

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education**

***EDCI 545 Section A04***  
***Assessment and Differentiation (3 credits)***  
Summer 2017 (May 22—June 23)  
M-Fr 8:30-3:00\*  
Thompson L003 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)

**Office Location:** Thompson 1805

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

**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.

**Course Overview:** This course examines the principals of differentiated instruction and assessment and the intersection of the two. Teacher candidates will explore a variety of assessment strategies, as well as methods for using data to differentiate content, process, and product based upon students' readiness, interests, and learning styles.

**Course Delivery Method:** 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.

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- a) discuss current, validated research underlying the theory, principles, and practices of differentiated instruction. (ACEI 1)
- 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. (ACEI 3.1. 3.3)

- c) apply the core principles of differentiation when planning and assessing lessons. (ACEI 3.1, 3.3)
- d) discuss the interdependent relationship between assessment and instruction in a learning environment. (ACEI 4.0)
- 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. (ACEI 4.0)
- f) identify and discuss strategies for assessment and grading in a differentiated classroom. (ACEI 4.0)
- 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. (ACEI 3.2)

### **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.

#### **REQUIRED TEXTS:**

Chapman, C. M. & King, R. S. (2011). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks, CA: Corwin.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2<sup>nd</sup> 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 PERFORMANCE EVALUATION:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Assignments and/or Examinations:**

##### **1. Field Observations (10%)**

- a. During each of your field observations, you will **analyze your observations as they relate to the readings for the course. Using a two-column chart**, you will record your observations/questions in the first column for each classroom visit. In the second column, you will make connections to course readings, discussions, and emerging questions. You can have one running chart, but please make sure to include a date/new entry for each classroom visit. Your reflection should be
  1. brief, yet thoughtful, and demonstrate genuine consideration of the text
  2. accessible during each 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.

## **2. Children’s Literature Annotated Bibliography with Differentiated Extension** *Shared with EDCI 555 (15%)*

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 (using Dr. Groth’s guidelines). Next to each, connect the question with the corresponding level of Bloom’s Taxonomy. Also include a brief (few sentences each) description of least one additional low prep differentiated activity and one high prep differentiated activity that could be used with the book.

## **3. Strategic Read Aloud with Differentiated Extension** *Shared with EDCI 555 (15%)*

For your strategic read aloud, create and implement a differentiated lesson that extends comprehension strategy that you modeled during the read aloud assignment (see **EDCI 555 syllabus**). 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 minute sample of the implementation of the lesson, and your online reflection on your lesson and your classroom partner’s lesson.

## **4. Impact on Student Learning Task (25%):**

### **Part 1: Using Data to Drive Instruction (PBA)**

#### **\*\*Assessing Individual Readers --Shared with EDCI 555**

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. This can include your reading conferences from EDCI 555.
- 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: Differentiated Lesson Plan *Shared with EDCI 555—Guided Reading***

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: Instructional Analysis and Impact—*Shared with EDCI 555***

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.

## **5. Differentiated Unit Plan Outline (20%)**

Using the template provided in class, you will work with colleagues to 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 measuring student learning prior to and throughout the unit. If you are not currently in a field placement, student data will be provided.

## Other Requirements:

### 1. Attendance and Participation (15%)

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. 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.

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](http://writingcenter.gmu.edu/?page_id=177)

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

**COURSE PERFORMANCE EVALUATION WEIGHTING:**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
A – G	Attendance & Participation	15%	ongoing
A-G	Field Observations	10%	ongoing/ 6/23
A – C	**Children’s Literature	15%	6/6
A – C	**Strategic Read Aloud	15%	6/11
A – G	*PBA Impact on Student Learning	25%	6/20
A – G	Differentiated Unit Plan Outline	20%	6/23
TOTAL		100%	

\*PBA

\*\*Shared task with EDCI 555

**GRADING POLICIES**

<b>Grade</b>	<b>GRADING</b>	<b>Grade Points</b>	<b>Interpretation</b>
<b>A+</b>	<b>=100</b>	<b>4.00</b>	<b>Represents mastery of the subject through effort beyond basic requirements</b>
<b>A</b>	<b>94-99</b>	<b>4.00</b>	
<b>A-</b>	<b>90-93</b>	<b>3.67</b>	
<b>B+</b>	<b>85-89</b>	<b>3.33</b>	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
<b>B</b>	<b>80-84</b>	<b>3.00</b>	
<b>C*</b>	<b>70-79</b>	<b>2.00</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

*\*Remember: A course grade less than B requires that you retake the course. “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education*

**TK20/Performance-Based Assessment(s) Submission Requirement**

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these

assessment(s) (**EDCI 545: Impact on Student Learning Task**) to Tk20 through '*Assessments*' in Blackboard. Failure to submit the assessment(s) 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.

