



NELMS

Differentiated Instruction, Assessment, and Grading

January 31 & February 1, 2008

Rick Wormeli, Presenter

This event includes mid-morning breaks at approximately 10:15 a.m. and mid-afternoon breaks at approximately 2:00 p.m. as well as lunch at approximately noontime.

Registration opens at 8:00 a.m. and the session will begin promptly at 8:30 a.m. with introductions, opening remarks, and announcements followed shortly by the learning portion of this two day event!

Day 1

Differentiated Instruction: Myth-busting and Practicalities

So what does differentiated instruction look like, and how do we do it effectively and still have a life? We will take a dynamic look at highly effective teaching designed to provide novices as well as seasoned veterans with a differentiation road map and a large repertoires of responses.

Day 1 of this two-day seminar answers the most common questions about differentiated instruction with a clear focus on the behind-the-scenes principles and practices that makes teaching diverse learners doable. Learning how to teach smarter, not harder, we explore differentiation mindset myths, classroom management, tools (including tiering, scaffolding, and more), cognitive science applications, and multiple, "What to do if....?" scenarios. In miniature, we'll also walk through a differentiated lesson from a blank sheet of paper to a fully developed lesson.

Morning

Differentiation Mindset, Myth-busting, and Definition

Classroom Management Tips for the Differentiated Classroom

Practical Cognitive Science Principles

Video "Mockumentary"/ Documentary on Differentiated Instruction

Afternoon

Special Focus: Tiering Instruction and Assessment

Behind-the-Scenes: Walking through a Differentiated Lesson from Scratch

Day 2

Assessment and Grading

Differentiated instruction is a nice idea, but what happens when it comes to assessment and grading? What's fair and leads to the most accurate and helpful learning? We'll tackle all the burning issues of assessment and grading in differentiated classrooms, including: subjectivity, relativism, authenticity, what constitutes acceptable evidence of mastery, formative vs. summative assessment, feedback, grading group projects, grading extra credit, grading late work, grading homework, grade book design, report card design, averaging, re-doing tests, keeping zeroes or rounding to 50 or higher, 100 vs. 4.0 scale, how to assess and report effort and behavior, how to grade inclusion and gifted students, and much more. Don't miss this opportunity to seriously reveal and potentially transform pedagogy!

Morning

Grading Subjectivity and Relativity

How Grading is Different in Differentiated Classes

Grading Against Standards, Not Routes to Those Standards

Identifying Acceptable Evidence of Mastery

Practical Assessment Tips and Principles, including the Roles of

Pre- Formative, and Summative Assessments

Afternoon

Purposes of Grading

Top 10 Grading Practices to Avoid that We All Have Done or Currently Do

That Make Grades Inaccurate

Keep the Zero or Round Up?

Unidimensionality

The Death of Mean

Grade book Design

100 vs. 4.0 Scale

Radical Ideas with Rubric Design

Report Card Design

Grading Late Work

Re-doing Assessments

Grading Inclusion Students

Grading Gifted Students

GPS – Grading Philosophy Statements for Differentiated Classrooms