In an essay of 750–1,000 words, identify and analyze ways to assess objectives taught using differentiated instruction. Choose three objectives from varied content areas.

Articulate how you would assess each, what you would use as the assessment tool(s), and the criteria you would use to determine student mastery.

Include the principles of mastery that would be emphasized through differentiated instruction and assessment tools.

Use the GCU eLibrary to research a minimum of three to five peer-reviewed articles that can be used in support of your content.

Prepare this assignment according to the APA guidelines found in the GCU APA Style Guide, located in the Student Success Center. An abstract is not required.

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You brought in great content standards, objectives and assessments. I am especially impressed with how well you defined measurable objectives which naturally aligned to your standards and assessments. In addition you did an excellent job highlighting differentiated instruction for each assessment.

I think you are the only student with proper APA formatting.

Cindy

Supporting Learner Development through Assessmen

Grand Canyon University: SED-444

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To achieve learning goals, teachers must carefully plan instruction and assessment of students. Effective teachers know the value of setting clear learning objectives and using differentiated instruction. As well, the use of meaningful assessments to measure instructional effectiveness and learning outcomes is vital. This essay will use three objectives, one from each of the content areas of 7th grade English, Geography, and Civics, based on Pennsylvania Department of Education’s (PDE) standards, and additionally, will discuss the use of differentiated instruction and assessment tools to promote and measure student mastery of these objectives.

English is an essential subject and the proper use of it in writing and speaking is critical in school and in the real world. For the content area of English, the 7th grade PDE standard is **CC.1.4.7.F.: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling** (SAS, 2015, para. 161). The objective for this standard is that at the end of the unit on imaginative writing, I (student) will compose a five paragraph descriptive writing sample using proper grammar and spelling with fewer than three errors and may use notes, handouts, and a dictionary. A pre-test will be given to measure students’ prior knowledge by having them write one paragraph with a prompt. The teacher will use the pre-test as a formative assessment and give students feedback on their test (Volante, Beckett, Reid, & Drake, 2010). The instructor will read to the class descriptive and non-descriptive writing samples to compare and contrast, followed by classroom discussion on the value of descriptive writing, proper grammar, and spelling (Morgan, 2014). Students will be placed in cooperative learning groups of three, with varied abilities, and given three paragraphs to evaluate for descriptiveness and proofread for mistakes. The teacher will give written and verbal feedback on the group’s corrections. The summative assessment will be for students to design an invitation for a back-to-school party The students will creatively design the invitation and write five descriptive paragraphs about their party. The invitations may be crafted by hand or in Microsoft Word to encourage student choice. Students will compose a rough draft on which the teacher will give feedback (Morgan, 2014). The final invitation will be graded on effort, creativity, descriptiveness, and use of correct grammar and spelling. Mastery learning principles will be used throughout this lesson by using differentiated instruction and assessment types, giving ongoing feedback, and supporting multiple learning styles (Broin & Power, 2014).

Geography is an interesting subject and the mastery of it will broaden students’ knowledge of the world in which they live. The 7th grade Geography PDE standard being used is **7.3.7.A.: Describe Human Characteristics of Places and Regions Using the Following Criteria: Population, Culture, Settlement, Economic Activities, and Political Activities** (SAS, 2015, para. 2). The objective is as follows: After completing the unit on United States’ demographics, I (student) will convey the characteristics of the culture, population, settlement, economic activities, and political system in a creative collage using the textbook for information and the Internet for pictures; this project should include all five characteristics. The teacher will begin the lesson with a true/false pretest to evaluate students’ prior knowledge of their country. Mastery learning techniques will consist of using differentiated instruction beginning with a video from National Geographic discussing the human characteristics of the U.S., followed by direct instruction and a textbook reading assignment for homework (Broin & Power, 2014). The teacher will present questions to the class about the U.S. to evaluate the need for further instruction on this topic (Morgan, 2014). In class, as a summative assessment, students will create a poster collage project depicting the culture, population, settlement, economics, and politics in the U.S. Students who master this topic and finish their collages before other students may choose another country to gather human characteristics on and create another collage for extra credit (Nitko & Niemierko, 1993).

The subject area of Civics is imperative because it imparts an understanding of the basic workings of the U.S. government to students. The 7th grade Civics and Government PDE standard used is **5.7.3.A: Compare and contrast the responsibilities and powers of the three branches of government** (SAS, 2015, para. 21). The learning objective is that after the unit on the three branches of U.S. government, I (student) will know the functions of the legislative, executive, and judicial branches of government by compare/contrast questions in a unit exam and scoring a minimum of 70%. To differentiate instruction, the teacher will use direct instruction, via notes and visual aids on the whiteboard, explaining the responsibilities and powers of each branch of government. Following the lecture, the teacher will give a multiple-choice quiz on the three branches of government to assess students’ knowledge and retention. Based on the results of the quiz, the teacher will give correctives and reteach the facts where students were lacking knowledge on the branches of government (Morgan, 2014). Students will choose a partner and play an online interactive game to explore the functions of the branches of government. The teacher will use formative assessments as the students do the online game (Volante et.al., 2010). A summative assessment will be given to students at the end of the unit in the form of a true/false and matching test, which compares and contrasts the three branches of government. All of these differentiated instructional methods and assessments support students becoming master learners of the three branches of government (Broin & Power, 2014).

In this essay, three learning objectives were designed to meet standards for the content areas of 7th grade English, Geography, and Civics. Each objective utilized creative differentiated instruction and meaningful assessment tools to measure learning outcomes and promote mastery learning principles. Differentiated instruction for these learning objectives includes direct instruction by lecture and video, cooperative learning groups, writing assignments, homework, creative projects, online games, as well as formative and summative assessments. Setting measurable objectives, using differentiated instruction and mastery learning principles will foster the success of the teacher’s instruction and students’ learning outcomes.

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