**Professional Dispositions:**

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

**CLASS SCHEDULE**

\*Faculty reserves the right to alter the schedule as necessary with notification to students.

## Tentative Course Schedule

Monday, May 22, 2017

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>8:30-12:00</b> <b>Thompson L003</b> <i>DI/Lit</i>	Parker Groth	Community Building <ul style="list-style-type: none"> <li>• Logistics</li> <li>• Syllabi</li> <li>• Morning Meeting</li> <li>• Getting to know you activities</li> <li>• Planning instruction (gradual release) and planning reading instruction (theory of assistance)</li> <li>• Set up lit circles</li> <li>• Responsive classroom</li> <li>• Teacher talk</li> <li>• Share NAPDS presentation</li> </ul>	<b><u>Readings:</u></b> <ul style="list-style-type: none"> <li>• Gradual Release Model Article (on Bb)</li> <li>• Kohn (2001) <i>Five Reasons to Stop Saying "Good Job"</i> (on Bb)</li> <li>• Three R's review (web link)</li> <li>• Morning Message (Wasik, 2011)</li> </ul>
<b>12:00-12:30</b> <i>Lunch</i>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>DI</i>	Parker	Overview of differentiated instruction <ul style="list-style-type: none"> <li>• Differentiation vs. Accommodations/ Modifications</li> <li>• Growth mindset and DI</li> </ul>	<b><u>Readings:</u></b> <ul style="list-style-type: none"> <li>• Tomlinson Ch. 1-3</li> <li>• Thousand, J.S., Villa, R.A., &amp; Nevin, A.I. (2007). <i>Differentiating instruction: Collaborative planning and teaching for UDL</i>. Corwin Press: Thousand Oaks (pgs. 1-12) (on Bb)</li> <li>• Growth Mindset Reading (Bb)</li> </ul>

Tuesday, May 23, 2017

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>8:30-12:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	<ul style="list-style-type: none"><li>• Theory of Assistance</li><li>• Interactive Read Aloud – <i>One Duck Stuck</i> Reading K-W-L (Think We KNOW – WONDERING – CURRENT THINKING)</li><li>• Reading Development</li><li>• Cueing System and Strategies</li><li>• Cambourne’s Model</li></ul>	Early Literacy Research (Reutzel, 2015) NELP Report (2009) pp 2-4 Pinnell & Fountas pp. 370-379
<b>12:00-12:30</b> <i>Lunch</i>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	<ul style="list-style-type: none"><li>• Reading Processes</li><li>• Self-determined Learners (sort)</li><li>• Course Framework</li></ul>	

**Wednesday, May 24, 2017**

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>8:30-11:45</b> <b>Daniels Run</b> <b>Elementary</b>	Parker/Groth	<ul style="list-style-type: none"> <li>• School tour – Principal, Adam Erbrecht</li> <li>• ESL Presentation – Jill Wheeler</li> <li>• Differentiated Literacy Instruction for ELL's</li> <li>• Interactive Read Aloud demonstration**</li> </ul>	
<b>11:45-12:15</b> <i>Lunch</i>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	Parker	Assessment for Differentiation <ul style="list-style-type: none"> <li>• Assessment vs. Evaluation</li> <li>• Diagnostic Assessment <i>Pretests, Guided observations</i> <i>Interest Inventories, Anticipation Guides, Interviews, Conferences</i></li> <li>• The Differentiated Learning Environment</li> </ul>	Chapman, C. & King, R. (2012). <i>Differentiated assessment strategies: One size does not fit all.</i> Corwin: Thousand Oaks. (Ch. 1-4, Ch. 6)  Tomlinson, Ch. 4  Bb Readings as assigned

**Thursday, May 25, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-12:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	<ul style="list-style-type: none"> <li>• 5 Pillars and Balanced Literacy</li> <li>• CAP</li> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Alphabetic Principle</li> </ul>	Zarillo chs. 1-5; 11 & 12 Questions & Answers: Phonics (Brabham, 2003) Phonemic Awareness (Yopp, 1992) Interactive Read Alouds: A Review of Recent Research (Lennox, 2013) Facilitating Engagement by Differentiating Independent Reading (Kelley, 2009) [in the engagement folder] Pinnell & Fountas 14-19
<b>12:00-12:30</b> <i>Lunch</i>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Independent Reading</li> </ul>	

