

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 3 Diverse Learners</p> <p>Score: _____</p>	<p><input type="checkbox"/> No evidence of differentiation in instruction for students based on variations in cultural background, learning style, ability, developmental level, and language.</p> <p><input type="checkbox"/> Only a single perspective drives instruction and student participation which is limited to recitation.</p> <p><input type="checkbox"/> No efforts made to access and work with appropriate support services and resources.</p>	<p><input type="checkbox"/> Little evidence of differentiation in instruction for students based on variations in cultural background, learning style, ability, developmental level, and language.</p> <p><input type="checkbox"/> Typically only a single perspective drives instruction and discussion.</p> <p><input type="checkbox"/> No efforts made to access and work with appropriate support services and resources.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in two of the following aspects:</p> <ul style="list-style-type: none"> ○ cultural background, ○ language, ○ learning style, ○ ability, ○ developmental level. <p><input type="checkbox"/> Instruction and discussion occasionally incorporate more than one perspective.</p> <p><input type="checkbox"/> Limited effort made to access and work with appropriate support services and resources; however, when contacts are made, tends to show a tentative follow-up on suggestions.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in three of the following aspects:</p> <ul style="list-style-type: none"> ○ cultural background, ○ language, ○ learning style, ○ ability, ○ developmental level. <p><input type="checkbox"/> Instruction and discussion typically incorporate at least one alternative perspective.</p> <p><input type="checkbox"/> Occasional efforts made to access and work with appropriate support services and resources and tends to make an effort to follow up on suggestions and/or further contacts.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in four of the following aspects:</p> <ul style="list-style-type: none"> ○ cultural background, ○ language, ○ learning style, ○ ability, ○ developmental level. <p><input type="checkbox"/> Instruction and discussion incorporate several alternative perspectives.</p> <p><input type="checkbox"/> Frequent efforts made to access and work with appropriate support services and resources; consistently shows appropriate follow-up on suggestions and/or further contacts.</p>

Comments:

Evaluator

Date