

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education
EDCI 545 Section A02
Assessment and Differentiation (3 credits)
Summer A 2015 (May 18—June 19)
M-Fr 8:00-3:30*
Thompson 1020 and Daniels Run Elementary School

*Course taught in conjunction with EDCI 555

Professor: Dr. Audra Parker

Office Hours: By appointment; Skype appointments can also be made (**skype ID:** audraparker)

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COURSE DESCRIPTION:

A. Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

B. University Catalog Course Description: Provides a research-based introduction to differentiated instruction for children in grades PK-6. Emphasis on the assessment of learners and differentiation of instruction to meet the needs of all learners.

LEARNER OUTCOMES:

This course is designed to enable students to:

- a) discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
- b) identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
- c) apply the core principles of differentiation when planning and assessing lessons.
- d) discuss the interdependent relationship between assessment and instruction in a learning environment.
- e) 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.
- f) identify and discuss strategies for assessment and grading in a differentiated classroom.
- g) 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.

PROFESSIONAL STANDARDS:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.

International Society for Technology in Education National Education Technology Standards (ISTE-NET):

- **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments**—Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- **Standard 5: Engage in Professional Growth and Leadership**— Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF THE COURSE:

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. Some of our course meeting time will occur in an elementary school setting. These field-based hours will be a combination of our required course meeting times and the 15 hours of field work associated with this course. A detailed schedule will be provided in class.

REQUIRED TEXTS:

Sousa, D. & Tomlinson, C. (2010). *Differentiation and Brain: How neuroscience supports the learner-friendly classroom*. Solution Tree, Inc.: Bloomington, IN.

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

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Attendance and Participation (3 pts/class meeting) and Exit Tickets (2 pts/class meeting) 10%

It is expected that you attend all scheduled classes and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. This is particularly important given our work with a school partner.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

At the end of each class, you will complete an exit ticket that details your questions, understandings and connections, including how these may have changed/evolved given our readings/discussions. This serves as a type of "exit card" to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

2. Literature Circle (20 points; 10%)

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections for every class. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings. With your group, you will create the roles necessary for maximizing your understanding of the readings. Each class, you will assume one of the literature circle roles (on Bb) and record your responses accordingly in your literature circle journal. You should bring your journal to class each week, as these will be used in class to guide your literature circle discussions. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

4. Children's Literature Annotated Bibliography with Differentiated Extension *Shared with EDCI 555 (20%)*

For each of the books selected for your Children's Literature Study (see **EDCI 555 syllabus**), you will prepare a one-page handout for teachers at DRES. This handout should include a list of questions at multiple levels and a description of at least one additional low prep differentiated activity and one high prep differentiated activity that could be used with the book.

5. Interactive Read Aloud with Differentiated Extension *Shared with EDCI 555 (20%)*

For your interactive read aloud, create and implement a differentiated lesson that extends the read aloud assignment (see **EDCI 555 syllabus**) itself. This lesson will range in length and can incorporate low prep and/or high prep differentiated instructional approaches. Your assignment will be the completed lesson plan, an Edthema upload of a 5-10 minute sample of the implementation of the lesson, and your reflection on your lesson and your classroom partner's lesson.

6. Analysis of Student Learning (PBA #2): Assessing Individual Readers *Shared with EDCI 555 (20%)*

Using the skills you will develop in this course, you will collect (see Student Assessment assignment in EDCI 555 syllabus) and **analyze student data**. This data will include at least 2 reading conferences, observations, interviews, student readiness, interest and learning profile inventories of your small reading group.

You will then plan (a) guided reading lesson (see EDCI 555 syllabus). Your analysis will detail how this data was used to inform your planning—specifically, how you used it to differentiate content, process, and product within your instruction. After teaching the lesson, you will **analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction**. You will be expected to examine it to such a level that you are able to identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom. And finally, you will **pose implications for further instruction, including differentiation**, based on your analysis of student assessment data. **You will go beyond**

merely attending to percentage correct/incorrect of the assignment and instead will “break the assessment down” to its skills and sub-skills. First, you will evaluate what the student demonstrated that he/she knew or did not know within each objective. Second, you will pose implications for further instruction based on your analysis.