**Friday, May 26, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-1:009</b> <b>Daniels Run</b> <b>Elementary</b> <b>*Lunch at 11:45-</b> <b>12:15</b>	Parker/Groth	<i>Field work at DRES</i> <ul style="list-style-type: none"> <li>• Tour upper grade classrooms</li> <li>• Time in field placement</li> <li>• Interactive Read Aloud demonstration**</li> <li>• <u>Differentiated learning environments</u></li> </ul>	<b>Readings:</b> n/a

**Monday, May 29, 2017**

**Memorial Day**

**Tuesday, May 30, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45 Daniels Run Elementary</b>	Groth	<ul style="list-style-type: none"> <li>• Choosing Literature</li> <li>• Evaluating Nonfiction</li> </ul>	Interactive Read Alouds for English Language Learners (Giroir, 2015) Choose 2 from Read Aloud folder
<b>11:45-12:15 LUNCH</b>			
<b>12:15-3:00 Daniels Run Elementary</b>	Groth	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Text leveling</li> </ul>	Close Reading Questions Close Reading Fastback Zarillo ch. 10

**Wednesday, May 31, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45 Daniels Run Elementary</b>		<i>Field work at DRES</i>	
<b>11:45-12:15 LUNCH</b>			
<b>12:15-3:00 Daniels Run Elementary</b>	Parker	Macro Level Look at DI <ul style="list-style-type: none"> <li>• What is a quality curriculum?</li> <li>• Reviewing KUDs with DI in mind</li> </ul>	<b>Readings:</b> Tomlinson, Ch. 5 & 6 Narvaez & Brimijoin (2010). <i>Differentiation at work, K-5: Principles, lessons, and strategies</i> . Corwin: Thousand Oakes (pgs. 20-34) (on Bb). Bb Readings as assigned

**Thursday, June 1, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-12:00</b> <b>Thompson L003</b> <i>Lit/DI</i>	Groth/Parker	<ul style="list-style-type: none"> <li>• Literacy &amp; Differentiation Class Book Club</li> <li>• Literacy Class: Shared Reading</li> </ul>	<b>Book club: Johnston chapter 1-3</b> Pinnell & Fountas pp 49-53 14 Ways to Use Shared Reading Choose: Fisher, Frey & Lapp 2008 OR Kesler, 2010 OR Baker, 2013 Pinnell & Fountas pp 239-250 Guided Reading: The Romance and the Reality (Fountas & Pinnell, 2013)
<b>12:00-12:30</b> <b>LUNCH</b>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Guided Reading	

**Friday, June 2, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b>		<i>Field work at Daniels Run</i>	Modified Guided Reading: Gateway Modified Guided Reading: Gateway to English as a Second Language and Literacy (Avalos, 2007)

**Monday, June 5, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>		<i>Field work at Daniels Run</i>	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	Parker	Instructional Strategies that Support DI	Tomlinson, Ch. 7 & 8 Individual resources as assigned by group Bb Readings as assigned

**Tuesday, June 6, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:45</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Literacy Class at Mason Assessment Conferences Running Records	<b><i>Children's Lit DUE June 6<sup>th</sup></i></b> Fountas & Pinnell, 2001 Risko & Walker-Dalhouse, 2010 Roskos & Neuman, 2012 Clay, 1993 [Running record folder] Making the Most of Reading Conferences (reading conferences folder)
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Morning continued...	

**Wednesday, June 7, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>		<i>Field work at Daniels Run</i>	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b> <i>DI</i>	Parker	Instructional Strategies that Support DI Lesson Redesign	Bb Readings as assigned *Bring student learner data to class!

**Thursday, June 8, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-12:00</b> <b>Thompson L003</b> <i>Lit/DI</i>	Groth/Parker	Literacy & Differentiation Comprehension Fluency Motivation	<b>Book club: Johnston chapter 4-6</b> McLaughlin, 2012 and Zarillo ch. 8 Zarillo ch 6 and 1 choice article ACCESS article and 1 choice article
<b>12:00-12:30</b> <b>LUNCH</b>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Morning cont...	

**Friday, June 9, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b>		<i>Field work at Daniels Run</i>	<i>Strategic read aloud DUE Sunday 6/11</i>

**Monday, June 12, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>		<i>Field work at Daniels Run</i>	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	Parker	Instructional Strategies that Support DI Assessing DI Strategies	Bb Readings as assigned

**Tuesday, June 13, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-12:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Independent Reading Vocabulary Literature Discussion	Facilitating Engagement by Differentiating Independent Reading (Kelley, 2009) (engagement folder) Flood, Fast, Furious article (vocab folder) Zarillo ch. 9
<b>12:00-12:30</b> <b>LUNCH</b>	Lunch		
<b>12:30-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Morning cont...	

