

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education Program (ELED)**

**EDCI 545-A01: Cohort 1**  
**Assessment and Differentiation (3 credits)**

Summer 2019 (May 20—June 19)

Thompson, 1020;

M-Th 10:30-12:35

\*meets 8:30-12:30 Mon and Wed

**Professor:** Dr. Audra Parker

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

**Office Location:** Thompson 1805

**Office Phone:** (703)-993-9717

**Email:** [aparke19@gmu.edu](mailto:aparke19@gmu.edu);

**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:

- 1) discuss current, validated research underlying the theory, principles, and practices of differentiated instruction. (ACEI 1)
- 2) 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)
- 3) apply the core principles of differentiation when planning and assessing lessons. (ACEI 3.1, 3.3)
- 4) discuss the interdependent relationship between assessment and instruction in a learning environment. (ACEI 4.0)

- 5) 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)
- 6) identify and discuss strategies for assessment and grading in a differentiated classroom. (ACEI 4.0)
- 7) 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:**

Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD.

Tomlinson, C. A. (2014). *How to differentiate instruction in academically diverse classrooms* (3<sup>rd</sup> ed.). Alexandria, VA: ASCD.

Chappuis, J., Stiggins, R. J., Chappuis, S., Arter, J. A. (2012). *Classroom assessment for student learning: Doing it right- using it well*. Upper Saddle River, NJ: Pearson.

\*\*Additional selected readings will be posted on Blackboard.

*Recommended:*

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

**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 (15%)**

During each of your field observations, you will **analyze your observations as they relate to the readings/course discussions using DI checklist/framework provided**. You can have one running chart, but please make sure to include a date/new entry for each classroom visit. As a culminating activity, you will interview your classroom teacher regarding their perceptions and use of differentiated

instruction. You will analyze your reflections and your teacher interview and write a summative reflection that synthesizes your developing beliefs about differentiation.

## **2. Differentiating a Sample Lesson (15%)**

You are to identify a lesson (from a teacher resource series, online source, VDOE or county provided lessons) and rewrite the plan so that it is differentiated to meet the needs of the students in your field observation classroom. Your rewritten plan should follow the Mason format and should incorporate strategies for differentiating content, process, and product by readiness, interest, and/or learning profile.

## **3. Impact on Student Learning Task (30%):**

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

#### **Assessing Individual Students**

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, and previous assessment data of a small or whole group. If you do not have access to students, data will be provided for you.

To summarize:

- 1) Create and conduct a series of diagnostic preassessments across content areas to develop a rich picture of each of the learners.
- 2) Maintain a system for organizing/collecting your data
- 3) Write a brief description of what you learned about each student (or a cross-sample of students)
  - A summary of each student should include findings from content areas, as well as information on student readiness, interests, and learning profile.
  - An overview of your class should include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
- 4) One-two paragraph holistic summary of trends and implications for your lesson. How will your diagnostic data inform your lesson planning? How will you differentiate for readiness, interest, and learning style via content, process, product in your lessons?

#### **Part 2: Differentiated Lesson Plan**

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 assessments to ascertain the impact of your instruction on student learning.

#### **Part 3: Instructional Analysis and Impact**

You will teach your lesson and record your instruction using GoReact. You will reflect on your instruction using the 'technical, practical, critical framework.'

You will **analyze the student learning data you collected from any assessments you administered 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:

- You will teach your lesson and record it using Go React. You will reflect using the technical, practical, critical framework.
- 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.

