George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education
EDCI 545 Section A06
Assessment and Differentiation (3 credits)
Summer 2016 (May 17—June 14)
Tues/Thursday 1:20-4:10
Thompson L018

Professor: Dr. Audra Parker
Office Hours: By appointment; Skype appointments can also be made (**skype ID:** audraparker)
Office Location: Thompson 1805
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Email: aparke19@gmu.edu
Twitter: @aparkerelemed

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:

Marzano, R. J. (2006). Classroom assessment and grading that work. ASCD: Alexandria, VA

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD: Alexandria, VA.

Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14.* Turner Falls, MA: Northeast Foundation for Children.

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Attendance and Participation (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.

2. Reflections (30 points; 10%)

a. You will **analyze each reading in terms of your prior experiences, your questions, field experiences, and your developing beliefs** and record these responses in your journal in a 4-row chart for each day that there are assigned readings. You do not need to complete a separate chart for each reading, rather one chart can include all of the readings for a given class meeting. Use the template provided in Bb. Your reflection should…

   1. be completed before the class period begins.
   2. include the date/chapters in heading and page numbers with each prompt

3. be brief, yet thoughtful, and demonstrate genuine consideration of the text (1/2-1 page total)
4. be accessible during <u>each</u> class session.

As a culminating activity, you will identify three entries that you want to reflect further upon—either to revisit what you wrote more deeply or reconsider it based on the experiences of the semester. Your summative reflection should be no more than one paragraph.

3. **Analysis of Student Learning (PBA)**
   Part 1: Using Data to Drive Instruction
   **Assessing Individual Readers

   Using the skills you will develop in this course, you will **collect** and **analyze student data**. This data may include conferences, observations, interviews, student readiness, interest and learning profile inventories of your small or whole group. If you do not have access to students, data will be provided for you.
   To summarize:
   - Create and conduct a series of diagnostic preassessments to use with your small reading group.
   - Maintain a system for organizing/collecting your data
   - Meet with your group to discuss the findings from your preassessments
   - Write a brief description of what you learned about each student
     - One paragraph about each student
     - One-two paragraph holistic summary of trends and implications for your guided reading lessons. How will your diagnostic data inform your lesson planning for the guided reading lessons? How will you differentiate for readiness, interest, and learning style via content, process, product in your guided reading lessons?

   Part 2: (For Field Hours Students)
   Using the Mason Lesson Planning Template and your data analysis, you will plan a differentiated lesson plan/s based on your knowledge of students. You 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, and how you considered readiness, interests, and learning styles. In addition, you will design formative and summative assessments to ascertain the impact of your instruction on student learning.

   Part 3: (For Field Hours Students)
   After teaching the lesson(s) in Part 2, 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. Rather, you will evaluate what the student demonstrated that he/she knew or did not know within each objective and you will pose implications for further instruction based on your analysis.** To summarize:

- After teaching the lesson(s), you will analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction.
- Evaluate what each student demonstrated that he/she knew or did not know within each objective.
- Identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom.
- Pose implications for further instruction, including differentiation, based on your analysis of student assessment data.

4. Differentiated Unit Plan Outline (30%)

Using the template provided in class, you will outline a plan for a differentiated unit of instruction. You will design the unit plan outline 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. All of these decisions will be driven by your knowledge of students from your field placement. Your outline will also include a plan for assessing student learning prior to and throughout the unit. If you are not currently in a field placement, student data will be provided.

5. Elementary Resource Portfolio (20%)

The purpose of this assignment is to continue building your repertoire of strategies and create a resource for your first years of teaching. Your resource portfolio should include the following sections (additions to the work of the previous semester)

1) Differentiation Beliefs and Strategies
2) Assessment Beliefs and Strategies
3) Literacy Beliefs and Strategies

Each section should include 1) structured observations from the field, 2) resources/ideas/pictures/links and 3) questions you have. This is a living document-keep this messy, fluid, a work in progress. Don't make it pretty! Make it useful!

ASSIGNMENT POINTS/WEIGHTING:

Course Outcomes	Requirements & Assignments	Percentage	Due Date
A-G	Attendance & Participation	10%	ongoing
A-G	Reading Reflections	10%	ongoing/ 6/14
A – G	*PBA Impact on Student Learning	30%	6/4
A – G	Differentiated Unit Plan Outline	30%	6/16
A-G	Resource Portfolio/Beliefs Statement	20%	6/14
TOTAL		100%	

*PBA

GRADING POLICIES
> A=94-100; A-=90-93; B+=87-89; B=80-86; 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**.

