

Differentiation Rubric

DOMAIN	Distinguished	Developing	Basic
differentiating for . . .			
INTEREST	<ul style="list-style-type: none"> ▪ assesses student interests (e.g. interest inventory) and uses to inform instruction ▪ consistently offers students choices for learning ▪ promotes student interests beyond the classroom ▪ makes connections between content and student interests ▪ connects most content to real-world experiences/situations ▪ consistently plans instruction around student interests ▪ consistently uses flexible grouping based on student interests 	<ul style="list-style-type: none"> ▪ has awareness of student interests ▪ sometimes offers students choices for learning ▪ develops student interests in the content area ▪ sometimes makes connections between content and student interests ▪ connects some content to real-world experiences/situations ▪ sometimes plans instruction around student interests ▪ sometimes uses flexible grouping based on student interests 	<ul style="list-style-type: none"> ▪ lacks awareness of student interests ▪ offers no choice for learning ▪ expects students to be interested in content ▪ makes no connections between content and student interests ▪ makes no connections between content and real world ▪ does not plan instruction around student interests ▪ does not use flexible grouping based on student interests
READINESS	<ul style="list-style-type: none"> ▪ consistently uses pre-testing to diagnose student readiness and inform instruction ▪ consistently modifies curriculum for student readiness ▪ consistently uses flexible grouping ▪ uses ongoing assessment data to offer intervention and enrichment/extension as needed 	<ul style="list-style-type: none"> ▪ sometimes uses pre-testing to inform instruction ▪ sometimes modifies curriculum for student readiness ▪ sometimes uses flexible grouping ▪ does some intervention and enrichment/extension 	<ul style="list-style-type: none"> ▪ expects all students to have prerequisite skills (does not use pre-testing to inform instruction) ▪ teaches to “the middle” (does not modify curriculum for student readiness) ▪ does not use flexible grouping/groups by “ability” ▪ fails significant numbers of students
STRENGTH (LEARNING PROFILE)	<ul style="list-style-type: none"> ▪ consistently teaches to multiple learning modalities (visual, auditory, tactile) ▪ consistently integrates students’ multiple intelligences into instruction over time (e.g. intra-personal, inter-personal, logical/mathematic, verbal/linguistic, visual/spatial, bodily/kinesthetic, musical/rhythmic) ▪ focuses and builds on student strengths 	<ul style="list-style-type: none"> ▪ has awareness of student learning modalities ▪ sometimes considers multiple intelligences when planning instruction ▪ sometimes builds on student strengths 	<ul style="list-style-type: none"> ▪ lacks awareness of student learning modalities ▪ plans instruction without considering students’ multiple intelligences ▪ focuses on student weaknesses

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differentiating through . . .			
CONTENT	<ul style="list-style-type: none"> ▪ adjusts content based on all students' needs to meet standards ▪ varies teaching and stretches content every year ▪ provides intervention and enrichment as needed 	<ul style="list-style-type: none"> ▪ adjusts content based on some students' needs to meet standards ▪ varies teaching slightly from year to year ▪ provides some intervention and enrichment 	<ul style="list-style-type: none"> ▪ does not adjust content based on students' needs ▪ teaches virtually the same way every year (the content does not change even though the students do) ▪ does not provide intervention and enrichment
PROCESS	<ul style="list-style-type: none"> ▪ consistently uses multiple methods of grouping students ▪ uses a variety of instructional practices (cooperative learning, direct instruction, project-based learning, inquiry, questioning, etc.) ▪ adjusts rate of instruction and re-teaches as needed ▪ provides students multiple and varied opportunities to practice skills (e.g. in class & homework) 	<ul style="list-style-type: none"> ▪ sometimes uses different methods of grouping students ▪ varies instructional practices at times ▪ adjusts rate of instruction and re-teaches at times ▪ provides students some opportunities to practice skills 	<ul style="list-style-type: none"> ▪ primarily groups students homogeneously by "ability" (uses only one method of grouping students) ▪ primarily relies on lecture/direct instruction (does not vary instructional practices) ▪ does not adjust rate of instruction and/or re-teach ▪ provides primarily skill and drill homework for practicing skills
PRODUCT	<ul style="list-style-type: none"> ▪ consistently uses a combination of formative and summative assessment ▪ consistently uses a combination of informal and formal assessments ▪ uses a variety of assessment strategies (e.g. pencil/paper tests, performance assessment, etc.) ▪ student evaluation is based on standards ▪ consistently provides students multiple opportunities to show what they know and provides students some choice ▪ consistently allows/provides continued assessments to promote student mastery 	<ul style="list-style-type: none"> ▪ uses more summative than formative assessment ▪ sometimes uses a combination of informal and formal assessments ▪ sometimes varies assessment strategies ▪ student evaluation is based on standards and other criteria (e.g. effort or conduct) ▪ sometimes provides students multiple opportunities to show what they know ▪ sometimes allows/provides continued assessments to promote student mastery 	<ul style="list-style-type: none"> ▪ uses summative assessment exclusively ▪ uses formal or informal assessments exclusively ▪ student evaluation is based largely on criteria other than standards (e.g. effort, neatness, conduct, etc.) and not clearly tied to standards ▪ uses primarily one form of assessment (pencil/paper tests) ▪ tests for a concept/skill one time (does not allow/provide continual assessment)