EDS 620 Rubric: Accessing the General Curriculum Project (updated 4/9/15)
by Grand Valley Education Administrator

Accessing the General Curriculum Project

Standards

CEC-INI-2012.2 Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC-INI-2012.3 Curricular Content Knowledge: Beginning special education professionals use knowledge of general1 and specialized curricula2 to individualize learning for individuals with exceptionalities.

CEC-INI-2012.5 Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies3 to advance learning of individuals with exceptionalities.

CEC-INI-2012.6 Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

INTASC-2013.3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

INTASC-2013.5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Purpose
The primary purposes of the Accessing the General Curriculum Project are for you to demonstrate your ability to (a) provide a student access to the general curriculum outlined by the State of Michigan’s Common Core Essential Elements for students with moderate/severe cognitive impairments and (b) incorporate instruction related to the general curriculum into a student’s (with a moderate or severe cognitive impairment) general education setting and daily living context. This project will be evaluated by your professor using the CI Accessing the General Curriculum Project Rubric.

**Candidate Directions**

Candidates will first view/navigate Michigan’s website for the DLM Common Core Essential Elements (CCEE) for English Language Arts and Mathematics. Candidates will then read a description of the academic and behavioral strengths and needs for a student with a moderate cognitive disability (MoCI) or a severe cognitive disability (SCI). These descriptions will be provided by the professor. Next, candidates will:

- Complete the CEE’s matrix identifying appropriate content expectations in the areas of reading, math and science (2 CCEE’s for reading and 2 CCEE’s for math) based on student needs.
- State CCEE’s for each curricular area (2 for reading and 2 for math) and how each one could be taught within a general education setting by identifying the accommodations and/or modifications that are appropriate and required for student success.
- For each CCEE, in each curricular area, state how each one could also be taught within a functional skills/daily living context.
- Write with clarity and organization, correct grammar, and correct spelling.

**Rubric Instructions**

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

**PLEASE NOTE: Percentages and Grades**

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no
reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

### Accessing the General Curriculum Project

<table>
<thead>
<tr>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
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</thead>
</table>
| **Reading:** CCEE's   
(1,000, 14%)  
CEC-INI-2012.5  
INTASC-2013.7 | Accurately identifies the area of need and CCEE's appropriate for instruction for 2 areas of reading. | Accurately identifies the area of need and CCEE's appropriate for instruction for 1 area of reading. | Does not identify the area of need and does not identify CCEE's appropriate for instruction. |
| **Reading:** Accommodations 
for General Education 
(1,000, 14%)  
CEC-INI-2012.2  
CEC-INI-2012.3  
CEC-INI-2012.5  
CEC-INI-2012.6  
INTASC-2013.5 | More than two accommodations and modifications are selected & described that reflect best practices for students with MoCI or SCI for the general education setting. | At least two accommodations and modifications are described but both are not appropriate for students with MoCI or SCI for the general education setting. | No accommodation or modification is described. |
| **Reading:** Functional 
Skills/ Daily Living Context 
(1,000, 14%)  
CEC-INI-2012.2  
CEC-INI-2012.3  
CEC-INI-2012.5  
CEC-INI-2012.6  
INTASC-2013.3 | Selected and described more than two appropriate instructional ideas for achievement of CCEE's within a functional or daily living context that were also age appropriate. | Selected at least two instructional ideas for achievement of CCEE's within a functional or daily living context but did not consider age appropriateness. | Did not select instructional ideas for achievement of CCEE's within a functional or daily living context. |
<p>| Mathematics: CCEE's   | Accurately identifies the area of need and | Accurately identifies the area of need and | |</p>
<table>
<thead>
<tr>
<th>Mathematics: Accommodations for General Education</th>
<th>CCEE’s appropriate for instruction for 2 areas of mathematics.</th>
<th>CCEE’s appropriate for instruction for 1 area of mathematics.</th>
<th>does not identify CCEE’s appropriate for instruction.</th>
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<tbody>
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<td>(1.000, 14%) CEC-IN-2012.5 INTASC-2013.7</td>
<td>More than two accommodations and modifications are selected &amp; described that reflect best practices for students with MoCI or SCI for the general education setting.</td>
<td>At least two accommodations and modifications are described but both are not appropriate for students with MoCI or SCI for the general education setting.</td>
<td>At least one accommodation or modification is described but does not reflect best practices for students with MoCI or SCI for the general education setting.</td>
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<td>Mathematics: Functional Skills/ Daily Living Context</td>
<td>More than two selected and described appropriate instructional ideas for achievement of CCEE’s within a functional or daily living context that were also age appropriate.</td>
<td>Selected at least two instructional ideas for achievement of CCEE’s within a functional or daily living context but did not consider age appropriateness.</td>
<td>Selected at least one instructional idea for achievement of CCEE’s within a functional or daily living context but did not consider age appropriateness.</td>
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<tr>
<td>(1.000, 14%) CEC-IN-2012.2 CEC-IN-2012.3 CEC-IN-2012.5 CEC-IN-2012.6 INTASC-2013.3</td>
<td>Clear, concise, and thorough organization of written document, no misspellings or grammatical errors are obvious.</td>
<td>Organization of written document is adequate but may need some fine tuning, few misspellings or grammatical errors are apparent.</td>
<td>Organization and/or grammatical errors and misspellings are numerous or interfere with understanding of the written document.</td>
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<td>Organization and Mechanics</td>
<td>CCEE’s within a functional or daily living context but did not consider age appropriateness.</td>
<td>Selected at least two instructional ideas for achievement of CCEE’s within a functional or daily living context but did not consider age appropriateness.</td>
<td>Did not select instructional ideas for achievement of CCEE’s within a functional or daily living context.</td>
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<td>(1.000, 14%)</td>
<td>Created with LiveText - livetext.com</td>
<td>Organization and/or grammatical errors make the document unreadable.</td>
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