binder.)
7. What expectations would you communicate to your students so that the procedures are followed?

⚙️ Special Considerations for Must Do / Can Do: be clear about what students MUST DO, explain and check for understanding of the expectations and procedures

⚙️ Special Considerations for RAFT: use assessment to determine which Tier is appropriate for the student, offer activities that are curriculum-aligned and meet learning goal(s), grade based on the content of the RAFT - not the process

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Video Analysis for Strategy: Learning Choices

Teacher Name: _____

Brief Description of Lesson: _____

Grade/Subject: _____

Specific Question(s) to Consider:	
Assessment Driven: Targeted Check <ul style="list-style-type: none">● Critical Content?● Individual Data?	
Responsive Instruction	
Engagement at the Correct Level of Difficulty	
Management Considerations:	
Your Notes:	



Menu: Nutrition

Topic: Healthy Eating

Appetizers: MUST complete

Find TWO articles from an online newspaper or magazine that deals with healthy eating and choose ONE of the following to address:

- Use a graphic organizer to show the contents of each article
- Draw a picture for each article that expresses the views of the author/content of the article
- Write a response letter to the author explaining your thoughts on the article or topic

Main Course: Select ONE of...

1. Design and develop a poster OR brochure that explores the side effects of an unhealthy habit or addiction. This can be a fad diet, eating disorder, not enough fruits and veggies, etc.
2. Create a public service announcement to be shared during I-block announcements, regarding the importance of eating a well-balanced diet.
3. Write an editorial column to be included in the school newspaper, discussing the importance of lifelong participation in physical activities and fitness.

Side Dist: Select ONE of...

1. Create a top ten list of why it is important to “eat a rainbow.”
2. Create an activity/game for PE class, specifically for our classmates who don’t like to exercise. Make sure to give it a name, provide directions, materials/resources, etc
3. Create a children’s story about the six main nutrients.

Bedtime snack: May complete when...

After you have completed all of the above requirements, you may work on your scrapbook writing components.



Key Ingredients

Appetizer	Analyze your appetizers, and list one thing you learned from each article. Include a work cited for each article.
Article 1	
Article 2	
Main Course	First list the number choice you selected and why you chose that selection. Second, list the main point or claim you wanted to communicate. Third, list 3-5 ways you supported that claim.
Choice	
Why	
Claim	
Support (3-5)	
Side Dish	Share your side dish with your "A" partner. If you did number 2, play the game with them. Have your partner list three nutrition key points that you reinforced.
3 Key Points	