Differentiated Instruction: Using Ongoing Assessment to Inform Instruction

In *Differentiated Instruction: Using Ongoing Assessment to Inform Instruction,* you will learn how teachers in a differentiated classroom plan for ongoing assessment and use information collected from assessments to inform instruction.

By the end of this course, through video examples, in-depth readings, practical applications, and personal reflections, you'll be ready to start planning both formative and summative assessments in your differentiated classroom and using the data collected for instructional and evaluative purposes, as appropriate.

More specifically, as a result of the course, you will

- Learn about the roles of formative and summative assessments in the differentiated classroom.

- Use a variety of techniques and strategies for collecting and reporting this data appropriately.

- Make a plan to approach grading in a way that reflects best practices and supports continued student effort toward learning in the differentiated classroom.

In the spirit of differentiation, please feel free to choose the sequence of the course modules and module elements in the way that suits your readiness, interests, and learning profile.

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Essential Questions and Key Objectives

The following table includes the essential questions that each module of this course is based on, as well as the key objectives—what you will know, understand, and be able to do (KUD) after completing each of the course modules.

Module 1: The Role of Assessment in the Differentiated Classroom	
Essential Question	• What does effective assessment look like in the differentiated classroom?
Know	• Types of assessments (formative and summative) and their uses. • The role of KUDs in assessment.
Understand	• Assessment is a tool to help teachers learn about students and to plan instruction with that knowledge in mind. • Assessments that are linked to clear learning goals help guide instruction to better meet students' needs.
Do	• Evaluate past and current assessment practices and add to your repertoire.
Module 2: The Value of Pre-Assessment	
Essential Question	• How do teachers decide what and when to pre-assess?
Know	• Attributes of pre-assessments for readiness, learning profile, and interest.
Understand	• Pre-assessment helps the teacher understand the range of learning needs that students bring to the classroom at the beginning of a learning experience. • Differentiation without pre-assessment is like teaching in the dark.
Do	• Critique existing pre-assessments. • Design a pre-assessment for classroom use.

Module 3: Modifying Instruction Based on Pre-Assessment Results	
Essential Question	• What should teachers do with pre-assessment results?
Know	• The relationship between pre-assessment and subsequent differentiated instruction.
Understand	• Teachers need to plan and modify instruction based on pre-assessment data to better tailor instruction to identified student needs.
Do	• Use pre-assessment data to guide instruction.

Module 4: Ongoing Assessment in the Differentiated Classroom	
Essential Questions	• What is the role of ongoing assessment in the differentiated classroom? • How can teachers make ongoing assessment in the differentiated classroom meaningful and manageable?
Know	• Informal and formal ways to formatively assess students.
Understand	• Formative assessment provides the teacher with information needed to adjust groupings, lesson assignments, and next steps in the curriculum. • Formative assessment provides students with information regarding their progress in the unit so they can better contribute to their own success.
Do	• Evaluate current use of formative assessment. • Design a formative assessment to accurately gauge student learning.

Module 5: Summative Assessment in the Differentiated Classroom

Essential Questions	• When and how should teachers plan summative assessments? • When is it acceptable or wise to differentiate a summative assessment?
Know	• The purpose of summative assessment. • Formats common to summative assessment. • Acceptable ways to differentiate summative assessments.
Understand	• Summative assessments are typically used at the end or near the end of a unit of study or learning progression to determine students' proximity to clearly defined learning goals. • Summative assessments are best planned before a unit is implemented so that clear alignment to the learning goals can be achieved. • Summative assessments can be differentiated so long as the goals and criteria for success remain the same for everyone.
Do	• Plan summative assessments that are clearly tied to learning goals. • Differentiate summative assessments when appropriate.

Module 6: Grading in the Differentiated Classroom

Essential Questions	• How do teachers evaluate and grade in the differentiated classroom? • To what degree are grading and differentiation at odds?
Know	• Experts' concerns about grading. • The difference between grades and assessment.
Understand	• Grading in a differentiated classroom should reflect best-practices from grading experts and also align with a teacher's beliefs about teaching and learning. • Students' performance, process and progress reveal different aspects of students' grades and should be reported as separate pieces of information.
Do	• Develop a set of principles for making decisions about grading in a differentiated classroom.