4. Differentiated Lesson Sequence Plan (PBA #1)

Shared with EDCI 555 (20%)

Create a series of lessons that effectively differentiate instruction for various groups of students in a classroom. You will design these lessons to promote equity in learning opportunities for all students. This means that intentional decisions will need to be made to consider student readiness, interests, and learning profiles. You will need to consider how content, process, and/or products of the lesson will be different for different groups of students depending on their strengths.

In order to plan effective instruction, in this assignment - three consecutive lesson plans, you will need to know students academically, personally, and socially. If you are not currently teaching full-time, a composite profile representing a diverse third grade classroom will be provided to you. If you are a practicing teacher or currently in your internship, you will receive blank student profiles to complete with your own classroom data. In each case, composites will include a variety of information for each student that will aid you in making instructional decisions. Using the composite data, you will prepare lesson plans that support the learning of all students by effectively differentiating instruction to target students’ strengths to meet their needs*. For each part of your lesson plan, you will describe in detail the rationale for designing your lesson plan using relevant course readings and research literature (e.g., literature in Differentiated Instruction, assessment, effective literacy instruction, and effective instruction for specific student groups) to support your decisions.

Each lesson will have its own objectives for student learning, but all lessons need to be conceptually connected by a large overarching question (e.g., “How do good readers make sense of expository text?”). It is expected that the lessons act as the beginning to a larger “unit” of study.

Lesson plans should contain all sections of the elementary program lesson plan template provided to you.

ASSIGNMENT POINTS/WEIGHTING:

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
A – G	Attendance & Participation/Exit	10%	ongoing
A-G	Literature Circles	10%	ongoing
A – C	**Children’s Literature	20%	6/1

Commented [a1]: Check chart with Lois

A – C	**Interactive Read Aloud	20%	6/15
A – G	**PBA #2 Student Assessment	20%	6/5
A – G	PBA #1: Differentiated Lesson Plans	20%	6/19
TOTAL		100%	

*Dates may change throughout the course

GRADING POLICIES

A=94-100; A-=90-93; B+=88-89; B=80-87; C=70-79; F=below 70

**Remember: A course grade less than B requires that you retake the course.*

WORK TIMELINESS EXPECTATIONS:

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by the beginning of class (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the Differentiated Lesson Plans (PBA part I) and the Analysis of Student Learning (PBA part II) that should be submitted to **Taskstream** as well as Blackboard.

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

Also, please note that only **one email reminder** will be sent from the instructor in an attempt to obtain an assignment if it was not turned in on time or you did not provide 48 hours prior notification that it would be late.

OTHER EXPECTATIONS

All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected**. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (PBA #1: Differentiated Lesson Planning and PBA #2: Analysis of Student Learning) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

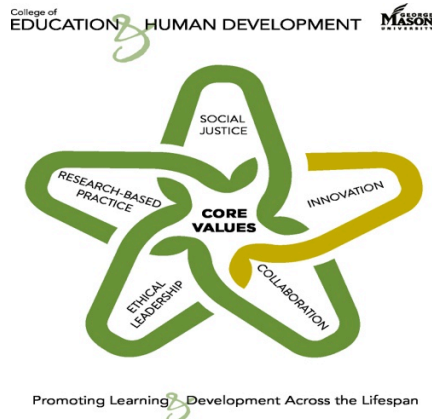
- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

EDCI 545 Differentiation and Assessment

Tentative Readings and Schedule

****Please note that you will be given one merged schedule with the readings and field hours for both EDCI 545 and EDCI 555 on the first day of class**

Monday, May 18, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
8:00-11:00 Thompson 1020 <i>DI/Lit</i>	Parker Groth	Community Building <ul style="list-style-type: none"> • Logistics • Syllabi • Morning Meeting • Getting to Know You Activities • Share observation tools • Planning instruction (gradual release) and planning reading instruction (theory of assistance) • Intro course framework: What is it, why use it? How do you differentiate it? How do you assess it? • Set up lit circles 	Readings: Bb readings: <ul style="list-style-type: none"> • Gradual Release Model • Videos to Responsive Classroom <i>In class: Observation tools and frameworks</i>

