Wayne State University  
College of Education  
Course syllabus

Instructor: Matthew W. Blount, Jr., Ed. D.  
Office Hours: For appointment call (313)848-8094  
E-Mail ak1391@wayne.edu

DIVISION: Teacher Education  
COURSE: RLL 6802  
TITLE: Assessment and Differentiated Instruction for Diverse Learners: 6-12  
SECTION: 001  
CRN: 23656  
COURSE CREDIT: 3  
TERM/YEAR: Winter, 2014  
LOCATION: Wednesday, 5:00 – 7:45  
Manoogian, Room 120

COURSE DESCRIPTION
Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades 6-12. This class has a field component in which things learned in this class will be implemented with students and evaluated. The course content meets the Michigan State school code Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades 6-12. This class has a field component in which things learned in this class will be implemented with students and evaluated. The course content meets the Michigan State school code PA 118.

COURSE OBJECTIVES:

1. Students will demonstrate an understanding of things that affect reading such as:
   a. literacy processes including language factors such as phonemic awareness, phonics, vocabulary,  
   b. factors that affect literacy processes such as environmental (language and sociocultural differences), psychological (cognitive, attitudinal, emotional functions) and physiological (vision, hearing, neurological)

2. Students will demonstrate an understanding of assessment by:
   a. employing a variety of means to assess diverse learner's knowledge of English Language use, oral language ability, visual/auditory discrimination, and reading and writing (phonological and word study, fluency, vocabulary, spelling,, comprehension, and motivation),  
   b. analyzing, interpreting, and summarizing the results of the evaluation assessments used.

3. Students will demonstrate an understanding of instruction by using assessment data to design and carry out instruction that:
   a. facilitates the language and content development of diverse learners,  
   b. accommodates the linguistic, developmental and cultural differences of all students,  
   c. integrates the language arts and other curriculum areas and forms of expression.

Students will demonstrate their ability to evaluate their teaching. They will reflect on their own teaching including evaluating lessons taught and discussing revisions that will make instruction
REQUIRED TEXTS:
Unrau, Norman (second edition) Content Area Reading and Writing Fostering Literacies in Middle and High School Cultures. New York Pearson.

REFERENCES:
Qualitative Reading Inventory-4. New York: Pearson/Allyn & Bacon.
* Class Policy
This is an intense seminar class with a good amount of required reading, writing and participation. It is essential that you attend all class sessions, be on time and actively participate. If you **miss more than two classes you will lose \( \frac{1}{2} \) a letter grade for each unexcused absence.** If extenuating circumstances cause you to miss more than two classes, please discuss this with me **as soon as possible and preferably before you miss class.** As a teacher, you are working with students, colleagues and the community or are preparing to work with students, colleagues and the community. It is expected that you will conduct yourself in a professional, responsible and courteous manner at all times;

**Attendance**
*If you are not in class, you will not have the opportunity to make up class projects and discussions, so it is important that you attend all class sessions. If absent, it is your responsibility to have a classmate gather handouts for you. NO E-MAILS ACCEPTED!*

**REQUIRED ASSIGNMENTS**

1.) Weekly we will have one of the following activities:
**FISHBOWL / DISCUSSION / Response to Readings:**
You will be assigned to a group to discuss and respond to chapter readings in CARAW. At the beginning of most class sessions the 15-20 minutes will be devoted to discussing a question or issue that was addressed in the chapter. The groups will then share their discussions with the entire class. In order to get full group credit, all members (MUST be present for the entire discussion/ preparation time.)

