

Appendix

Policy Document Review Guide for Curriculum Differentiation (CD)

Table A1

Document Review Checklist for Specific Types of CD

S. N	Types or Components of CD	National level policy documents that indicated conceptualizations of CD						Remark
		01		02		03		
A	Typology of CD	Yes	No	Yes	No	Yes	No	
1	CD by <i>school types</i> is indicated in its goal, intention or content.							
2	CD by <i>stream</i> is indicated in its goal, intention or content.							
3	CD by <i>courses of study</i> is indicated in its goal, intention or content.							
4	CD by <i>ability grouping into subjects</i> is indicated in its goal, intention or content.							
5	CD by <i>geographic location</i> is indicated in its goal, intention or content.							
B	Differentiation of curriculum components							
i	<i>Content</i> differentiation is indicated in its goal, intention or content.							
ii	<i>Instructional process</i> differentiation is indicated in its goal, intention or content.							
iii	<i>Assessment strategy</i> differentiation is indicated in its goal, intention or content.							
iv	<i>Learning environment</i> differentiation is indicated in its goal, intention or content.							
v	<i>Teacher</i> differentiation is indicated in its goal, intention or content.							
vi	<i>Other types of CD</i> (if any) are indicated in its goal, intention or content.							

Note: The national level education policy documents are coded as follows: The FDRE education and training policy (2023), coded as **01**; the FDRE general education curriculum framework (2020), coded as **02**; and the guideline for curriculum differentiation and IEP (2012), coded as **03**.