### **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>%</i>	<i>Due Date</i>
A-G	Attendance & Participation	20%	ongoing
A-G	Field Observations	20%	6/12
A-G	Differentiating a Sample Lesson	20%	6/10
A-G	*PBA Impact on Student Learning	40%	6/20
TOTAL		100%	

\*PBA

## GRADING POLICIES

Grade	Points	Interpretation
A	3.00 or higher	Represents mastery of the subject through effort at and/or beyond basic requirements
B	2.00	Reflects an understanding of and the ability to apply theories and principles at a basic level
C	1	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	0.00	

*\*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*

### **Professional Dispositions:**

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

## Tentative Course Schedule

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

### Prior to class:

Knowledge of Students Activity

Gather sample assessments and scripted lesson from classroom teacher

DATE	Topics	Assignments Due
Monday, May 20 <sup>th</sup> 8:30-12:30 Thompson 1020	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can define differentiation, its key principles, and why it is a necessary orientation in elementary classrooms.</li> <li>• I can explain the role of assessment in a differentiated classroom.</li> <li>• I can identify varying types of assessment.</li> <li>• I can recognize differentiated instruction in action in my field experience.</li> <li>• I can identify the elements of classroom community necessary for supporting differentiation.</li> </ul> <p style="text-align: center;"><i>Introduce Field Observation Chart/Assignment</i> <i>Establish Discussion Protocols</i></p>	<p>Readings:</p> <p>Doubet &amp; Hockett-Intro and Ch. 1 Chappuis, Ch. 2 Bb readings as assigned</p>
Wednesday, May 22 <sup>nd</sup> 8:30-12:30 Thompson 1020	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can design and implement a variety of preassessment strategies to assess elementary learners in terms of readiness, interests, and learning profile.</li> <li>• I can identify elements of a quality curriculum.</li> <li>• I can use the standards to identify clear learning targets for students.</li> </ul>	<p>Readings:</p> <p>Chappuis, Ch. 3 Doubet &amp; Hockett: Ch. 2 &amp; 3 Bb readings as assigned</p>
Monday, May 27 <sup>th</sup> <b><u>No Class</u></b>	<b>Memorial Day Holiday</b>	
Wednesday, May 29 <sup>th</sup> 8:30-12:30 Thompson 1020	<ul style="list-style-type: none"> <li>• I can use a variety of strategies to design effective, interactive, and engaging instruction.</li> <li>• I can identify the key features of formative assessment and feedback in a differentiated classroom.</li> </ul>	<p>Doubet &amp; Hockett: Ch. 4, Ch. 5 Bb readings as assigned</p>



<p>Monday, June 3<sup>rd</sup> 8:30-12:30 Thompson 1020</p>	<ul style="list-style-type: none"> <li>• I can describe and apply strategies used to differentiate instruction by readiness.</li> <li>• I can describe and apply strategies used to differentiate instruction by interest and learning profile.</li> <li>• I can identify the key features of formative assessment and feedback in a differentiated classroom.</li> </ul>	<p>Doubet &amp; Hockett: Ch. 6, 7 Bb readings as assigned</p>
<p>Wednesday, June 5<sup>th</sup> 8:30-12:30 Thompson 1020</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can recognize the elements of effective teacher designed, selected response, and written response assessments.</li> <li>• I can design assessment questions using a variety of questioning techniques.</li> <li>• I can critique premade assessments.</li> <li>• I can describe and apply strategies used to differentiate instruction.</li> </ul>	<p>Readings: Chappuis, Ch. 5 and 6 Bb Readings as assigned</p>
<p>Monday, June 10<sup>th</sup> 8:30-12:30 Thompson 1020</p>	<ul style="list-style-type: none"> <li>• I can describe and apply strategies used to differentiate instruction.</li> <li>• I can recognize the elements of performance-based assessments</li> <li>• I can critique and design performance-based</li> <li>• I can recognize the elements of portfolios.</li> <li>• I can critique and design portfolios</li> </ul>	<p>Chappuis, Ch. 7, 11 Bb readings as assigned</p> <p><b>Differentiating a Sample Lesson Due</b></p>
<p>Wednesday, June 12<sup>th</sup> 8:30-12:30 Thompson 1020</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can describe and apply strategies used to differentiate instruction.</li> <li>• I can recognize the elements of effective student conferences and discussions as assessment tools.</li> <li>• I can plan for incorporating effective student conferences and discussions as assessment tools.</li> </ul>	<p>Readings: Chappuis, Ch. 8, 12 Bb Readings as assigned</p>

