

CIEE 311 and 522: Scoring Rubric for Differentiated Instruction Lesson Plan

Elements	Target (3 points)	Acceptable (2 points)	Unacceptable (0 – 1 point)
1.Objectives ACEI 3.1	<ul style="list-style-type: none"> - Clearly states what is to be observed. - Utilizes Bloom’s Taxonomy verbs. - Appropriate <ul style="list-style-type: none"> - linked to NJCCCS by grade level - observable - Cross-curricular. 	Writes objectives that mostly <ul style="list-style-type: none"> - state what is to be observed. - utilize Bloom’s Taxonomy verbs. - are appropriate. <ul style="list-style-type: none"> - linked to NJCCCS by grade level - observable - are cross-curricular. 	Missing several: <ul style="list-style-type: none"> - Clearly states what is to be observed. - Utilize Bloom’s Taxonomy verbs. - Appropriate. <ul style="list-style-type: none"> - linked to NJCCCS by grade level - observable - Cross-curricular.
2.Motivation ACEI 1.0,3.4	<ul style="list-style-type: none"> - Utilizes motivation technique to initiate lesson that secures student interest. - Links major concept to students’ prior knowledge. - Designs a short, engaging activity in which all students can participate. 	<ul style="list-style-type: none"> - Utilizes mostly appropriate motivation technique that somewhat secures student interest. - Links somewhat clearly or may not link to major concept to students’ prior knowledge. -Activity does not engage all students. 	Did not <ul style="list-style-type: none"> - utilize appropriate motivation technique to secure student interest. - link major concept to students’ prior knowledge. - design a short, engaging activity.
3.Content ACEI 3.1	<ul style="list-style-type: none"> - Designs instruction based on major concept, essential question and big idea. - Utilizes factual information. 	<ul style="list-style-type: none"> -Mostly designs instruction based on major concept, essential question and big idea. - Utilizes factual information. 	<ul style="list-style-type: none"> - Did not design instruction based on major concept, essential question and big idea. And/Or - Did not utilize factual information.
4.Critical Thinking Strategy ACEI 3.3	Incorporates varied critical thinking strategies.	Incorporates some critical thinking strategies.	Did not incorporate critical thinking strategies.
5.Quality of Authentic Assessment, Performance Task ACEI 4.0	<ul style="list-style-type: none"> - Develops a detailed, real world problem to be solved based on authentic assessment . - Linked to standards and essential question. 	<ul style="list-style-type: none"> - Mostly develops a detailed, real world problem to be solved based on authentic assessment. - Mostly linked to standards and essential question. 	Did not plan for a real world assessment, performance task linked to standards and essential question.
6.Assessment ACEI 4.0	Creates a detailed, student-friendly, developmentally appropriate rubric aligned to performance task.	Creates a mostly detailed, student-friendly and/or dev. appropriate rubric aligned to performance task.	Did not create a detailed, student-friendly and/or developmentally appropriate rubric aligned to performance task.
7. Learning Outcomes Aligned With Objectives ACEI 3.1	Clearly aligns objectives with essential question, learning experiences and assessment tasks.	Mostly aligns objectives with essential question, learning experiences and assessment tasks.	Did not align objectives with essential question, learning experiences and assessment tasks.
8.Integration of Assistive Technology ACEI 3.5	Integrates detailed use of assistive technology software program into main content of lesson and provides for individual students with varying needs.	Integrates use of assistive technology software program.	Did not integrate assistive technology software program integration.
9.Differentiated Instruction * ACEI 3.2	Clearly adapts instruction (in Teach, Practice and Create) to address diversity of students’ learning needs including learning styles and multiple intelligences.	Adapts instruction to meet students’ individual needs, utilizing strategies in limited form in one or two categories.	Did not adapt instruction to meet students’ individual needs and/or strategies not labeled.
10.Overall Quality/ Written Expression and Communication	Uses standard English and correct spelling to model logical and clearly organized communication.	Mostly uses standard English and correct spelling to model logical and clearly organized communication.	Did not use standard English and correct spelling to model logical and clearly organized communication.

*** The Differentiated Instruction Lesson Plan addresses Competency #1: Adapts instruction to individual differences in needs, learning styles, and multiple intelligences in Element #9.**