**Wednesday, June 14, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>	n/a	<i>Field work at Daniels Run</i>	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b> <i>DI</i>	Parker	Differentiated Assessment Strategies <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Metacognition</li> <li>• Assessing during the learning</li> </ul>	Chapman & King, Ch. 5, Ch. 7 Bb Readings as assigned

Thursday, June 15, 2017

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>8:30-12:00</b> <b>Thompson L003</b> <i>DI</i>	Groth/Parker	Literacy & Differentiation	<b>Book club: Johnston chapter 7-9</b>
<b>12:00-12:30</b> <b>LUNCH</b>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>DI</i>	Parker	Differentiated Assessment Strategies <ul style="list-style-type: none"><li>• Summative assessments</li><li>• Analyzing summative data to design instruction</li></ul>	Chapman & King, Ch. 8 and 9 Bb Readings as assigned

Friday, June 16, 2017

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b>		<i>Field work at Daniels Run</i>	<b>Readings:</b> n/a <i>Student Assessment DUE Sat 6/17</i>

**Monday, June 19, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-12:00</b> <b>Thompson L003</b> <i>DI</i>	Parker	Planning Differentiated Units <ul style="list-style-type: none"> <li>Examining primary and intermediate units for elements of DI and assessment</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Narvaez &amp; Brimijoin (2010). <i>Differentiation at work, K-5: Principles, lessons, and strategies</i>. Corwin: Thousand Oakes (Ch 6).</li> <li>Narvaez &amp; Brimijoin (2010). <i>Differentiation at work, K-5: Principles, lessons, and strategies</i>. Corwin: Thousand Oakes (Ch. 7).</li> </ul>
<b>12:00-12:30</b> <b>LUNCH</b>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>DI</i>	Parker	Planning a Differentiated Unit <ul style="list-style-type: none"> <li>The role of co-teaching</li> <li>Using a template</li> <li>Putting your knowledge into action</li> </ul>	<b>Readings:</b> Thousand, J.S., Villa, R.A., & Nevin, A.I. (2007). <i>Differentiating instruction: Collaborative planning and teaching for UDL</i> . Corwin Press: Thousand Oaks (Ch. 9 & 10). Bb Readings as assigned

**Tuesday, June 20, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-12:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Reading Workshop Environment Focus Lessons Diverse Learners	<b><i>Guided Reading /Impact on St. Learning PBA DUE</i></b> Literacy Bb Instructional Formats folder Big Ideas Behind Daily 5 and CAFÉ (Boushey, 2012) Principles of the Language Arts Workshop (Frey & Fisher) Planning Effective Minilessons & Conferences (Fountas & Pinnell, 2001) (Reading conferences folder) Zarillo, Ch. 15
<b>12:00-12:30</b> <b>LUNCH</b>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>Lit</i>	Groth	Morning cont...	

**Wednesday, June 21, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-12:00</b> <b>Thompson L003</b> <i>DI</i>	Groth	Pulling it all together Course review	

**Thursday, June 22, 2017**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-12:00</b> <b>Thompson L003</b> <i>DI</i>	Parker	Planning a Differentiated Unit <ul style="list-style-type: none"> <li>• Presenting our examples</li> <li>• Examining our beliefs about DI</li> </ul>	<b>Readings:</b> Tomlinson, Ch. 9 Bb Readings as assigned  <b>DUE FRIDAY, JUNE 23<sup>rd</sup>: Field Observations and Differentiated Unit Plan Outline</b>
<b>12:00-12:30</b> <b>LUNCH</b>			
<b>12:30-3:00</b> <b>Thompson L003</b> <i>DI</i>	Parker	Morning cont...	

## **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/>

## **GMU Policies and Resources for Students**

### *Policies*

- a. Students must adhere to the guidelines of the Mason 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 Mason 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. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- f. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- g. The 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/>).
- h. The 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/>).
- i. The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy

relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone (703-993-3686). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

2. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.