**QUICK WRITE**
Individually write about a key concept or topic from chapter readings in CARAW.

**Fishbowl / Quick Write Rubric**

<table>
<thead>
<tr>
<th>Outstanding =3</th>
<th>Good =2</th>
<th>Fair =1</th>
<th>Unacceptable =0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly addresses question/s and related reading</td>
<td>Addressed question/s with sufficient information related to question/s &amp; assigned reading. Made many good points but there is a little uneven balance and little variation.</td>
<td>Addressed question/s with a deal of information that is not clearly connected to question/s or assigned reading.</td>
<td>Did not address question/s or assigned reading content.</td>
</tr>
</tbody>
</table>

| Points were clearly made and presented evidence to support question/s & assigned reading. Is able to bring other connections such as current issues-other researched articles-items etc. |

2.) **SHARE:** Strategic Hands-on Activities that are Resourceful and Effective
We all can learn from each other. Think about an idea, strategy, organizational tool, management techniques etc. that you have used that has proven successful for you and a positive learning experience for your students. A form will be distributed and you will sign up for a particular date. You may or my not get your preferred date based on the number of people wishing to present. Presentation will be limited to 2 to 3 per class.

3.) CASE STUDY A – B - C
To fulfill the requirements put in place by the Michigan Legislature, this course requires field experiences that involve both assessment and differentiated instruction. Therefore you will be involved in creating assessments that might be useful in your content classroom, and in the planning, carrying out, and reflecting on instruction based on those assessments. You will select one student in your classroom (if you are currently teaching) or one student that you will tutor during this course (if you are not currently teaching) for your case study. Your case study will involve assessing the student, planning and implementing instruction based on the assessment and evaluation data. You should plan to spend approximately 15-20 hours working with your case study student.

A. Initial Assessments

You are to give 5 students the following assessments.

1. **Interest Inventories**
2. Vocabulary Pre-test P 96 158-160
3. **Content Informal Reading Inventory p.113-134**
4. **Metacomprehension Skills Inventory (MSI) p 132-134**
5. Content Cloze P141-143

Reflection on Assessments

After the five assessments have been given you will determine the readability of the passage using the Fry formula. Then you will develop a report that discusses what you learned about your students from each of the assessments and that compares the five assessments with each other and with what you learned from the readability.

B. You are to write an Instructional Plan using the results of the above assessment data and interpret the results by identifying student’s strengths and challenges and identify needs you can and will address in your three (3) lessons over time.

B. Initial Report Format:

**Title Page**
Include your name, date, and the name of the student (Pseudonym)

**Introductory Paragraph**
Identify the student (Use pseudonym), age, grade level and gender.

**Reason for Selection**
Present your rationale for selecting this student for your case study.

**Assessment Results**
Discuss each assessment in turn, presenting scores and observations. Summarize main strengths/weaknesses identified by each assessment. Report specific observations and scores and avoid evaluative statements such as "She is a good reader" or "He did well on the questions".

**Interpretations**
Provide your interpretations of what the assessments tell you about your student. Be sure to base your interpretations on the assessments and to refer to those assessments. Your interpretations should consider information from multiple assessments.

**Summary of Strengths/Needs**
Summarize the major strengths/needs that the totality of assessments reveals. This can be a list. These needs must be based on the assessments.

**Recommendations**
Identify the specific areas that you will focus on for at least three lessons that you will plan for this child and tell why you have selected these areas.

Please look at the rubric for the Initial Report and Plan posted under "Course Documents".

---

**C. Instructional Lesson Plans & Reflections**

You will plan a minimum of three regular lessons designed to accommodate the needs of your case study in your classroom (or the case study student you are tutoring). These lessons will be based on the assessments you have given and identified student needs. Each lesson should be planned for your entire class (if you are teaching in a classroom) but should include strategies, assignments, material, and/or activities designed to address the needs of your case study student.

**Lesson Plans must include:**
1. Goal/s
2. Objectives
3. Rationale / important points to meet individual needs (based on assessment data)
4. Common Core Standards
5. Materials
6. Guided Practice
7. Independent Practice
8. Summary/Evaluation
   - (Evaluation of students as well as your lesson)

**Reflections on Lessons =** After teaching each lesson, you will write a reflection doubled-spaced, twelve font that will include a description of what you did. Lessons often do not go as planned. Here you will describe what occurred during the lesson. It is not enough to say that your lesson went as planned. You must describe what you said and did during the lesson.

