



## LILIE, LLC Course Information

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*\*More detailed course curriculum can be provided upon request*

### **Title of Course: Assessment and Student Success in a Differentiated Classroom**

#### **Course Description:**

The development of quality assessments is a valuable tool in every class; however, in a differentiated classroom it is the driving force behind all instruction. The diverse population of students and their individual skill sets in today's classrooms require all educators to effectively differentiate instruction to address the needs of all students, but also continue to meet curriculum demands and requirements. Differentiation is a philosophy that promotes the modification of content, process, and/or product for optimal student learning, and therefore, there must be a direct correlation between assessment and instruction.

This course is designed to prepare participants to plan and implement instruction that revolves around what students need to learn, what they already know, and how to advance them further in a highly differentiated based setting. The best way to ensure this outcome is the use of on-going assessments to gather data to identify students' strengths and areas to improve. Through the examination of resources, class discussions, personal reflection, and the creation of instructional and assessment materials, participants will gain knowledge about the philosophy of differentiation and obtain the necessary foundation for planning and designing pre-assessments, on-going assessments, and formative, summative, and authentic assessments that will allow them to assess student understanding and determine how to use this information to impact instruction.

#### **Overall Course Objective and Expectation(s):**

An integral aspect of this particular course is for participants to make personal choices about how to use the course resources and exemplars as a guide for the creation of their own instructional materials. During week one, participants will learn about the key principles of a differentiated classroom, which include differentiating content, process, product, and/or learning environment based upon student readiness, interests, learning styles and/or preferences by designing their own class activities that incorporate these ideas. The purpose of this week is to allow participants to experience the benefits of student choice and to begin thinking about how to successfully differentiate. As participants progress throughout the rest of the course, they will use their knowledge and understanding of week one's topics in addition to their new learning to develop pre-assessments, on-going assessments, formative, summative, and authentic assessments. Again, participants will be able to make specific choices about the ways that they incorporate what they have learned in order to design the most useful instruction and assessment. These experiences will allow all participants the opportunity to recognize the personal positive benefits of learning in a differentiated learning environment as students to ensure that they make informed choices about providing their own students with the same learning opportunities in their classrooms.

**Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

**Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## **Scope & Sequence/Weekly Topics and Objectives**

### ***Week 1***

#### **Topic(s):**

- Overview of differentiated instruction
- Content, process, product, and learning environment
- Student readiness, interests, learning style/preference, choice
- VAK and Gardner's Multiple Intelligences

#### **Objectives:**

Participants will be able to

- develop and share an activity that is differentiated based on content, process, and/or product
- design, share, and explain a student task that reflects readiness, interest, or learning style
- create and share a class activity that promotes a strong learning environment and community

#### **Impact on Classroom Instruction:**

The first week of this course introduces the key elements of a differentiated classroom. Resources will explain and provide examples that show how modifications can be made to the content, process, and/or product based upon student readiness, interest, learning style/preference and/or choice. In order for participants to be able to use this information when creating future assessments and instruction that reflects the data gathered through assessment, they will begin by developing two different activities that incorporate the necessary principles of a differentiated classroom. The creation of these activities will allow participants the experience to practice designing instruction that reflects students' needs based upon these factors and for those more comfortable with this instructional philosophy, they will be able to evaluate the success of the activities. Designing and implementing truly differentiated instruction that is driven by individual students can be a daunting task. This week is the starting point in this process because participants need to have a thorough understanding of differentiation in order to develop quality assessments that provide useful data; they must also have the knowledge to use that data effectively to produce engaging and challenging instruction that allows students to demonstrate mastery of learning objectives.

Sometimes the learning environment can be overlooked or even forgotten and in a differentiated classroom it is actually critically important to consider it. This week's last assignment reminds participants to remember not only the physical layout and organization within their classrooms, but to design and implement instruction where risks can be taken and supported because every participant has an active role in their class. Participants will complete this week with their own new activity as well as those shared from their peers that can be used to build a learning community rather than a simple space to learn.

**Learner Outcomes:**

Participants will create three activities this week. The first one will provide participants an opportunity to practice or continue to create an activity where the content, process, and/or product has been modified. The second one focuses on another integral aspect of differentiated instruction, varying instruction based on students' needs. The final task is designed to emphasize the importance of a strong learning environment that recognizes individual needs and supports a differentiated classroom.