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

BLACKBOARD 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/these assessment(s) (EDCI 545: Impact on Student Learning Task) to Tk20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

1   Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/the-mason-honor-code/).
2   Students must follow the university policy for Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
3   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.
4   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/].
5   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, as soon as possible [See http://ods.gmu.edu/]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See http://ods.gmu.edu/)
6   Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7   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/).
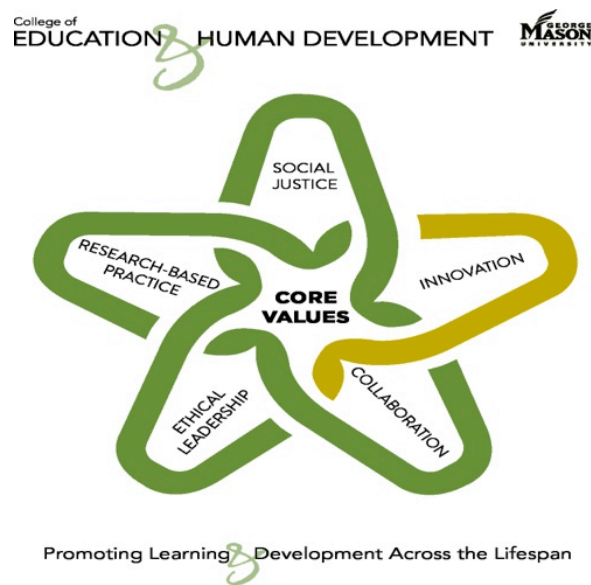
PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

Core Values Commitment   The College of
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/].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://gmu.edu/service/cert

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six

weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- ▪ Praxis Core Academic Skills for Educators Tests (or qualifying substitute)

- ▪ VCLA

- • RVE
- ▪ Praxis II (Content Knowledge exam in your specific endorsement area)

   For details, please check http://cehd.gmu.edu/teacher/test/

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

Deadlines

Spring internship application:

▪ Traditional semester long internship: September 15

Fall internship application:

▪ Traditional semester long internship: February 15

▪ Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

EDCI 545 Differentiation and Assessment
Tentative Readings and Schedule

Wednesday, May 18, 2016

Time/Location	Course Topics	Readings and Assignments
10:30-3:00	Overview of differentiated instruction Assessment for Differentiation • Assessment vs. Evaluation • Diagnostic Assessment *Pretests* *Guided observations* *Interest Inventories* *Anticipation Guides* *Interviews* *Conferences*	**Readings Prior to Class:** • Tomlinson Ch. 1-3 **DUE:** Reading Reflection 1

Thursday, May 19, 2016

Time/Location	Course Topics	Readings and Assignments
1:20-4:20 *Thompson* *L018*	Assessment for Differentiation • Planning for data collection • Differentiated Learning Environments	**Readings:** • Tomlinson, Ch. 4 • Bring Yardsticks to class! **DUE:** Reading Reflection 2

Saturday, May 21, 2016

Time/Location	Course Topics	Readings and Assignments
Online	Macro Level Look at DI • What is a quality curriculum? Reviewing KUDs with DI in mind	**Readings:** • Tomlinson, Ch. 5 & 6 • Bb Reading **DUE:** Reading Reflection 3

Tuesday, May 24th

Time/Location	Course Topics	Readings and Assignments
1:20-4:20 *Thompson L018*	Instructional Strategies Supporting DI	**Readings:** Tomlinson, Ch. 7 & 8 *Individual resources as assigned by group **DUE:** Reading Reflection 4

Thursday, May 26, 2016

Time/Location	Course Topics	Readings and Assignments
FIELD WORK	Gather student learner information	
2:30-4:20 Thompson L018	Instructional Strategies Supporting DI • Small Group Presentations	**Readings:** n/a **DUE:** Instructional Strategy Resource Presentation

Saturday, May 28, 2016

Time/Location	Course Topics	Readings and Assignments
ONLINE	Planning for your 'Impact on Student Learning Task'	