**Observations of student response to the accommodations in your lesson**

You are to write specific observations of your students. That means that you describe specific things that your students said and did during the lesson, especially your case study student.

**Discussion of your own teaching**
Tell what worked and what did not, what you think you might change and/or continue to do. Here you focus on yourself as a teacher. Identify what you did that made the lesson successful and/or what you did that could have been done differently or what you did not do that you wished you had done. Consider the material you chose to use and its impact on the lesson. Consider your delivery of the lesson and anything else that impacted this lesson.

You will implement the planned lessons in your classroom/with your case study student.
During your teaching you must keep a good eye on your case study student. You should take brief notes to help you remember what s/he says and does. **You might find it helpful to tape record the session as it is difficult to take notes during instruction.**

The following format will help you understand what is expected in the lesson plan and report. You will turn in the original lesson plan and the reports/reflections for each separate lesson on the date due.

**FINAL REFLECTION PAPER**
You will look back over your case study and what you have learned this semester and write a reflection that considers the changes you made in your instruction. This reflection should be 2-3 pages, double spaced, in 12 point font with 1 inch margin.

**Your reflection should consider:**

a. the changes you made in your instruction—consider what you learned about your case study student, what you learned about the role of literacy in your classroom, what you have learned from the lessons that you tried. What were these changes? What did you learn about your students?

b. whether the changes (i.e. the lessons) were effective—were these lessons effective? What indicated to you that they were or were not effective? What made them effective or contributed to not being effective?

c. what you might continue to do or not do in the future and why or why not?

**Professional Commitment** (preparation, participation, and disposition):
This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. The class will benefit collectively and as individuals if each member:

a. Actively participates in discussion;

b. Is willing and able to discuss the session's assignments;

c. Has an open mind to the ideas and perspectives of others;

d. Is willing to share knowledge and ideas;

**Plagiarism:**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**General Note on Grading**
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that pluses and minuses are recorded and distinguish distinct grade point averages.

**Evaluation & Grading**
College of Education Grading Policy:
The College of education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For
undergraduates and post degree students, C grades will be awarded for satisfactory work that satisfies all course requirements, B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work, and A grades will be awarded for outstanding performance. Please note that there will be a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what that grade is. Completed work of very poor quality will result in a failing grade. Satisfactory completion will result in a grade of B. Grades of B+ and A- are reserved for work that goes beyond acceptable or satisfactory, with an A grade reserved for outstanding work.

All assignments are due on the date indicated. Assignments will be lowered by one full rubric rating for each class that they are late. That means that if your assignment would have earned a 4.0 rating and it is on class late, it will earn a maximum rating of 3.8.

Assignments will be graded using a rubric that rates each item on a scale of 0 to 4. The items rated for each assignment are the specific criteria identified in the assignment description or in the rubrics located on the course Blackboard site. In addition, each of theses assignments will also be graded for form and format that is the extent to which conventions of formal writing are demonstrated. Grade equivalents for the rubric ratings are as follows.

\[
\begin{align*}
A &= 3.9-4.0 \\
A- &= 3.7-3.8 \\
B+ &= 3.4-3.6 \\
B &= 3.0-3.3 \\
B- &= 3.7-2.9 \\
C+ &= 2.3-2.6 \\
C &= 2.0-2.2
\end{align*}
\]

Your grade will be determined by your grades on assignments and class participation.

Fishbowl /Quick Write and class discussions 15% (5)
Assessments and Report 15% (6)
Initial Report and Instructional Plan 15%
Lesson Plans and Report/Reflections 30% (3)
Final Reflection 15%
SHARE 10%

Withdrawal Policy Students must drop classes via the Web by logging into Pipeline. If a student has a hold and needs help dropping a class then they should send an e-mail request from their WSU e-mail account to registration@wayne.edu with the appropriate course information. Students may drop a class for fifteen week classes through the end of the fourth week of class. Classes that are dropped do not appear on the transcript.

