

Rubric: Differentiated Instruction Assignment – Weekly Plans

updated 04/2014

Levels/Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)
<p>Objectives are written in behavioral or performance terms, and directly correlate with the implemented methods of differentiation.</p>	<p>Objectives are not written in behavioral or performance terms. It is not evident that implemented methods of differentiation directly relate and promote mastery of objectives.</p>	<p>Most objectives are written in behavioral or performance terms. It is somewhat evident that implemented methods of differentiation directly relate and promote mastery of objectives.</p>	<p>All objectives are written in behavioral or performance terms. It is clearly evident that implemented methods of differentiation directly relate and promote mastery of objectives.</p>
<p>Procedures for differentiated instruction are included in plans for chosen students.</p>	<p>Plans include limited/unclear instructional procedures, list of needed materials, and assessment information for chosen students. Very few if any differentiation methods meet the needs of chosen students.</p>	<p>Plans include adequate instructional procedures, list of needed materials, and assessment information for chosen students. Most differentiation methods adequately meet the needs of chosen students.</p>	<p>Plans include specific instructional procedures, list of needed materials, and assessment information for chosen students. ALL differentiation methods clearly meet the needs of chosen students.</p>