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):****Academic Assignment Post One~**

Please introduce yourself and include your name, school and district, the grade(s) and content area(s) that you teach if applicable, the number of years you have been teaching, and share your reasons for taking this course.

**Academic Assignment Post Two~**

Differentiated instruction is a methodology that allows educators to modify the content, process, and/or product based on students' individual learning needs utilizing a range of instructional and management strategies. Design and share an activity where you choose to differentiate the content, process, or product. Please include the grade level and content area (if applicable), the objective(s), and your reasons for modifying this particular aspect of the lesson. Use the course resources and examples as a guide.

**Academic Assignment Post Three~**

When designing effective instruction, it is important that it reflects students' needs. Create and share an activity where you choose to differentiate according to students' readiness, interests, and/or learning style. Remember to consider the incorporation of VAK and Gardner's Multiple Intelligences. Please include the grade level and content area (if applicable), the objective(s), and your reasons for using this specific information about your students as a way to address their needs.

**Academic Assignment Post Four~**

Another area that can be differentiated is the actual classroom. In order for true differentiation to take place, there has to be a strong sense of community through support, encouragement, and respect. Develop and share an activity that can be used at the beginning of the year for students to get to know one another, recognize one another's individual differences, and promote and foster a safe and fun learning environment. If possible, have your students complete the activity and share your feedback on it.



## ***Week II***

### **Topic(s):**

- Importance of quality planning
- Instructional strategies to be used as methods of assessment
- Pre-assessment
- Formative assessment
- Summative assessment

### **Objectives:**

Participants will be able to

- Identify and share an essential question and KUD's (Know, Understand, Do) for a unit of study
- Examine examples of differentiated instructional strategies that can be used for assessments
- Understand the importance of pre-assessment and the connection between planning and instruction
- Develop a pre-assessment that reflects the planning of a unit and can be used to ascertain student understanding
- Create and share at least three formative choice assessments to be used within a lesson in the same unit
- Create and share at least two summative choice assessments to be used at the end of same unit

### **Impact on Classroom Instruction:**

This week requires participants to apply what they have learned about differentiation and create various examples of assessments. At the core, quality planning engages students and results in growth and achievement, while addressing all learning standards. The first assignment has participants think about the big picture of a whole unit and even though many educators plan in this way, it is an opportunity for all participants to reflect on their own planning process. The identification of an essential question and what students need to know, understand, and do within a unit of study, clearly outlines the content material and skills that students need to know and the end goal of a unit. The development of a pre-assessment after identifying this information reinforces the importance of the connection that must exist between gathering information about what students know and determining the instructional approaches that will be used to teach students what they must learn. Participants will have access to differentiated strategies through the examination of resources that explain and model numerous instructional approaches and sample assessments. By the end of this week, participants will have created a total of at least five assessments that can be used to monitor and assess student progress both formally and informally within a lesson, day, week, month, and/or unit. As a result, each assessment can be utilized to provide feedback before, during, and after instruction to monitor student understanding and purposefully select methods of delivery based on progress. The creation of these materials and the possibility to implement them with their current students provides participants hands-on experiences to develop, implement, and assess their own instruction to promote professional growth.

**Learner Outcomes:**

Participants will clearly identify the essential question, and what students need to know, understand, and do by the end of a specific unit of study. This step should always be the starting point to develop a pre-assessment, and choices for formative and summative assessments, and participants will be able to evaluate their own process and have these resources to use for current and/or future instruction.

**Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):****Academic Assignment Post One~**

In order to design effective instruction based on assessment, time, energy, and effort must be invested to plan. For a current or upcoming unit of study, identify the essential question and the KUD's. Review course materials and samples to guide you

**Academic Assignment Post Two~**

Create a pre-assessment using the information that you shared in this week's academic assignment post one. Remember the importance of designing a pre-assessment that will help you to identify what students know about a whole unit or a particular topic within a unit as well as the information that students still need to learn. A valuable pre-assessment provides clear data that can be used to choose instructional methods of delivery that reflects student understanding. Read the course samples of instructional strategies and various assessments as models.

**When creating the formative and summative assessments, keep in mind the importance of differentiating product according to students' needs and the benefits of student choice.**

**Academic Assignment Post Three~**

Develop and share at least three different formative assessments that you can use within this same unit of study. Explain when you would use these particular assessments in the unit and why.

**Academic Assignment Post Four~**

Develop and share at least two summative assessments that you can use within this same unit of study. How does each assessment allow you to assess student understanding of the whole unit?

**Topic(s):**

- Authentic assessment
- Ways to use formative and summative assessments as on-going assessments
- Feedback
- Monitoring progress
- Grades and record keeping
- Rubrics and checklists
- Use data to form instruction
- Evaluation and reflection of instructional practice

**Objectives:**

Participants will be able to

- develop and share an authentic assessment
- create and share an on-going assessment that can be used within any unit of study or on a daily, weekly, or monthly basis
- identify useful ways to provide feedback before, during, and after instruction
- understand ways to assess students formally and informally by assigning grades and keeping records
- design a rubric for this week's authentic assessment
- develop, share, and evaluate any assessment that has been given during this course as a means to set future goals and consistently improve

**Impact on Classroom Instruction:**

As participants move in to this week's learning, they have a strong foundation on differentiation and the impact that assessment should have on designing and implementing effective instruction. Authentic assessment is a particularly useful way to assess student understanding through real-life application. An increase in student engagement usually occurs when students are able to draw connections between their own lives and their learning. The development of an authentic assessment prompts participants to view their instruction from a different perspective because they are developing an assessment task that has to have a link to the real world and may be an extension beyond content specific standards. This week will also include information about how to monitor student progress through feedback and grades. It is essential for students to have knowledge about requirements and expectations as well as the ways that they will be evaluated before completing a task. In a differentiated classroom, students are often responsible for keeping track of their own progress and using a conference as a chance to discuss what they have learned and develop new learning goals. This option may be a challenge for participants new to the theory of differentiation and may present concerns because most schools and districts require a record of grades as a means to show progress. In addition to the traditional scoring of work with a grade, participants will use this week to learn practical methods for participants to use rubrics, checklists, and record keeping as a way to monitor student progress and understanding to provide constructive feedback.

The last assignment of this week is an opportunity for participants to evaluate any assessment that they have given to students during the first three weeks of our course. In the same way that educators evaluate student progress, this task encourages participants to assess the actual assessment, student performance, the way that they used the data to implement instruction, and equally important, how this information can be used to set goals to improve. The course materials provide clear guidelines on how an educator can use data to drive the next steps of instruction. Participants can use these resources to gauge how effectively they designed their instruction after using the data of student performance. A reflective practitioner consistently identifies personal strengths and areas to make changes in order to improve best practices.

#### **Learner Outcomes:**

This week participants will design an authentic assessment and a rubric to assess it. They will also design a generic assessment whose format can be used repeatedly but will change based on the content material. Through the creation of these materials, participants will have additional options for current and/or future instruction. The last task for this week prompts students to evaluate their own assessments to determine their effectiveness, a critically important step to consistently improve instruction.

#### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

##### **Academic Assignment Post One~**

Create and share an example of an authentic assessment. Consider how the task presents learning opportunities to make real-life connections while still meeting curricular demands. Please include the grade level and content area (if applicable) and how this assessment will enhance student understanding of the content, but also provide real life experience and connections.

##### **Academic Assignment Post Two~**

One of the challenges of implementing differentiated instruction is the belief that there is not enough time to always modify materials. Develop a generic assessment that can be used daily, weekly, monthly, or within any unit of study to quickly assess student understanding. Remember to review the course materials and samples to help you.

##### **Academic Assignment Post Three~**

Design a rubric for this week's authentic assessment. Include each requirement and its point value and the total amount of points for the task.

##### **Academic Assignment Post Four~**

Share and evaluate any assessment that you have given to your own students during the last three weeks. Refer to the midterm rubric when writing your response to address the effectiveness of the assessment, student performance, your use of the data to plan instruction, and how you are going to use this information to set goals for yourself to improve professionally. What would you like to modify and what you like to keep the same? Explain your reasons for these decisions.





### *Week IV*

#### **Topic(s):**

- Choice boards
- Learning menus
- Tic-Tac-Toe
- Task cards
- Learning centers
- Graphic organizers
- Sample lesson plans
- Course reflection and evaluation

#### **Objectives:**

Participants will be able to

- Develop a student choice assessment by selecting one of the differentiated strategies
- Select a graphic organizer that can be used as a part of any class activity as an assessment
- Create a lesson plan that incorporates instruction and assessment and evaluation based on course learning
- Reflect on personal growth and set professional goals

#### **Impact on Classroom Instruction:**

This final week highlights two necessary components in a differentiated classroom: student choice and the implementation of strategies. Through the creation of a student choice assessment, participants are able to select an assessment that they would like to create based on need, interest, or current instruction. They are able to design a choice assignment that is new to them or create a new version of a strategy that they have used in the past. They will have an additional method of assessment that can be used during this school year or in the future.

