

**George Mason University  
College of Education and Human Development  
Elementary Education**

**EDCI 545 – Assessment and Differentiation\_01 (3 cr)  
Summer 2010 Session A**

Dr. Jackie Malloy  
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MWF 7:00 – 10:05PM  
May 17 – Jun 18, 2010

Science and Technology II  
Room 220  
Office Hours by appointment

### **Course Description**

This course provides a research-based introduction to differentiated instruction for children in grades K-6. The emphasis in this course is on the assessment of learners and differentiation of instruction to meet the needs of all learners. *Prerequisites: Admission to the program, and taken in program sequence.*

### **Relationship to Program Goals and Professional Organizations**

This course addresses the following GSE priorities: research-based practice and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades K-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC) and International Society for Technology in Education, (ISTE). This course will build closely upon themes addressed throughout the program.

### **Student Outcomes**

1. Students will be able to discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
2. Students will be able to identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
3. Students will be able to apply the core principles of differentiation when planning and assessing lessons.

4. Students will be able to discuss the interdependent relationship between assessment and instruction in a learning environment.
5. Students will be able to identify formal and informal assessment tools to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction.
6. Students will be able to identify and discuss strategies for assessment and grading in a differentiated classroom.
7. Students will be able to generalize course content to reflect how the multicultural, special needs, gifted students and other diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

### **Nature of Course Delivery**

This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, online and in-class small group/ large group discussion, hands-on interactive work, student presentations, and cooperative learning. There will be 9 in-class sessions and 4 online sessions.

### **INTASC Standards**

#### **Standard 3: Diverse Learners**

The teacher understands how students different in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The Candidate:

3.1 designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

3.2 selects approaches that provide opportunities for different performance modes.

3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.

3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).

3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.

3.5 creates a learning community that respects individual differences.

### **Standard 7: Planning**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The Candidate:

7.1 plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.

7.3 adjusts plans to respond to unanticipated sources of input and/or student needs.

7.4 develops short and long-range plans.

### **Standard 8: Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate intellectual, social, and physical development of the learner.

The Candidate:

8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.

8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.4 evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.

8.5 maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.

8.6 solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

### **Required Texts**

Tomlinson, C. A. (2005). *How to differentiate instruction in mixed ability classrooms* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Chapman, C. & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks, CA: Corwin Press.

### **Related Articles (articles required for classroom activities will be provided)**

Chappuis, S. & Stiggins, R. J. (2002). Classroom assessment for learning. *Educational Leadership*, 60(1), 40-43.

Munk, D. D. & Bursuck, W. D. (2003). Grading students with disabilities. *Educational Leadership*, 61(2), 38-43.

Schomoker, M. (2008/2009). Measuring what matters. *Educational Leadership*, 66(4), 70-74.

Short, D. & Echevarria, J. (2005). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 8-13.

Willard-Holt, C. (2003). Raising expectations for the gifted. *Educational Leadership*, 61(2), 72-75.

## Course Requirements

### 1. Learning Profile and Interest Inventory      12 points

The learning profiles and interest inventory is an opportunity for you to engage in a bit of self-study. When considering your elementary education years, what kind of learner were you? What were your interests, your preferred modalities of instruction and assessment? What were your best learning modalities and preferred methods for exhibiting your learning? What were your strengths and weaknesses as a learner in the various domains of study?

**Due: By 5PM, Sunday, May 23rd**

#### **Evaluation**

Your profile and interest inventory will be evaluated for the depth and quality of your description, including interests, learning preferences, testing preferences, and inclusion of learning strengths and weakness. *We will develop a checklist in class.*

### 2. Integrated Unit Planning Project (includes 2 exit tickets and 2 assignments)

#### a. Exit Ticket #1      2 points

Each Unit Planning Group will turn in at the end of class on **May 17th** a group name, grade level, and theme for their unit plan using the form provided in class. This work will be completed during class time.

#### b. Exit Ticket #2      4 points

Each Unit Planning Group will turn in at the end of class on **May 19<sup>th</sup>** a description of an authentic culminating project for their unit. This work will be completed during class time (2 points).

Each group will also list one lesson for each member of the group that includes the SOL and objective(s). Each member will develop his or her lesson for the individual lesson plan assignment (2 points).

**c. Individual Lesson Plan**

**12 points**

As a professional educator in a diverse classroom, it is important for you to develop the ability to see possibilities for differentiation of instruction and assessment in any lesson. Given a description of the learners for whom the lesson is intended (our classroom template), you will develop a lesson for your group unit plan in a manner that will differentiate content, process, product, assessment, and learning environment where appropriate.

Each student will fully develop one of the lessons for their group's Unit Plan. You will have an opportunity to try out your lesson in class on May 26th and receive feedback from your peers. You will then use their feedback (and mine!) to finalize your lesson and to include a reflection about how the lesson contributes to the unit plan and how giving it in class and receiving feedback improved it. All students must use the GMU lesson plan template provided in Blackboard.