Beginning the fifth week of class student Students must drop classes via the Web by logging into Pipeline. If a student has a hold and needs help dropping a class then they should send an e-mail request from their WSU e-mail account to registration@wayne.edu with the appropriate course information. Students may drop a class for fifteen week classes through the end of the fourth week of class. Classes that are dropped do not appear on the transcript.
Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. Click here for instructions on how to request to withdraw from a class via pipeline, or view a how-to video here. It is the student’s responsibility to request the withdrawal. Failure to do so will result in a grade of F. Beginning Fall 2011, the withdrawal period for full-term classes ends at the end of the tenth week of the term. See the Academic Calendar for specific information on when the withdrawal period ends.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Students with Disabilities:
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats. If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 583 Student Center Building to request an accommodation. Phone number: (313) 577-1851.

The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire. http://www.eas.wayne.edu

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Time</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8</td>
<td>Introductions</td>
<td>1. Bring a Name Tent that reflects your personality.</td>
</tr>
<tr>
<td></td>
<td>Course Overview Syllabus</td>
<td>2. Fill out form and attach a copy of your photo</td>
</tr>
<tr>
<td></td>
<td>“Walk Thru”</td>
<td></td>
</tr>
<tr>
<td>1/15</td>
<td>Fishbowl Activity</td>
<td>1. READ Chapter 1 Content Area Reading and Writing</td>
</tr>
<tr>
<td></td>
<td>Homework Review</td>
<td>2. Select Case Study Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Topic for SHARE due.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Administer Interest Inventories/Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handouts and or one you have developed</td>
</tr>
<tr>
<td>1/22</td>
<td>Homework Review SHARE</td>
<td>1. Read Chapter 2 (CARAW)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Administer Vocabulary Pre Test p.96</td>
</tr>
<tr>
<td>1/29</td>
<td>Interest Inventories</td>
<td>1. Read MMA Chapters 3 and 4 (CARAW)</td>
</tr>
<tr>
<td></td>
<td>Homework Review</td>
<td>2 Administer Metacomprehension Skill</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td>Inventory Pgs. 132-134</td>
</tr>
<tr>
<td></td>
<td>Educational DVD SHARE</td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>Fishbowl Activity</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Homework Review</td>
<td>1. READ Chap.5(CARAW)</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>2/12</td>
<td>Homework Review</td>
<td>SHARE</td>
</tr>
<tr>
<td>2/19</td>
<td>Fishbowl Activity</td>
<td>Homework Review</td>
</tr>
<tr>
<td></td>
<td>Initial Report Discussions SHARE</td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>Initial Report Due</td>
<td>SHARE</td>
</tr>
<tr>
<td>3/5</td>
<td>Independent Study Day Winter Break</td>
<td>1st Lesson Plan and Reflection due 3/19</td>
</tr>
<tr>
<td>3/19</td>
<td>Lesson Plan #1 &amp; Reflection</td>
<td>Homework Review Lesson Plan Sharing SHARE</td>
</tr>
<tr>
<td>3/26</td>
<td>Lesson Plan #2 &amp; Reflection</td>
<td>Fishbowl Activity Lesson Plan Sharing Homework Review SHARE</td>
</tr>
<tr>
<td>4/2</td>
<td>Homework Review SHARE</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Lesson Plan #3 &amp; Reflection</td>
<td>Fishbowl Activity Homework Review Lesson Plan Sharing SHARE</td>
</tr>
<tr>
<td>4/16</td>
<td>Homework Review Lesson Plan Sharing</td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td>Final Reflection Paper</td>
<td>Sharing of Final Reflections</td>
</tr>
</tbody>
</table>

SYLLABUS SUBJECT TO CHANGE AT INSTRUCTOR’S DECISION. All work must be turned in to me by 4/23/2014 so as not to receive an incomplete.