Tuesday, May 19, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
8:00-11:00 Thompson 1020 <i>DI</i>	Parker	<ul style="list-style-type: none"> • Overview of differentiated instruction • Differentiation vs. Accommodations/Modifications 	Readings: Sousa & Tomlinson Ch. 1 (pg. 1-16) Tomlinson Ch. 1-3 (pgs. 1-20) DUE: Literature Circles Meeting 1
12:00-3:00 Thompson 1020 <i>DI</i>	Parker	<ul style="list-style-type: none"> • Assessment for Differentiation • Assessment vs. Evaluation • Diagnostic Assessment <i>Pretests</i> <i>Guided observations</i> <i>Interest Inventories</i> <i>Anticipation Guides</i> <i>Interviews</i>	Readings: Sousa & Tomlinson Ch. 6 (pgs. 63-81) http://specialed.howard-autism.org/accommodations-vs-modifications/ Fountas and Pinnell (Lit 1), Ch. 28 (pgs. 483-485; 494-496) Bb Readings: <ul style="list-style-type: none"> • Pretests, Guided observations • Interest Inventories, Anticipation Guides • Interviews DUE: Literature Circles Meeting 2

Thursday, May 21, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
8:00-11:00 Thompson 1020 <i>DI</i>	Parker	<ul style="list-style-type: none"> • Assessment for Differentiation <ul style="list-style-type: none"> ○ Planning for data collection • Differentiated Learning Environments 	Readings: Sousa and Tomlinson, Ch. 2 (pgs. 17-35); Ch. 8 (pgs. 165-186) Tomlinson, Ch. 4-6 (pgs. 21-38) DUE: Literature Circles Meeting 3

Wednesday, May 27, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-3:30 Daniels Run Elementary *11:30-12:30 Lunch	Parker Groth	Differentiated Learning Environments/Literacy Environments TOURS 9:30-9:55 6th 10:05-10:30 5th 10:40 -11:05 4 th LUNCH/DEBRIEF 12:30-1:00 1 st 1:05-1:30 3 rd <i>Debrief</i> 2:05-2:30 Kdg 2:35-3:00 2 nd	

Thursday, May 28, 2015

12:30-3:00 Daniels Run Elementary Location TBD	Parker	<ul style="list-style-type: none"> • Intro tree diagram for DI • Differentiating by Readiness <ul style="list-style-type: none"> ○ Content ○ Process ○ Product Strategy: Questioning/Cubing	Readings: Sousa & Tomlinson, Ch. 5 (pgs. 85-105) Tomlinson, Ch. 8; 11, 12, and 13 Bb Reading: <ul style="list-style-type: none"> • DI and Questioning • Cubing DUE: Literature Circles Meeting 4
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Friday, May 29, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
1:00-3:30 Daniels Run Elementary Library	Parker Groth	Children's Literature Anthology	

Monday, June 1, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
12:30-3:30 Daniels Run Elementary	Parker	<ul style="list-style-type: none"> • Intro tree diagram for DI • Planning for IRA and Guided Reading • Differentiating by Interest <ul style="list-style-type: none"> ○ Content ○ Process ○ Product Strategy: Sidebars	Readings: Sousa & Tomlinson, Ch. 6 Tomlinson, Ch. 9 Bb Readings: <ul style="list-style-type: none"> • Sidebars DUE: Literature Circles Meeting 5 Children's Literature Assignment

Tuesday, June 2, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
12:00-3:00 Thompson	Parker	Differentiating by Learning Profile <ul style="list-style-type: none"> ○ Content ○ Process ○ Product Strategies Contracts	Readings: Sousa & Tomlinson, Ch. 7 (137-161) Tomlinson, Ch. 9 (Learning Profile, pgs. 60-71) Bb Readings: <ul style="list-style-type: none"> ○ Contracts ○ Tic/Tac Toe DUE: Literature Circles Meeting 6

