PACE		LEVEL			Figure 3.2: DIFFERENTIATION STRATEGIES
NTED RATE	z		REE OF TY AND TON		MATCHED TO INSTRUCTIONAL NEEDS
ACCELERATED RATE OF INSTRUCTION	MINIMUM REPETITION	ADVANCED	HIGH DEGF COMPLEXI ABSTRACT	IN-DEPTH STUDY	While any strategy may be applicable to advanced and gifted learners, the strategies checked are those most likely to enhance each specific instructional need.
•	Ť	•			Curriculum compacting
Ť	•	Ť	*	*	Flexible grouping by similar-readiness levels
		†	Ť	†	Flexible grouping by interests
		*	Ť	*	Learning centers or stations (student-developed)
*	•	*	*		Learning centers or stations (teacher-developed)
		*	*		Open-ended tasks
•	Ť	*	Ť	*	Preassessment
		*	*	*	Product options
Ť	•	*	•	*	Research and independent study
		*	Ť	*	Students as producers
		*	*	*	Students' self-assessments
		*	*	*	Thinking and inquiry
		*			Tiered instruction