<p>Monday, June 17<sup>th</sup> 8:30-12:30 Thompson 1020</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can describe and apply strategies used to differentiate instruction.</li> <li>• I can create a plan for recording assessment data and determining student grades.</li> <li>• I can identify the elements of an effective grading system in a differentiated classroom.</li> </ul>	<p>Readings: Chappuis, Ch. 10 Bb Readings as assigned <b>DI Field Observations Due</b></p>
<p>Wednesday, June 19<sup>th</sup> 8:30-12:30 Thompson 1020</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can describe and apply strategies used to differentiate instruction.</li> <li>• I can identify the elements of management that inform differentiation and assessment.</li> <li>• I can articulate a personal philosophy of differentiation and assessment.</li> <li>• FINAL REFLECTIONS</li> </ul>	<p>Readings: Doubet &amp; Hockett: Ch. 8 Bb Readings as assigned <b>PBA Due Thursday, June 20<sup>th</sup></b></p>

### Core Values Commitment

The College of Education and 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*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.
- 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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## EDCI 545 Attendance/Participation

### *Expectations (3 pts/class)*

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.

You will complete an exit ticket at the end of each class where you self-evaluate your participation. This self-evaluation will include completion of the rubric and a narrative explanation and reflection on the class using the following prompts:

- 1) I am most proud of ...
- 2) A goal for next week is...
- 3) I need clarification on...

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
<b>Participation /Attendance</b>	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.

**Field Observations Rubric**

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<i>Use of the DI observation framework in field observations</i>	Minimal/no evidence noticed or ideas shared for the DI principles.	Some evidence of noticed or ideas shared for the DI principles	Observations noted in each of the DI principle categories in either the ‘I noticed’ or ‘Ideas I have’ domains	Observations noted in each of the DI principle categories in both the ‘I noticed’ and ‘Ideas I have’ domains
<i>Teacher interview on perceptions/use of DI</i>	Minimal/no evidence of teacher interview data		Interview conducted with by asking at least three questions; documentation includes either notes or teacher written responses	
<i>Reflections EQ 1 (10/8): What are you hearing and what are you seeing? How do you make sense of that??</i>	Minimal/no evidence of participation in discussion board posts	Limited participation in discussion board posts	Reflections posted for each main question posted; feedback provided to two peers in each thread	Thorough/detailed reflections posted for each main question posted; feedback provided to more than two peers in each thread
<i>Reflections EQ 2 (11/12) How have your observations/teacher interview shaped your beliefs and understandings of DI?</i>	Minimal/no evidence of participation in discussion board posts	Limited participation in discussion board posts	Reflections posted for each main question posted; feedback provided to two peers in each thread	Thorough/detailed reflections posted for each main question posted; feedback provided to more than two peers in each thread

## Impact on Student Learning (PBA)

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

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, and previous assessment data of a small or whole group. If you do not have access to students, data will be provided for you.

To summarize:

- 5) Create and conduct a series of diagnostic preassessments across content areas to develop a rich picture of each of the learners.
- 6) Maintain a system for organizing/collecting your data
- 7) Write a brief description of what you learned about each student (or a cross-sample of students)
  - A summary of each student should include findings from content areas, as well as information on student readiness, interests, and learning profile.
  - An overview of your class should include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
- 8) One-two paragraph holistic summary of trends and implications for your lesson. How will your diagnostic data inform your lesson planning? How will you differentiate for readiness, interest, and learning style via content, process, product in your lessons?

### Part 2: Differentiated Lesson Plan

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 assessments to ascertain the impact of your instruction on student learning.

### Part 3: Instructional Analysis and Impact

You will teach your lesson and record your instruction using GoReact. You will reflect on your instruction using the 'technical, practical, critical framework.'

You will **analyze the student learning data you collected from any assessments you administered 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:

- You will teach your lesson and record it using GoReact. You will reflect using the technical, practical, critical framework.

- 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 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
<b>Part 2: Lesson Plans</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>
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	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to



			to objectives and procedures	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
<b>PART 3-Analysis of Impact of Instruction on Student Learning</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>
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	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