Thursday, June 4, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
12:30-3:30 Daniels Run Elementary	Parker	Differentiation Demo lesson High prep differentiation strategies	Readings: Bb Readings <ul style="list-style-type: none"> • Tiered Assignments • Differentiating centers/stations DUE: Literature Circles Meeting 7 <i>6/5—Student assessment--PBA</i>

Tuesday, June 9, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
8:00-11:00 Thompson 1020	Parker	DI Alternatives to Traditional Assessment	Readings: Bb Readings: <ul style="list-style-type: none"> • Portfolios • Learning Logs/Journals • Reflection DUE: Literature Circles Meeting 8

Thursday, June 11, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
12:30-3:30 Daniels Run Elementary	Parker	Assessment	Readings: Bb Readings: <ul style="list-style-type: none"> • Performance Based assessments • Rubrics DUE: Literature Circles Meeting 9

Monday, June 15, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-1:00 Thompson 1020 <i>DI</i>	Parker		Readings: Bb Reading: <ul style="list-style-type: none"> • Designing Units with DI in mind • Traditional assessments DUE: Literature Circles Meeting 10 Interactive Read Aloud

Tuesday, June 16, 2015

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-1:00 Thompson 1020 <i>DI</i>	Parker		Readings: Bb readings: <ul style="list-style-type: none"> • Designing Units with DI in mind DUE: Literature Circles Meeting 1 <i>6/19—Differentiated Lesson Plans</i>

PBA #1: Differentiated Lesson Plans

Criteria	Exceeds Requirements 4-5Points	Meets Requirements 2-3 Points	Needs Improvement 0-1 Points	Weight
Objectives ACEI 3.1	There is a clear overarching conceptual question for the three plans. The objectives clearly state what students will do and learn during each lesson. The objectives clearly state the content/essential understandings of the lesson sequence and individual lessons. The objectives target appropriate higher order and real life learning opportunities. The objectives are tied to state/national standards. As necessary, multiple sub-objectives are stated representing differentiation.	The majority of the objectives state what students will do during each lesson. 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 learning will be 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 learning will be assessed.	.05

<p>Materials ACEI 3.1</p>	<p>A list of materials necessary for each lesson is included. Copies of the materials are included as possible. A variety of materials are used in each lesson (manipulatives, technology, etc.). Appropriate materials are selected for the concepts being taught. Worksheets, if used, are generally used in ways that promote higher order thinking. Materials are differentiated as appropriate.</p>	<p>A partial list of necessary materials 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.</p>	<p>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>rely on</i> worksheets. Materials are not differentiated.</p>	<p>.05</p>
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<p>Procedures (includes Technology Integration as appropriate) ACEI 3.1</p>	<p>The lesson sequence is <i>substantive</i> in length, breadth, and depth. The sequence should be so explicit that a substitute could teach from the plan. Actions are described throughout each lesson (e.g., lesson does not merely state “review lesson from yesterday” but describes HOW you plan to review and WHAT content you plan to review).</p> <p>For each lesson:</p> <p>The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson?</p> <p>The procedures thoroughly outline what the students will do during the lesson. Estimated times for each phase are provided.</p> <p>Important questions to ask during the lesson are included. The procedures include an introduction for surfacing and activating prior knowledge.</p> <p>The procedures include a plan for closing the unit and checking for understanding.</p> <p>If you have different groups doing different activities, each group’s activity is clearly explained.</p>	<p>The lesson sequence is <i>adequate</i> 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 lessons and checking for understanding, but not both. There is a general lack of specificity across the lessons.</p>	<p>The lesson sequence 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. There are many omissions of key lesson components across the lessons.</p>	<p>.2</p>
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<p>Assessment ACEI 4.0</p>	<p>The assessment methods directly relate to the objectives. A variety of formal <i>and</i> informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. Assessment descriptions include exactly how each method will contribute to student learning evidence for your (1) Conceptual question and (2) your lesson specific measurable learning objectives.</p>	<p>A variety of formal <i>and</i> informal assessments are listed in each lesson, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. Learning of each and all students is clearly able to be demonstrated by the methods selected.</p>	<p>Formal <i>or</i> informal assessments are listed in each lesson. Descriptions may not be included or be vague. The assessment is not differentiated as necessary. It is not clear what the students will do to demonstrate their understanding in the lessons.</p>	<p>.3</p>
<p>Differentiation ACEI 3.2</p>	<p>Identifies and then explains how the lesson is organized to address the interests, readiness, and/or learning profiles of the students. <u>Provides a strong rationale for differentiation decisions that provides clear reference to literature.</u> Names and then explains how the features of the lesson address the 2nd means of differentiation (content, process, and/or product). Provides a strong rationale for <u>differentiation decisions that provides clear reference to literature.</u> Differentiation described here is evident throughout procedures.</p>	<p>Identifies and then explains how the lesson is organized to address the interests, readiness, and/or learning profiles of the students. Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature. Names and then explains how the features of the lesson address the 2nd means of differentiation (content, process, and/or product). Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature. Differentiation described here is somewhat evident throughout procedures.</p>	<p>Identifies but does not explain how the lesson is organized to address the interests, readiness, and/or learning profiles of the students. Provides no, or <i>very</i> weak, rationale for differentiation decisions that provides no reference to literature. Identifies but does not explain how the features of the lesson address the 2nd means of differentiation (content, process, and/or product). Provides no, or <i>very</i> weak, rationale for differentiation decisions that provides no reference to literature. May confuse differentiation with accommodations. Differentiation described here is not evident throughout procedures.</p>	<p>.35</p>