Tuesday, May 31, 2016

Time/Location	Course Topics	Readings and Assignments
1:20-4:20 Thompson L018	Assessment Strategies Differentiated Classrooms	**Readings:** • Marzano Text (chapters as assigned in jigsaw activity) **Due:** Reflection 5

Thursday, June 2, 2016

Time/Location	Course Topics	Readings and Assignments
FIELD WORK	Teach Impact on Student Learning Lesson	
2:30-4:20 Thompson L018	Alternative Assessment Strategies	• Bb readings TBD based on assigned alternative assessment strategy

Saturday, June 4, 2016

Time/Location	Course Topics	Readings and Assignments
Online	Planning Differentiated Units Examining primary units for elements of DI and assessment	**Readings:** • Bb Readings **Due:** Reflection 6 Impact on Student Learning (Part 1 and 2)

Tuesday, June 7, 2016

Time/Location	Course Topics	Readings and Assignments
1:20-4:20 *Thompson L018*	Planning Differentiated Units Examining units for elements of DI and assessment	**Readings:** • Bb readings **Due:** Reflection 7 Impact on Student Learning Assignment

Thursday, June 9, 2016

Time/Location	Course Topics	Readings and Assignments
1:20-4:20 *Thompson L018*	Planning a Differentiated Unit • The role of co-teaching • Using a template • Putting your knowledge into action	**Readings:** • Bb Readings **Due:** Reflection 8

Saturday, June 11, 2016

Time/Location	Course Topics	Readings and Assignments
Online	Creating your DI Sample Unit	**Readings:** • Bb Samples **Due:**

Tuesday, June 14, 2016

Time/Location	Course Topics	Readings and Assignments
1:20-4:20 *Thompson L018*	Planning a Differentiated Unit • Presenting our examples Examining our beliefs about DI	**Readings:** Tomlinson, Ch. 9 **Due:** Reflection 9 Summative reflective activity—in class Resource and beliefs portfolio **Due on 6/16:** DI Unit Plan Outline

EDCI 545 Attendance/Participation Rubric

Expectations (3 pts. per class meeting)

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. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Please see syllabus for additional details. **Weekly participation/attendance** is evaluated using the scale below.

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
Participation / Attendance	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

EDCI 545 Class Reflections Rubric (30 points)

	Unsatisfactory (0-20 pts)	Basic (21-23 pts)	Proficient (24-26 pts)	Distinguished (27-30 pts)
Daily Reflections	Few if any reflections are submitted; summary reflective statement not included or very limited in scope and depth	Minimal reflections are submitted for some /all days; summary reflective statement is limited in scope and depth	General reflections are submitted for most /all days, reflective statement is clear and thoughtful	Substantive/rich reflections are submitted for all days; reflective statement is rich, comprehensive, and detailed

Elementary Resource Portfolio

The purpose of this assignment is to continue building your repertoire of strategies and create a resource for your first years of teaching. Your resource portfolio should include the following sections (additions to the work of the previous semester)

4) Differentiation Beliefs and Strategies
5) Assessment Beliefs and Strategies
6) Literacy Beliefs and Strategies

Each section should include 1) structured observations from the field, 2) resources/ideas/pictures/links and 3) questions you have. This is a living document-keep this messy, fluid, a work in progress. Don't make it pretty! Make it useful!

Criteria	Does Not Meet Standard 5 or below	Meets Standard 6-7	Exceeds Standard 8-9
Demographic Description ACEI 1.0 INTASC 2	Sections are limited in terms of the following requirements: field observations, resources, questions, applications, and beliefs	Section includes useful, general information in terms of the following requirements: field observations, resources, questions, applications, and beliefs	Section includes extensive, specific information in terms of the following requirements: field observations, resources, questions, applications, and beliefs

Analysis of Student Learning (PBA)
Part 1: Using Data to Drive Instruction
**Assessing Individual Readers

Using the skills you will develop in this course, you will **collect** and **analyze student data**. This data may include conferences, observations, interviews, student readiness, interest and learning profile inventories of your small or whole group. If you do not have access to students, data will be provided for you.
To summarize:

- Create and conduct a series of diagnostic preassessments to use with your small reading group.
- Maintain a system for organizing/collecting your data
- Meet with your group to discuss the findings from your preassessments
- Write a brief description of what you learned about each student
  - One paragraph about each student
  - One-two paragraph holistic summary of trends and implications for your guided reading lessons. How will your diagnostic data inform your lesson planning for the guided reading lessons? How will you differentiate for readiness, interest, and learning style via content, process, product in your guided reading lessons?