**Due: June 2nd**

**Evaluation**

Your individual lesson plan will be evaluated based on its contribution to the unit theme, the presence of a focused objective, and the differentiation of instruction and assessment. We will develop an evaluation checklist in class.

**d. Group Unit Plan**

**15 points**

Each Unit Planning group will submit a Unit Plan that addresses a theme across each of the major content areas: Reading; Writing; Math; Social Studies; Science. Each unit plan should have a culminating product and a sequence of activities that moves through a logical series of lessons to address the SOLs, as well as the required skills, for appropriate learning to occur in a diverse classroom. A listing of materials, tasks, assessments, and ways for differentiating these should be provided. Your unit plan will include the final lesson plans of each group member with paragraph length descriptions of other lessons that include objective, task, differentiation, and assessment. Each group member will include a short (1 page double spaced) reflection on writing an integrated unit plan

**Due: June 9th**

### **Evaluation**

The unit plan will be evaluated in terms of appropriateness to the grade level, strength of the theme, presence of authentic and relevant learning, culminating product, and differentiation of instruction and assessment across the unit. We will develop a checklist in class.

### **3. Situated Task (Course PBA)**

**30 points**

The performance based assessment for this course involves an integration of differentiation and assessment competencies learned during the course. The official description of the assessment follows, and the rubric is included at the end of the syllabus.

Research indicates that curriculum alignment of the intended, implemented, and attained curriculum leads to increases in student learning. You will outline a 1-week unit of study in a grade and content area(s) of your choice. Aside from unit and lesson objectives and SOLs, your unit outline will include a detailed plan for adaptations in instruction and assessment for two special needs students.

#### **Part I: Unit Overview**

- **Description of Students in Class:** In a very brief overview, describe the audience for which the unit of study is designed. You may use our classroom template for this.
- **Unit Title and Theme** - This is the topic and content area(s) for the unit of study during this research.
- **Overarching Unit Question** - This is the question that the students will be investigating about the theme/unit.
- **Sub-questions:** List 2-5 sub-questions for the unit. These will be the focus of lessons.
- **Standards of Learning for VA Public Schools:** List approximately 3 standards from the Standards of Learning that this unit addresses. Also include the code for each standard. List only the objectives that will be covered!
- **Adapted Activities** - Include a brief description of differentiated activities for each lesson in the unit.
- **Assessment Plan Overview:** Summarize the multiple forms of assessment that will be embedded in the unit. There should be clear connections among the unit question, sub-questions, and what is assessed. Describe how the students' learning will be assessed both formally (graded) and informally (not graded).

## **Part II: Focused Student Descriptions**

You will choose two different special needs K-6 students (for example, ESL, Learning Disability, ADHD, Aspergar's Syndrome, Autism, visual or hearing impairment, speech or language delay or impairment, etc.) to focus on and describe appropriate differentiation and assessment.

- Gather information about the students and their special needs by reading text materials, online information, and interviewing educational professionals is possible.
- Find out what strategies for adapting instruction and assessment work well for students with this special need.
- You will write a description of each student, outlining their special need and research based plans for lesson adaptations for special needs, citing research to support plans.
- You will provide a detailed description of the ways in which instruction and assessment will be adapted for each of your two focus students, with regard to your unit plan (Part I).

**Due: June 16th**

**Evaluation:** Please see PBA rubric included at end of syllabus

### **4. Classroom Resources**

**10 points**

Using the Blackboard utilities, students will work in small groups to search for and evaluate resources for the classroom teacher that are appropriate for differentiating the instruction and assessment of diverse students. We will decide upon the groups during the first week of class. Students will interact with their group members and collect resources in a manner that will be accessible to the rest of the class in Blackboard.

Examples of items to include are articles, helpful websites, lesson plans, templates, test formats, online or print-based resources, and other materials that will be useful to you in the classroom as you design assessments and differentiated activities for your students.



**Due: June 18th**

**Evaluation**

Your class resource file will be evaluated according to its usefulness to teachers in the classroom, its organization, and the variety of resources.

**5. Resources Defense (FINAL – June 18th) 5 points**

During the final class, students will discuss the resources they have collected in their groups and discuss/defend their accuracy, relevance, and usefulness to the classroom teacher.

**6. Class Participation (ongoing) 10 points**

In order to take full advantage of our in-class and online discussions, and to exercise the dispositions of an effective educator, teacher candidates must be present and engaged. In this regard, repeated tardiness and or absences will be reflected in the candidate's class participation grade.

The instructor reserves the right to adjust the syllabus as needed throughout the semester.