<p>Accommodations ACEI 3.2</p>	<p>Identifies and describes students who need individualized special support to be successful during instruction. Lists the specific accommodations planned for each of these unique learners, whether they need special accommodations for a learning disability, for language development, for attention problems, for behavioral support, for giftedness, etc. It is clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.</p>	<p>Identifies and vaguely describes students who need individualized special support to be successful during instruction. Lists the specific accommodations planned for each of these unique learners. It is clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.</p>	<p>Does not identify or describe students who need individualized special support to be successful during instruction. Does not list the specific accommodations planned for each of these unique learners. It is <i>not</i> clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.</p>	<p>.05</p>
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PBA #2: Analysis of Student Learning

Criteria	Exceeds Requirements 9-10 Points	Meets Requirements 5-8 Points	Needs Improvement 0-4 Points
Analysis of learning ACEI 4.0	Analyzes each piece of student learning evidence. The analysis goes beyond identification of correct/incorrect. Student learning is analyzed in terms of skills and sub-skills. The analysis identifies patterns and trends within and among students. The data is clearly analyzed in terms of instructional objectives.	Analyzes each piece of student learning evidence. The analysis goes beyond identification of correct/incorrect but student learning is only weakly analyzed in terms of skills and sub-skills. The analysis is weak in identification of patterns and trends within and among students. The data is only vaguely analyzed in terms of instructional objectives.	Does not analyze each piece of student learning evidence. The analysis does not go beyond identification of correct/incorrect. The analysis is missing identification of patterns and trends within and among students. The data is not analyzed in terms of instructional objectives.
Implications for learning and instruction ACEI 4.0	Implications for instruction are thoroughly discussed. The implications are explicitly tied to the learning analysis. Implications include both student learning implications and instructional implications. If the lesson was taught, how differentiation decisions did/did not impact learners is explored.	Implications for instruction are vaguely discussed. The implications are somewhat tied to the learning analysis. Implications include either student learning implications <i>or</i> instructional implications. If the lesson was taught, how differentiation decisions did/did not impact learners is somewhat explored.	Implications for instruction are not discussed, or are discussed very limitedly. If the lesson was taught, how differentiation decisions did/did not impact learners is not, or is only very limitedly, explored.

3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community

3.2 Adaptation to Diverse Learners: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

4.0 Assessment for Instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student