

Rubric: Differentiated Instruction Assignment

updated 11/2013

Levels/Criteria	Unacceptable (0-3)	Acceptable (4-7)	Target (8-10)
RATIONALE/EXPLANATION: Why were students chosen?	Rationale included limited and/or unclear explanation of why chosen students would benefit from implemented differentiated instructional methods.	Rationale included adequate explanation of why chosen students would benefit from implemented differentiated instructional methods.	Rationale was very clear and thorough and included specific explanation of why chosen students would benefit from implemented differentiated instructional methods.
THREE METHODS PER STUDENT PER WEEK: Implementation of three methods/types of differentiated instruction for each student for a two period of time. Implemented methods should meet the individual needs of the chosen students.	Three methods/types were not implemented for each student for a two week period of time. Implemented methods were very general and not necessarily based on the individual needs of the students.	Three methods/types of differentiated instruction were implemented for each student for a two week period of time. Implemented methods attempted to or somewhat met the individual needs of the students.	Three methods/types of differentiated instruction were effectively implemented for each student for a two week period of time. Implemented methods were very specific and were based on the individual needs of the students.
OBJECTIVES: Documentation of artifacts includes behavioral or performance-based objectives which correspond with submitted weekly plans. Objectives dictate differentiated instructional methods implemented.	Artifact documentation includes objectives that are not behavioral or performance-based, and which may not correspond directly with plans. Very little if any evidence that implemented differentiated instructional methods were based on lesson objectives.	Artifact documentation includes behavioral or performance-based objectives which correspond with plans. It is somewhat evident that implemented differentiated instructional methods were based on lesson objectives.	Artifact documentation includes clear and thorough behavioral or performance based-objectives which clearly correspond with plans. It is evident that implemented differentiated instructional methods were based on lesson objectives.

<p>WHY METHODS WERE CHOSEN: Description and reason for implementation of each differentiated instructional method</p> <p>(Twelve artifact documentation sheets, six per student, should be included.)</p>	<p>Artifact documentation includes limited/unclear description of each method of differentiated instruction implemented for each student during the two week period of time. Reasons for implemented methods were adequately explained. (Twelve artifact documentation sheets may or may not be included.)</p>	<p>Artifact documentation includes adequate description of each method of differentiated instruction implemented for each student during the two week period of time. Reasons for implemented methods were adequately explained. (Twelve artifact documentation sheets are included.)</p>	<p>Artifact documentation includes clear and thorough description of each method of differentiated instruction implemented along with specific reasons that methods were chosen for each student during the two week period of time. (Twelve artifact documentation sheets are included.)</p>
<p>TEACHER CREATED OR RESEARCH/EVIDENCE-BASED Each differentiated instructional method used must be teacher created or research/evidence-based.</p>	<p>Artifact documentation includes limited and/or unclear explanation of the origin of each differentiated instructional method implemented (teacher created or research/evidence-based). At least one method each week for each student may or not be research/evidence-based and may or may not include citing of source(s).</p>	<p>Artifact documentation includes adequate explanation of the origin of each differentiated instructional method implemented (teacher created or research/evidence-based). At least one method each week for each student must be research/evidence-based and include citing of source(s).</p>	<p>Artifact documentation includes clear and thorough explanation of the origin of each differentiated instructional method implemented (teacher created or research/evidence-based). At least one method each week for each student must be research/evidence-based and include citing of source(s).</p>
<p>REFLECTION: Effectiveness of implemented differentiated instructional methods</p>	<p>Reflection includes limited and/or unclear explanations of effectiveness of differentiated instructional methods implemented.</p>	<p>Reflection includes thorough explanations of effectiveness of differentiated instructional methods implemented.</p>	<p>In addition to acceptable, reflection includes ways to improve differentiated instructional methods for future instruction.</p>
<p>CONVENTIONS: Grammar, Punctuation, and Mechanics</p>	<p>Overall assignment includes four or more spelling, punctuation, capitalization, grammar, and paragraphing errors.</p>	<p>Overall assignment is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than three errors.</p>	<p>Overall assignment is free from all or no more than two spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.</p>