

# DIFFERENTIATED LESSON PLAN JUDGE'S RUBRIC



Competitor's Name: \_\_\_\_\_ Competitor's School \_\_\_\_\_ City \_\_\_\_\_

Teacher Leader's Name \_\_\_\_\_ Teacher Leaders' Cell # \_\_\_\_\_

Judges will use their discretion to assign points by evaluating the contestants via this rubric.

| Points Available   | 16-20<br>Accomplished  | 11-15<br>Strong   | 6-10<br>Developing   | 0-5<br>Emerging  | Score |
|--|--|---|--|--|-------|
| <b>Differentiated Instruction/<br/>Activities</b>          | Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. | Lesson includes some differentiated instruction for gifted students and students with special needs   | Lesson includes minimal differentiated instruction, limited to either gifted students OR students with special needs.                                    | An attempt was made in the lesson to differentiate but no activities are included.   |       |
| <b>Class Demographics/<br/>Grade level Appropriateness</b> | All activities are appropriate for the intended grade level and class demographics.  | Most activities are appropriate for the intended grade level and class demographics.  | Some but not all activities are appropriate for the intended grade level and class demographics.   | Activities are inappropriate for the intended grade level and class demographics.  |       |
| <b>Vocal Delivery</b>                                      | Contestant's clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact and understanding.                    | Contestant's clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the speaker is conveying. | Contestant's clarity of voice, pacing, and modulation of tone are straightforward, but the impact would be increased with a more dynamic vocal delivery. | Contestant's clarity of voice, pacing, and modulation of tone are inconsistent and at times, the vocal delivery distracts from the content of the speech diminishing impact. |       |

|                                       |  |   |   |  |  |
|---------------------------------------|--|---|---|--|--|
| <b>Responses to Judges' Questions</b> | <p>The contestant's responses in the Q&amp;A session demonstrates a professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions.</p> <p>The contestant displays impressive, professional-level depth of knowledge and understanding given his/her experience and preparation.</p> | <p>The contestant's responses in the Q&amp;A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation.</p> | <p>The contestant's responses in the Q &amp; A session reflected a broad spectrum of levels of quality from answer to answer.</p>   | <p>The contestant's responses in the Q&amp;A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered.</p> |  |
| <b>Overall Impact</b>                 | <p>The contestant clearly and consistently demonstrates professional-caliber skills in differentiated lesson planning.</p> <p>The contestant shows clear and consistent evidence of his/her identity as an educator.</p>   | <p>The contestant demonstrates strong skills in differentiated lesson planning.</p> <p>The contestant shows evidence of cultivating an identity as an educator.</p>   | <p>The contestant demonstrates developing skills in differentiated lesson planning.</p> <p>More preparation and expert guidance regarding the basics of differentiating lesson plans are recommended.</p> | <p>The contestant demonstrates emerging skills in differentiated lesson planning.</p> <p>Significantly more preparation and expert guidance is recommended.</p>                  |  |

**TOTAL SCORE - 100 points (Add up all scores)** \_\_\_\_\_

**Judge's Initials** \_\_\_\_\_

**Comments:**

