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

Elements	Target (3 points)	Acceptable (2 points)	Unacceptable (0 – 1 point)
1.Objectives	- Clearly states what is to be observed.	Writes objectives that mostly	Missing several:
ACEI 3.1	- Utilizes Bloom's Taxonomy verbs.	- state what is to be observed.	- Clearly states what is to be
	- Appropriate	- utilize Bloom's Taxonomy	observed.
	- linked to NJCCCS by grade	verbs.	- Utilize Bloom's Taxonomy verbs.
	level	- are appropriate.	- Appropriate.
	- observable	- linked to NJCCCS by	- linked to NJCCCS by grade
	- Cross-curricular.	grade level	level
		- observable	- observable
		- are cross-curricular.	- Cross-curricular.
2.Motivation	- Utilizes motivation technique to	- Utilizes mostly appropriate	Did not
ACEI 1.0,3.4	initiate lesson that secures student	motivation technique that	- utilize appropriate motivation
	interest.	somewhat secures student	technique to secure student interest.
	- Links major concept to students' prior	interest.	- link major concept to students'
	knowledge.	- Links somewhat clearly or	prior knowledge.
	- Designs a short, engaging activity in	may not link to major concept	- design a short, engaging activity.
	which all students can participate.	to students' prior knowledge.	
		-Activity does not engage all	
		students.	
3.Content	- Designs instruction based on major	-Mostly designs instruction	- Did not design instruction based on
ACEI 3.1	concept, essential question and big idea.	based on major concept,	major concept, essential question
	- Utilizes factual information.	essential question and big idea.	and big idea. And/Or
		- Utilizes factual information.	- Did not utilize factual information.
4.Critical	Incorporates varied critical thinking	Incorporates some critical	Did not incorporate critical thinking
Thinking	strategies.	thinking strategies.	strategies.
Strategy			
ACEI 3.3			
5.Quality of	- Develops a detailed, real world	- Mostly develops a detailed,	Did not plan for a real world
Authentic	problem to be solved based on authentic	real world problem to be	assessment, performance task linked
Assessment,	assessment.	solved based on authentic	to standards and essential question.
Performance	- Linked to standards and essential	assessment.	
Task ACEI 4.0	question.	- Mostly linked to standards	
		and essential question.	D'1
<b>6.Assessment</b> ACEI 4.0	Creates a detailed, student-friendly,	Creates a mostly detailed,	Did not create a detailed, student-
ACEI 4.0	developmentally appropriate rubric	student-friendly and/or dev.	friendly and/or developmentally
	aligned to performance task.	appropriate rubric aligned to	appropriate rubric aligned to
7 T '	Classic Classic Control of the contr	performance task.	performance task.
7. Learning	Clearly aligns objectives with essential	Mostly aligns objectives with	Did not align objectives with
Outcomes	question, learning experiences and	essential question, learning	essential question, learning
Aligned With	assessment tasks.	experiences and assessment	experiences and assessment tasks.
<b>Objectives</b> ACEI 3.1		tasks.	
8.Integration of	Integrates detailed use of assistive	Integrates use of assistive	Did not integrate assistive
Assistive	technology software program into main	technology software program.	technology software program
Technology	content of lesson and provides for	P 2 67 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	integration.
ACEI 3.5	individual students with varying needs.		<b>5</b>
9.Differentiated	Clearly adapts instruction (in Teach,	Adapts instruction to meet	Did not adapt instruction to meet
Instruction *	Practice and Create) to address diversity	students' individual needs,	students' individual needs and/or
ACEI 3.2	of students' learning needs including	utilizing strategies in limited	strategies not labeled.
	learning styles and multiple	form in one or two categories.	
	intelligences.		
10.Overall	Uses standard English and correct	Mostly uses standard English	Did not use standard English and
Quality/	spelling to model logical and clearly	and correct spelling to model	correct spelling to model logical and
Written	organized communication.	logical and clearly organized	clearly organized communication.
Expression and		communication.	,
Communication			

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