Course Syllabus

Module 1	**The Role of Assessment in the Differentiated Classroom**
	Module Welcome
	• Reading: Types of Assessment
	• Reading: *Educational Leadership*—The Best Value in Formative Assessment
	• Video: Assessment in the Differentiated Classroom
	• Reading: *Educational Leadership*—Learning to Love Assessment
	• Knowledge Check
	• Application: Evaluating Assessment Practices
	• Post-Module Reflection
Module 2	**The Value of Pre-Assessment**
	Module Welcome
	• Video: Pre-Assessment 101
	• Reading: Pre-Assessing for General Readiness, Interests, and Learning Profiles
	• Reading: Pre-Assessing for Specific Unit Interest, Learning Profile, and Readiness
	• Video: Pre-Assessment for a Unit on Money (Elementary School)
	• Video: Pre-Assessing Prerequisite Skills (High School Chemistry Class)
	• Reading: Planning a Pre-Assessment
	• Knowledge Check
	• Application: Designing a Pre-Assessment
	• Post-Module Reflection

Module 3	**Modifying Instruction Based on Pre-Assessment Results**
	Module Welcome
	• Reading: Using Pre-Assessment Data to Adjust instruction
	• Video: Adjusting Instruction to Meet Student Needs
	• Reading: Differentiating Graphic Organizers
	• Knowledge Check
	• Application: Adjusting Instruction Based on Pre-Assessment
	• Post-Module Reflection
Module 4	**Ongoing Assessment in the Differentiated Classroom**
	Module Welcome
	• Video: Making Ongoing Assessment Manageable
	• Reading: *Educational Leadership*—Using Data to Differentiate Instruction
	• Reading: Strategies for Ongoing Assessment
	• Video: Ongoing Assessment in Action
	• Video: Keeping Track of Student Progress
	• Reading: *Educational Leadership*—Feedback That Fits
	• Video: Effective Feedback in Action
	• Knowledge Check
	• Application: Using Formative Assessment to Plan Instruction
	• Post-Module Reflection

Module 5	**Summative Assessment in the Differentiated Classroom**
	Module Welcome
	• Reading: Summative Assessments
	• Video: Differentiating Summative Assessments
	• Video: Differentiating Tests and Quizzes
	• Reading: Concerns About Differentiating Summative Assessments
	• Reading: Differentiating Performance Assessments
	• Video: Portfolios in the Differentiated Classroom
	• Knowledge Check
	• Application: Designing a Differentiated Summative Assessment
	• Post-Module Reflection
Module 6	**Grading in the Differentiated Classroom**
	Module Welcome
	• Reading: *Educational Leadership*—Reporting Student Learning
	• Video: Using Assessment and Grading to Help Students Grow
	• Video: Clarity in Grading
	• Reading: *Educational Leadership*—Five Obstacles to Grading Reform
	• Reading: Concerns About Grading
	• Reading: Grading Requirements and Differentiation
	• Knowledge Check
	• Application: Planning for Grading in the Differentiated Classroom
	• Post-Module Reflection

Resources

Texts

ASCD. (2005). The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom: Facilitator's Guide. Alexandria, VA: ASCD.

Brimijoin, K., Marquissee, E., & Tomlinson, C. A. (2003). Using Data to Differentiate Instruction." *Educational Leadership, 60*(5), pp. 70-73.

Brookhart, S. M. (2008). Feedback That Fits. *Educational Leadership, 65*(4), pp. 54-59.

Chapuis, S., & Chappuis, J. (2007). The Best Value in Formative Assessment. *Educational Leadership, 65*(4), pp. 14-19.

Guskey, T. R. (2011). Five Obstacles to Grading Reform. *Educational Leadership, 69*(3), pp. 16-21.

O'Connor, K., & Wormeli, R. (2011). Reporting Student Learning. *Educational Leadership, 69*(3), pp. 40-44.

Popham, W. J. (2011). *Transformative Assessment in Action: An Inside Look at Applying the Process.* Alexandria, VA: ASCD.

Strickland, C. (2009). *Professional development for differentiating instruction: An ASCD action tool.* Alexandria, VA: ASCD.

Strickland, C. (2007). Tools for high-quality differentiated instruction: An ASCD action tool. Alexandria, VA: ASCD.

Tomlinson, C. A. (2003). Fulfilling the promise of the differentiated classroom. Alexandria, VA: ASCD.

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom.* Alexandria, VA: ASCD.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and Understanding by Design: Connecting content and kids.* Alexandria, VA: ASCD.

Tomlinson, C. A. (2008). Learning to Love Assessment. *Educational Leadership, 65*(4), pp. 8-13.

Wiggins, G., & McTighe, J. (2005). *Understanding by design,* 2nd ed. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2011). *Understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD.

Video

ASCD. (2001). A Visit to a Differentiated Classroom [DVD]. Alexandria, VA.

ASCD. (2001). *At Work in the Differentiated Classroom: Planning Curriculum and Instruction* [DVD]. Alexandria, VA: Author.

ASCD. (2008). *Differentiated Instruction in Action: Elementary School* [DVD]. Alexandria, VA: Author.

ASCD (2005). *The Common Sense of Differentiation: Discovering Learner Needs* [DVD]. Alexandria, VA: Author.

Tomlinson. C. A. (Speaker). (2011). Interview by Nataliya Schetchikova [DVD]. Unpublished interview.