

Rubric: Differentiated Instruction Documentation

updated 06/2015

(Note: Differentiation documentation must be completed and submitted on documentation form created within TaskStream.)

Levels/Criteria	Unacceptable (0-3)	Acceptable (4-7)	Target (8-10)
<p>TWELVE DIFFERENT METHODS WERE SUBMITTED: Evidence of implementation of twelve different methods/types of differentiated instruction were submitted – six for struggling students and six for above average/gifted students. Implemented methods should meet the individual needs of students.</p>	<p>Evidence of implementation of twelve methods was not submitted or did not qualify as methods of differentiated instruction. Implemented methods were very general and not necessarily based on the individual needs of the students.</p>	<p>Twelve methods implemented qualified as differentiated instruction. Most methods were implemented effectively and attempted to or somewhat met the individual needs of the students.</p>	<p>Evidence shows that twelve methods of differentiated instruction were effectively implemented. Differentiated instruction 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 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>DESCRIPTION: Include description of each differentiated instructional method.</p>	<p>Differentiation documentation includes limited/unclear description of each method of differentiated instruction implemented.</p>	<p>Differentiation documentation includes adequate description of each method of differentiated instruction implemented.</p>	<p>Differentiation documentation includes clear and thorough description of each method of differentiated instruction implemented.</p>
<p>REASON FOR IMPLEMENTATION: Include reason for implementation of each differentiated instructional method.</p>	<p>Reasons for implemented methods were not adequately explained.</p>	<p>Reasons for implemented methods were adequately explained.</p>	<p>Differentiation documentation includes specific reasons why methods were chosen for specific student(s).</p>
<p>TEACHER CREATED OR RESEARCH-BASED At least three of the six submissions for struggling</p>	<p>Differentiation documentation includes limited and/or unclear explanation of the origin of each differentiated instructional method</p>	<p>Differentiation documentation includes adequate explanation of the origin of each differentiated instructional</p>	<p>Differentiation documentation includes clear and thorough explanation of the origin of each differentiated instructional</p>

<p>students and three of the six for above average/gifted students must include research based evidence.</p>	<p>implemented (teacher created or research-based). Methods may or may not be research-based but do not include citing of source(s).</p>	<p>method implemented (teacher created or research-based). Most research-based methods include citing of source(s) and/or student does not include the minimum number of research-based methods.</p>	<p>method implemented (teacher created or research-based). All research-based methods include clear citing of source(s), and at least three of the six submissions for struggling students and three of the six for above average/gifted students include research based evidence.</p>
<p>REFLECTION: Reflection on the 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>