

Differentiated Instruction for Struggling Learners: Self-Assessment

	Strongly Disagree	Disagree	Agree	Strongly Agree
I provide learning tasks that challenge but do not frustrate students.				
I give struggling learners work at their proper levels and communicate expectations of success rather than failure.				
I control task difficulty and make timely adjustments according to students' progress in learning.				
I sequence tasks from easy to difficult and model and explain in a step-by-step fashion.				
I begin learning activities with stimulating recall and applying prerequisite learning and proceed to stacking the tasks for success.				
I use a variety of formative assessments to continuously monitor students' mastery rates.				
I draw on students' recent successes and help students link new learning to their previous successes by explicitly showing and asking them how the new learning resembles previous successful learning.				
I encourage students to identify specific, short-term, realistic learning goals and teach them strategies to evaluate their work and chart their successes.				
I teach students facilitative attributions, attributing success to controllable factors such as effort, persistence, and correct use of strategies.				
I provide students with examples of successful work and communicate expectations clearly about what they will aim to accomplish.				
I persuade students to keep trying and teach them to perceive setbacks as opportunities for learning.				
I explicitly teach students needed learning strategies so they know how to approach tasks.				
I provide task-specific feedback that includes corrective comments and justified praise.				

Source: Adapted from Margolis, H., & McCabe, P. P. (2004). *Self-efficacy: A key to improving the motivation of struggling learners*. Clearing House: A Journal of Educational Strategies, Issues, and Ideas, 77(6), 241–249.