Part 2: (For Field Hours Students)
Using the Mason Lesson Planning Template and your data analysis, you will plan a differentiated lesson plan/s based on your knowledge of students. You 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, and how you considered readiness, interests, and learning styles. In addition, you will design formative and summative assessments to ascertain the impact of your instruction on student learning.

Part 3: (For Field Hours Students)
After teaching the lesson(s) in Part 2, 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. Rather, you will evaluate what the student demonstrated that he/she knew or did not know within each objective and you will pose implications for further instruction based on your analysis.**
To summarize:

- After teaching the lesson(s), you will analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction.
- Evaluate what each student demonstrated that he/she knew or did not know within each objective.
- Identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom.
- Pose implications for further instruction, including differentiation, based on your analysis of student assessment data.

Analysis of Student Learning (PBA)

PART 1-Diagnostic Assessments				
Topic	**Beginning (not met) 1**	**Developing (not met) 2**	**Proficient (met) 3**	**Distinguished (met) 4**
Diagnostic Tools	Not included	Designed and used a limited number of diagnostic pre-assessments (2 or fewer)	Designed and used a variety (2-3) of diagnostic pre-assessments	Designed and used a wide variety (4+) of diagnostic pre-assessments
Analysis of pre-assessment data	Not included	Analysis of data is generic in scope and and limited in depth.	Analysis of data includes a general description of each student	Analysis of data includes rich, thorough description of each student
Implications of pre-assessment findings		Limited description of implications for planning—with little attention to strategies for differentiating instruction	A description of implications for planning—with an some emphasis on strategies for differentiating instruction	A thorough description of implications for planning—with an emphasis on strategies for differentiating instruction
Writing Style	Numerous errors and/or stylistic issues	Some errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation
Part 2: Lesson Plans				
Topic	**Beginning (not met) 1**	**Developing (not met) 2**	**Proficient (met) 3**	**Distinguished (met) 4**

Rationale ACEI 3.1 INTASC 2	Limited rationale for instructional decisions. No connection to course content.	General rationale for instructional decisions. Minimal connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	Detailed rationale for instructional decisions. Specific connections to course content.
Standards and objectives ACEI 3.1 INTASC 7	Limited connections to standards; minimal/poorly constructed objectives	General connections to standards; broad objectives and/or not connected to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	Specific connections to standards; specific, clear objectives aligned to lesson procedures
Instructional procedures ACEI 3.1 INTASC 7	Limited description of procedures	General description of procedures	Somewhat specific description of procedures with limited scripting	Specific, clear, description including a scripting of the procedures
Instructional approach and strategies ACEI 3.4, INTASC 5	Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies	Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies	Instructional approach is identifiable and most components are used, some engaging instructional strategies are used	Instructional approach is clearly identifiable and includes all components are used; highly engaging instructional strategies are used
Assessment ACEI 4.0 INTASC 6	Limited attention to formative and summative assessment strategies; no connection to objectives and procedures	General attention to formative and summative assessment strategies; minimal connections to objectives and procedures	Somewhat specific attention to formative and summative assessment strategies; assessments generally connect to objectives and procedures	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and procedures.

Learner differences ACEI 3.2 INTASC 2	Limited attention to learner differences via accommodations, modifications, differentiated strategies	General attention to learner differences via accommodations, modifications, differentiated strategies	Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies	Detailed attention to learner differences via accommodations, modifications, differentiated strategies

PART 3-Analysis of Impact of Instruction on Student Learning

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Analysis of Progress Towards Objectives		General post lesson analysis of what the students did/did not know in relation to the objectives	Post lesson analysis of what the students did/did not know in relation to the objectives	Thorough post lesson analysis of what the students did/did not know in relation to the objectives
Analysis of Student Strengths/ Weaknesses		General description of areas of strength and areas of weakness for each student	Description of areas of strength and areas of weakness for each student	Rich description of areas of strength and areas of weakness for each student
Implications		General description of implications for future instruction	Description includes implications for future instruction, including needed differentiation.	Thoroughly described implications for future instruction, including needed differentiation.
Writing Style	Extensive errors and/or stylistic issues	Somr errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation