



Course Title: Differentiation and Assessment for Middle School

Course Grader: Sophia Thwaites

Email: Courseadministrator@kdsi.org

Instructor Bio:

Sophia Thwaites earned her Master's degree in Education from Teacher's College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

Course Description:

How can educators meet standards, prepare students for high-stakes testing, and still offer students differentiated instruction that respects their individuality? Educators learn the tools to create lesson plans and assessment systems that enable them first to discover and then to meet the different needs of their students. Quality pre-assessment help shape the differentiating educator's instructional choices and processes. Formative assessment takes a primary role in the differentiated classroom providing feedback, documenting progress, and guiding instructional decisions. Educators will learn to use assessments to communicate rather than to compensate or reward, and educators will scrutinize grading systems to identify when they are unfairly norm-referenced or biased, and they will acquire the skills to convert assessments to nonjudgmental, criteria-referenced systems instead. Finally, this course prepares participants to manage the differentiated classroom by offering their students nurturing, rigorous, fair, and differentiated instruction that promotes student engagement and academic success.

Objectives:

After completing this course, participants will:

- Differentiate instruction (content, process, product, affect, and learning environment) based on students' learning profiles, readiness, and interest
- Plan, develop, and implement appropriate assessments in a differentiated classroom
- Provide feedback that improves student performance
- Authentically assess mastery of content
- Use grades instructively instead of punitively
- Manage a differentiated classroom by nurturing student-centered discipline



Session Topics (8):

Preparing Educators for Differentiated Instruction	Rick Wormeli
Accommodating Learning Profiles through Assessment and Strategies in DI	Rick Wormeli
Implementing Essential Principles and Strategies of Differentiated Instruction	Rick Wormeli
Creating a Fair and Relevant Grading System in the Differentiated Classroom	Rick Wormeli
Exactly What, When, and How to Grade in a Differentiated Classroom	Rick Wormeli
Designing Grades as Instructive Instruments in a Differentiated Classroom	Rick Wormeli
The Adolescent Brain	Marilee Sprenger
Matching Instruction and Assessment Using Memory Pathways	Marilee Sprenger

Instructor Overview:

Rick Wormeli is a Nationally Board Certified Teacher and a columnist for NMSA's magazine, "Middle Ground." He is also the author of "Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher" and "Day One and Beyond: Practical Matters for New Middle Level Teachers." Rick won the outstanding English Teacher of the Nation Award at Disney's American Teacher Awards in 1996. He has been a consultant to both the White House and the Smithsonian Institution.

Marilee Sprenger is a creative and compassionate educator who interprets and applies current brain research for classroom teachers at the elementary, middle school, high school, and university levels. As an independent consultant, her passion is brain-based teaching and best practices using brain research and differentiation. She also consults in the areas of learning styles, using music in the classroom, teaming, multiple intelligences, emotional intelligence, and memory. She is affiliated with the American Academy of Neurology and is constantly updated on current research.

Texts and/or Other Materials:

- Transcripts, handouts, and PowerPoint presentations (200 pages)



All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 70% to pass the course.

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Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	<u>(6 points)</u>	<u>(9 points)</u>	<u>(12 points)</u>	<u>(15 points)</u>



<p>Reflection questions</p>	<p><u>Quizzes:</u></p> <p>0-40% correct</p> <p><u>(10 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant includes no content from the course in his or her responses</p> <p>-Participant does not address the questions posed</p>	<p><u>Quizzes:</u></p> <p>60% correct</p> <p><u>(15 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant includes some content from the course, usually appropriate, in his or her responses</p> <p>-Participant answers the questions directly, not always fully</p>	<p><u>Quizzes:</u></p> <p>80% correct</p> <p><u>(20 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant includes appropriate content from the course in his or her responses</p> <p>-Participant makes thoughtful comments in direct response to the questions</p>	<p><u>Quizzes:</u></p> <p>100% correct</p> <p><u>(25 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant provides rich detail from the content of the course in his or her responses</p> <p>-Participant makes his or her responses to the questions personally meaningful</p>
<p>Midterm</p>	<p>(10 points)</p>	<p>(15 points)</p>	<p>(20 points)</p>	<p>(25 points)</p>
<p>Final</p>	<p>(20 points)</p>	<p>(25 points)</p>	<p>(30 points)</p>	<p>(35 points)</p>



	<u>Requirements of Assignment:</u>	<u>Requirements of Assignment :</u>	<u>Requirements of Assignment:</u>	<u>Requirements of Assignment:</u>
	-The assignment is substantially incomplete	-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric	-Participant has fulfilled all the requirements of the assignment	-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to



	<p>-No supporting evidence for supporting ideas</p> <p>-No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</p>	<p>always clear</p> <p>-Supporting ideas are only minimally illustrated by examples or quotes</p> <p>-The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</p>	<p>the main idea</p> <p>-Supporting ideas are evident, and usually include illustrating examples and/or quotes</p> <p>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</p>	<p>the main idea</p> <p>-Supporting points are illustrated with examples and/or quotes</p> <p>-Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</p>
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher