

Rubric: Differentiated Instruction Documentation

updated 04/2014

Levels/Criteria	Unacceptable (0-3)	Acceptable (4-7)	Target (8-10)
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>OBJECTIVES: Documentation of differentiation includes behavioral or performance-based objectives which correspond with submitted weekly plans. Objectives dictate differentiated instructional methods implemented.</p>	<p>Differentiation documentation includes objectives that are not behavioral or performance-based, and which may not correspond directly with plans. Very little if any evidence that differentiated instructional methods were based on lesson objectives.</p>	<p>Differentiation documentation includes behavioral or performance-based objectives which correspond with plans. It is somewhat evident that differentiated instructional methods were based on lesson objectives.</p>	<p>Differentiation documentation includes clear and thorough behavioral or performance based-objectives which clearly correspond with plans. It is evident that differentiated instructional methods were based on lesson objectives.</p>
<p>DISCRIPTION AND REASON FOR IMPLEMENTATION: Include description and reason for implementation of each differentiated instructional method. (<u>Note:</u> Differentiation documentation must be completed and submitted on documentation form created within TaskStream.)</p>	<p>Differentiation 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.</p>	<p>Differentiation 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.</p>	<p>Differentiation 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.</p>
<p>TEACHER CREATED OR RESEARCH/EVIDENCE-BASED Each differentiated instructional method used must be teacher created or research/evidence-based.</p>	<p>Differentiation 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 may or not be research/evidence-</p>	<p>Differentiation 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 must be</p>	<p>Differentiation 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 must be research/</p>

	based and may or may not include citing of source(s).	research/evidence-based and include citing of source(s).	evidence-based and include citing of source(s).
REFLECTION: Effectiveness of implemented differentiated instructional methods	Reflection includes limited and/or unclear explanations of effectiveness of differentiated instructional methods implemented.	Reflection includes thorough explanations of effectiveness of differentiated instructional methods implemented.	In addition to acceptable , reflection includes ways to improve differentiated instructional methods for future instruction.
CONVENTIONS: Grammar, Punctuation, and Mechanics	Overall assignment includes four or more spelling, punctuation, capitalization, grammar, and paragraphing errors.	Overall assignment is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than three errors .	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.