College of Education and Human Development  
Accreditation and Program Improvement  
4400 University Dr MS 6C13, Fairfax, VA 22030  
Phone: (703) 993-5290  
Fax: (703) 993-5701

**Memo:**

**To:** all CEHD students seeking student teaching internships in spring 2018 and forward

**From:** Jeff Davis, Director of Educator Preparation, CEHD

**Re:** Internship application requirements

**Date:** May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

**Student Clinical Practice: Internship Application Requirements**

**TESTING**

Since 2015, internship applications must include **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.**

**For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15<sup>th</sup> is August 1<sup>st</sup>.**

**Required tests:**

- 1 Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
  - 2 VCLA
  - 3 RVE (specific programs only...see link below)
  - 4 ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
  - 5 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 – NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

### **DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

## **BACKGROUND CHECKS/FINGERPRINTING**

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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

**PLEASE NOTE:**

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

**APPLICATION**

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

**DEADLINES**

**Spring 2018 internship application deadline:**

- \* Traditional Internship: *September 15, 2017*
- \* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at [internsh@gmu.edu](mailto:internsh@gmu.edu) Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

## 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)
<b>Participation / Attendance</b>	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 Field Observations Rubric

	Unsatisfactory (0-20 pts)	Basic (21-23 pts)	Proficient (24-26 pts)	Distinguished (27-30 pts)
<b>Daily Reflections</b>	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

## Children’s Literature Annotated Bibliography with Differentiated Extension

*Shared with EDCI 555 (15%)*

For each of the books selected for your Children’s Literature Study (see **EDCI 555 syllabus**), you will prepare a handout for teachers at DRES. This handout should include a description of at least one additional low prep differentiated activity and one high prep differentiated activity that could be used with the book. In addition, you should label the questions you have created for the EDCI 555 task according to their correlation with Bloom’s Taxonomy. Please feel free to be creative with the format of your one page handout.

<b>3 Exceeds Requirement</b>	<b>2 Meets Requirement</b>	<b>1 Needs Improvement</b>	<b>0 Not included</b>
All questions are, connected to Bloom’s taxonomy	Most questions are connected to Bloom’s taxonomy	Few if any questions are connected to Bloom’s taxonomy	
Includes a thorough description of one low prep differentiated instruction activity with clear directions/procedures and identified materials	Includes a description of one low prep differentiated instruction activity with directions/procedures and materials	Includes a limited description of a low prep differentiated instruction activity and/or general directions/procedures and materials	

	<b>Questions</b>	<b>Low Prep Activity</b>
<b>Book 1:</b>		
<b>Book 2:</b>		
<b>Book 3</b>		

TOTAL SCORE: \_\_\_\_\_

This assignment is 15% your grade.

**Due**

## Strategic 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. This can be small group or whole group.

Your assignment include

- 1) A completed lesson plan
  - a. This should follow the GMU template (included below)
  - b. Your lesson should include the ‘read aloud’ and questions in the procedures as well as the transition to your differentiated extension activity.
- 2) An Edthena upload of a 5 minute sample of the implementation of the extension lesson, and your reflection on your lesson and your classroom partners’ lessons. Please title this DI Extension-**YOUR LAST NAME**.

<b>3 Exceeds Requirement</b>	<b>2 Meets Requirement</b>	<b>1 Needs Improvement</b>	<b>0 Not included</b>
Well developed lesson with detailed attention to the procedures; lesson is scripted	Procedures are clear and scripted with some detail	Procedures lack detail and scripting	
Streamlined alignment between KUDs, procedures, and assessments	Connection between KUDs, procedures, and assessments is clear	Lack of connectivity between KUDs, procedures, and assessments	
Description of differentiation makes explicit connections to course readings/discussions	Description of strategies used for differentiating are included	Limited description of strategies used for differentiating	
Edthena upload includes 5 minute sample, personal reflection with connections to the course readings, and feedback to peers	Edthena upload includes 5 minute sample, personal reflections, and feedback to peers	Edthena upload includes 5 minute sample; reflections are limited	

TOTAL SCORE: \_\_\_\_\_

This assignment is worth 15% of your grade.

**Due:**

## Impact on Student Learning (PBA)

### Part 1: Using Data to Drive Instruction

#### \*\*Assessing Individual Readers --Shared with EDCI 555

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)—Shared with EDCI 555

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)—Shared with EDCI 555

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.

### Impact on Student Learning (PBA)

<b>PART 1-Diagnostic Assessments</b>				
<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
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 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**

<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
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	General attention to formative and summative assessment strategies; minimal connections to	Somewhat specific attention to formative and summative assessment strategies; assessments	Detailed, specific attention to formative and summative assessment strategies; assessments clearly

	objectives and procedures	objectives and procedures	generally connect to objectives and procedures	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**

<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
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