**Grading Scale**

A = 93-100	A- = 90-92.9	B+ = 87-89.9
B = 80-86.9	C <80	

**College of Education and Human Development Statement of Expectations:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**SCORING RUBRIC FOR PBA –Differentiated lesson and assessment rubric**

<b>Criteria</b>	<b>Exceeds Requirements (A) 5 Points</b>	<b>Meets Requirements (A -, B+) 2-4 Points</b>	<b>Needs Improvement (B, C) 1 Point</b>	<b>Weight</b>
<b>Objectives</b> INTASC Standard 7	The objectives clearly state what students will do during the unit. The objectives clearly state the content/essential understandings of the unit. The objectives are tied to state/national standards. The objectives are tied to the assessment.	The majority of the objectives state what students will do during the unit. The majority of the objectives are tied to state/national standards. The majority of the objectives are tied to assessment and it is clear how the objectives are assessed.	No objectives are stated or inappropriate objectives are used. Objectives are not distinguishable from state/national standards. Few of the objectives are tied to the assessment. It is not clear how objectives will be assessed.	x .05 =
<b>Materials</b> INTASC Standard 7	A list of materials used during the unit is provided. A copy of the materials is included with the unit. A variety of materials are used in each unit (manipulatives, technology, etc.). Appropriate materials are selected for the concepts being taught. The lessons do not <i>overuse</i> worksheets. Materials are differentiated, where appropriate.	A partial list of materials used is provided. A copy of some of the materials is provided. There is a lack of variety of materials used. Most of the materials are appropriate for the concepts being taught, but some need more modifications.	No list of materials is provided or materials chosen are not appropriate for the concepts being taught. The materials chosen do not reflect differentiation. The lessons <i>overuse</i> worksheets. Materials are not differentiated.	x .05 =
<b>Description of Students</b> INTASC Standard 7	The description of both students is substantive. Information includes, grade level, age, information regarding special needs, and any additional information that is available. Definition of special needs is well-developed and contains suggestions of ideas that may help the child learn. These ideas are supported by the research, interviews with the child (if available) and teachers, and class discussions.	The description of one student is substantive. Information includes, grade level, age, information regarding special needs, and any additional information that is available. Definition of special needs is well-developed and contains suggestions of ideas that may help the child learn. These ideas are supported by the research, interviews with the child (if available) and teachers, and class discussions. Information on the other student is not as well developed.	The description of both students is not well developed and/or the information is not supported by the research.	x .20 =

<p><b>Procedure</b> INTASC Standard 7</p>	<p>The unit plan is substantive in length, breadth, and depth. The procedures thoroughly and completely outline what the teacher will do during the lessons; How did you present the lesson/unit? The procedures thoroughly and completely outline what the students will do during the lessons. Estimated times for each phase are provided in parentheses. The procedures are in a bulleted list, approximately 1-2 pages in length. Any questions or content the teacher uses during the lessons are included in the procedures. The procedures include an introduction for activating prior knowledge. The procedures include a plan for closing the unit and checking for understanding.</p>	<p>The unit plan is adequate in length, breadth, and depth. The majority of the procedures outline what the teacher will do during the lessons, but parts are vague and unclear. The majority of the procedures outline what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long). There is a lack of teacher questions. The procedures include either an introduction for activating prior knowledge or a plan for closing the unit and checking for understanding, but not both.</p>	<p>The unit plan is not adequate in length, breadth, or depth. It is not clear what the teacher will do during the lessons. It is not clear what the students will do during the lessons. Estimated times are not provided. No questions or content the teacher uses during the lessons are included in the procedures. The procedures do not include an introduction for activating prior knowledge or a plan for closing the lessons and checking for understanding.</p>	<p>x .20 =</p>
<p><b><u>Differentiation</u></b> Gearing up and gearing down INTASC Standard 3</p>	<p>A list of adaptations for the two students is included. Specific information must be provided on the individual students and the accommodations made for those children. Differentiation goes beyond student interest. The differentiation is appropriate for the learning needs of the students.</p>	<p>A list of adaptations for at least students is included. Specific information must be provided on the individual student and the accommodations made for this child. Differentiation focuses mostly on student interest. The differentiation is appropriate for the learning needs of the student.</p>	<p>A list of adaptations for the two students is not included. There is no evidence of differentiation or the preservice teacher relies on specialists to handle the differentiation (i.e. ESL teacher, Special Education teacher). The differentiation is not appropriate for the needs of the students.</p>	<p>x .25 =</p>
<p><b><u>Assessment / Work Samples</u></b> INTASC Standard 8</p>	<p>The assessment rubric used during the unit is described in approximately ½ -1 pages. The description of the assessment is clear enough that another person could conduct the assessment. The assessment describes what the teacher does to assess the students. The assessment describes in detail what the students do to demonstrate their understanding of the concept. A variety of formal and informal assessments are used. The assessment is differentiated to meet the needs of the two students.</p>	<p>The assessment rubric is used is included, but not discussed. The description of the assessment is a little vague, but could be implemented by another. The assessment describes what the students will do, but there is a lack of detail provided. A variety of formal or informal assessments are used, but not both. The assessment is differentiated to meet the needs of one of the students.</p>	<p>No assessment rubric is included. The description of the assessment is unclear. Another person could not implement the assessment. The assessment does not match with the lessons or objectives. It is not clear what the students will do to demonstrate their understanding. The assessment is not differentiated to meet the needs of the two students.</p>	<p>x .25 =</p>