

## Differentiated Instruction Lesson Plan Rubric

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For the purpose of this course, lesson plans should include at least 3 different activities: one that promotes higher-order thinking, one that focuses on multiple-intelligences and/or students' choices; one that addresses students' readiness-to-learn

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Not applicable</b>
<p>Contains the following elements of a lesson plan:</p> <ul style="list-style-type: none"> <li>• Topic Title</li> <li>• Instructor Name</li> <li>• Date</li> <li>• Goal</li> <li>• Learning Objective(s)</li> <li>• Learning Outcomes/Product</li> <li>• Single-outcome rubric or mini-rubric for final product</li> <li>• Materials</li> <li>• Activities/Implementation section</li> <li>• Post-lesson Self-Reflection</li> </ul>	Contains some	Contains most	Contains all the basic elements as listed in rubric	Contains additional sections which contribute to clarity of lesson plan such as handouts, images, list of references or links	
<p>The lesson plan clearly communicates the activities (content), the implementation/process (instructional strategies) and final outcome/products.</p>	Words and short phrases are used; or only the curriculum standard notation without accompanying text	Inconsistent when it comes to clear and complete sentences.	Consistent use of complete sentences are used to communicate. Link to differentiated instruction is not clear.	Clear and complete sentences are used and includes how the activity or process represents differentiated instruction	

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Content/Activity(ies) take into account student interests, abilities and offer choices	Lesson plans reads as if it is 100% teacher-centered	Only 1 activity is differentiated	The majority of activities are differentiated	All activities and content are student-centered	
Content/Activity(ies) provide multiple “contact” with content using at least three intelligences.	All activities provide instruction using only one of the multiple intelligences	Only 1 activity provides contact and is unimodal.	All activities and content provide exposure to to a topic in at least 2 ways.	All activities and content provide exposure to to a topic in at least 3 ways.	
Content/Activity(ies) include those that access higher-order critical thinking skills based on Bloom’s Taxonomy	No	Some	Most	All	
Process includes providing various materials or access to a variety of ways for students to learn	No	For some activities	For most activities	For all activities	
Process includes opportunities for collaboration, self-reflection and peer feedback, and for self-paced individual study	No	Only 1 or 2 of the items are included in the lesson plan	Only 3 of the items are included in the lesson plan	All 4 items are included in lesson plan	
Final Learning Outcomes/Product provides choices for students to communicate/demonstrate what they have learned. The final product description provides students options that take advantage of multiple intelligence theories.	No choices are given	Only 1 alternative is given	3 choices are given	The 3 choices include one that is student-centered (the student came up with the idea)	