

Spectrum of Diverse Learners

UNIVERSALLY DESIGN

DIFFERENTIATE | ACCOMMODATE | SCAFFOLD

FEW

You will have a FEW students who will demonstrate proficiency of the standard(s) when prior knowledge is tested. You will need to prepare meaningful instruction/projects to develop further breadth and/or depth of knowledge/skill during the lesson that will increase their current knowledge of the subject matter.

MOST

All of your students will be working toward grade-level content as defined by state and national standards and other appropriate curricula. Many students will have demonstrated readiness for grade level learning based on prior knowledge assessments.

These students will be able to use a wide variety of instructional materials, including text based materials that are written for students at their present grade level.

SOME

You will have SOME students who will experience barriers to learning the content as presented and will need individualized supports, scaffolding, accommodations and on rare occasions, modifications of instruction, curricula and/or materials. A large number of these same students will experience barriers when engaging in reading and/or writing tasks.

High Incidence ←

Low Incidence →

Students with identified disabilities will participate and engage in age/grade appropriate, standards based learning and assessments with their peers. These students will be supported by all of the same instructional methodologies (UDL) in addition to IEP specific supports and services including AT, accessible text, specially designed instruction tools and materials just to name a few. All of which require attention in both planning and instruction. When prior knowledge is measured these students understanding of the content may fall into any one of the three areas on the spectrum of diversity.