Graphic organizers are an effective tool to provide students with both challenge and support. They can be used as a means to offer guidance for students who may struggle and include higher level applications for those who are ready for that next step. The course materials will provide participants with a multitude of different graphic organizers that can be used in any content area and for any type of activity or assessment.

The development of the lesson plan allows participants to integrate the knowledge that they have learned this month to continue to grow professionally. It is also an opportunity for the instructor to evaluate the effectiveness of the course and its materials and assignments. The inclusion of all of the requirements require participants to demonstrate their understanding of assessments and instruction and how differentiation is an approach that can be implemented to produce high quality instruction.

The reflection is another opportunity for participants to specifically identify areas where they can utilize what they have learned throughout the month to set future goals to strive for consistent professional growth and achievement.

**Learner Outcomes:**

Participants will create an assessment that incorporates differentiated strategies as well as student choice, two essential aspects of a DI classroom. The lesson plan allows participants to incorporate what they have learned throughout this month. Again, participants will have materials to be used for current and/or future instruction.

**Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):****Academic Assignment Post One~**

Choose any type of assessment that we have discussed this month and use one of the suggested strategies from our course resources (choice board, learning menu, tic-tac-toe, learning centers, or task cards) and create a student choice assignment. Identify the unit of study when you would use it and how you will assess student understanding of the material. Keep in mind that differentiated tasks do not mean more work for advanced students and less work for struggling students.

**Academic Assignment Post Two~**

Graphic organizers are a wonderful tool that can be used frequently to assess student understanding. Select a graphic organizer from our course materials or create an original one to share with us. Explain how you will use it to evaluate student progress and how this particular organizer is useful for this particular task.

**Academic Assignment Post Three~**

Develop a lesson plan that incorporates what you have learned this month. Please include the grade level and content area (if applicable), the learning objectives, the activities, the inclusion of differentiated strategies, at least one formative assessment within the lesson and how you will use this information, one summative assessment at the end of the unit and how you will assess it, and the ways that you are going to differentiate for all of your learners. If necessary, please review the week one materials on content, process, and product, and student readiness, interests, learning profile, VAK, and multiple intelligences. Use the course materials and samples to help you.

**Academic Assignment Post Four~**

Please reflect and share what you have learned throughout this course and explain how your planning, instruction, assessment, and/or classroom environment will be impacted.

## ***Graduate Assignments:***

### **Assignment One~**

Select any unit of study that you have developed and write a one to two-page evaluation on the use of assessment throughout the unit. You can use the questions listed below as a guide, but you are not required to answer them.

Is there a pre-assessment?

Are you assessing students daily?

Do you have multiple opportunities for students to demonstrate understanding throughout the unit?

Does the summative assessment reflect your targets for learning (KUD's)?

Will students be able to choose assessment tasks that they complete? How often?

Do your assessments allow for readiness, interest, and/or learning style or multiple intelligences? How often?

Are assessments completed independently, in partnerships, and/or groups? Is there enough variation throughout the unit?

Is there a clear plan on how to use the data from each assessment to inform instruction?

After reviewing the unit as a whole in regards to assessment, what are the strengths and areas to improve?

What will remain in this unit? Why?

What are you planning to modify? Why?

### **Assignment Two~**

Pretend that you are responsible for creating and presenting a professional development workshop on assessment in a differentiated classroom. What information from our course is essential for you to highlight and explain to your colleagues? Why? What materials, resources, and/or links will be valuable to share with them? Since none of us enjoy being bored during PD and based on what you have learned this month, how will you ensure this does not happen for your colleagues? How will you organize and present this information and keep your "audience" interested and entertained?

### **Assignment Three~**

Write a three to five-page research paper on the correlation between quality assessment and effective instruction or any topic related to it. The topic of this assignment is very open ended to allow flexibility for each of you to decide on the role of assessment in a differentiated classroom that you would like to study further. You can use resources from our course home page in addition to ones that you locate on your own. Please remember to cite your sources and use MLA format.