**Model for Differentiation Assignment Rubric (based on submission on 3 models)** Created Fall 2020

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| **Element** | **Ineffective (1)** | **Effective: Emerging (2)** | **Effective: Proficient (3)**  **Benchmark** | **Highly Effective (4)** |
| Chooses appropriate strategies to differentiate instruction  *InTASC 7(b)* | 0 Models for DI contain appropriate Tier 1 strategies to differentiate instruction for individuals and groups of learners and is aligned with the identified DI by Instructor. | 1 Model for DI contains appropriate Tier 1 strategies to differentiate instruction for individuals and groups of learners and is aligned with the identified DI by Instructor. | 2 Models for DI contain appropriate Tier 1 strategies to differentiate instruction for individuals and groups of learners and is aligned with the identified DI by Instructor. | 3 Models for DI contain appropriate Tier 1 strategies to differentiate instruction for individuals and groups of learners and is aligned with the identified DI by Instructor. |
| Uses multiple and appropriate types of assessment data to identify each student’s learning needs  *InTASC 6(g)* | 0 Models for DI use multiple and appropriate types of data to identify each student’s learning needs and aligns with the identified DI by Learner. | 1 Models for DI uses multiple and appropriate types of data to identify each student’s learning needs and aligns with the identified DI by Learner. | 2 Models for DI use multiple and appropriate types of data to identify each student’s learning needs and aligns with the identified DI by Learner. | 3 Models for DI use multiple and appropriate types of data to identify each student’s learning needs and aligns with the identified DI by Learner. |
| A variety of DI strategies are included.  *(No InTASC but an expectation)* | 3 of the 6 types of differentiation are accounted for within the assignment. | 4 of the 6 types of differentiation are accounted for within the assignment. | 5 of the 6 types of differentiation are accounted for within the assignment. | All 6 types of differentiation are accounted for within the assignment. |
| Uses learning data to analyze practice and differentiate instruction accordingly.  *InTASC 9(h)* | 0 Models for DI demonstrates alignment between analyzed data (DI by Learner) and chosen strategy (DI by Instructor). | 1 Model for DI demonstrates alignment between analyzed data (DI by Learner) and chosen strategy (DI by Instructor). | 2 Models for DI demonstrate alignment between analyzed data (DI by Learner) and chosen strategy (DI by Instructor). | 3 Models for DI demonstrate alignment between analyzed data (DI by Learner) and chosen strategy (DI by Instructor). |
| Ensures inclusive learning environment that enable each learner to meet high standards. *InTASC 2* | Classroom environment structures for 0 Models of DI ensures inclusive learning environment that enable each learner to meet high standards. | Classroom environment structures for 1 Model of DI ensures inclusive learning environment that enable each learner to meet high standards. | Classroom environment structures for 2 Models of DI ensure inclusive learning environment that enable each learner to meet high standards. | Classroom environment structures for 3 Models of DI ensure inclusive learning environment that enable each learner to meet high standards. |
| Knows how to evaluate resources for quality, accuracy, and effectiveness *InTASC 8(o)* | 0 Models for DI include references (sites, textbooks, peer-reviewed journal articles, research studies, etc.) that support quality, accuracy, and effectiveness of resources. | 1 Model for DI includes references (sites, textbooks, peer-reviewed journal articles, research studies, etc.) that support quality, accuracy, and effectiveness of resources. | 2 Models for DI include references (sites, textbooks, peer-reviewed journal articles, research studies, etc.) that support quality, accuracy, and effectiveness of resources. | 3 Models for DI include references (sites, textbooks, peer-reviewed journal articles, research studies, etc.) that support quality, accuracy, and effectiveness of resources. |