CEC-IN-2012.1 Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC-IN-2012.4 Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

CEC-IN-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.

CEC-IN-2012.7 Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacherâs and learnerâs decision making.

INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages
in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Purpose

The primary purpose of the CI Assessment Report is for you to conduct an assessment battery to describe the present level of performance of a student with a cognitive impairment. This report will be evaluated by your professor using the Assessment Report Rubric.

Candidate Directions

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.

Within section one: Instructional History, you will summarize the student’s instructional history using documents from the student’s cumulative file and interviews. Specifically, for this section, you will:

- if available, summarize the student’s standardized diagnostic test results on measures of intelligence, achievement, and/or adaptive behavior;
- if available, name the disability category under which the student is eligible for special education services;
- if available, state the student’s current IEP goals;
- if available, specify the amount and nature of special education services the student currently receives;
- summarize the academic and/or behavioral strengths and needs named during interviews with the student and his/her caregivers (e.g., parents or guardians) and teachers (e.g., general education and/or special education); and
- name interventions deemed beneficial and not beneficial during interviews.

Within section two, Assessment Plan, you will outline a battery of at least two assessments that you will administer to the student. The battery must include one assessment (formal or informal) on listening, speaking, reading, writing, or mathematics and one assessment (formal or informal) on adaptive behavior or transition skills. Specifically, you will:
• the assessments to be administered.

Within section three, Assessment Summary, you will summarize the student’s performance on the battery of informal and/or formal assessments that you administered. As part of this summary, you will:

• explain the purpose of each assessment,
• describe how each assessment was implemented,
• summarize the student’s performance quantitatively. (i.e., “The student earned a score of...”), and
• summarize the student’s performance qualitatively. (i.e., “This score means ...”).

Within section four, Present Level of Performance, you will summarize the student’s performance in the assessed areas. Specifically, for each assessed area, a 1-paragraph summary will be written. Each paragraph will answer the following questions:

• does the student have difficulty in (fill-in name of assessed area)?
• if so, specifically, in which sub-areas of (fill-in name of assessed area) does the student have needs?; and
• what assessment data exist to support this claim?

Moreover, for all sections, be sure to:

• write all sentences with clarity, correct capitalization, correct punctuation, and correct spelling; and
• use terms that are easily understood by parents, educators, and administrators, or terms that are explained.

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.

### CI Assessment Report

<table>
<thead>
<tr>
<th>Instructional History CEC Primary: 6 Secondary: 1, 4, 7 InTASC 9 (1,000, 20%)</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following were satisfied. 1) The student’s standardized diagnostic test results on measures of intelligence, achievement, and/or adaptive behavior were summarized, the disability category under which the student is eligible for special education services was named, the student’s current IEP goals were specified, and the amount and nature of special education services that the student currently receives were provided. 2) The academic and/or behavioral strengths and needs named during interviews were summarized, and the names of beneficial and not beneficial instructional strategies named during interviews were summarized. 3) All sentences were written using terms that are easily understood by parents, general educators, and</td>
<td>Both 1 and 2 of the following were satisfied. 1) The student’s standardized diagnostic test results on measures of intelligence, achievement, and/or adaptive behavior were summarized, the disability category under which the student is eligible for special education services was named, the student’s current IEP goals were specified, and the amount and nature of special education services that the student currently receives were provided. 2) The academic and/or behavioral strengths and needs named during interviews were summarized, and the names of beneficial and not beneficial instructional strategies named during interviews were summarized.</td>
<td>Number 1 of the following was satisfied but 2 was not. 1) The student’s standardized diagnostic test results on measures of intelligence, achievement, and/or adaptive behavior were summarized, the disability category under which the student is eligible for special education services was named, the student’s current IEP goals were specified, and the amount and nature of special education services that the student currently receives were provided. 2) The academic and/or behavioral strengths and needs named during interviews were summarized, and the names of beneficial and not beneficial instructional strategies named during interviews were summarized.</td>
<td>Neither of the following were satisfied. 1) The student’s standardized diagnostic test results on measures of intelligence, achievement, and/or adaptive behavior were summarized, the disability category under which the student is eligible for special education services was named, the student’s current IEP goals were specified, and the amount and nature of special education services that the student currently receives were provided. 2) The academic and/or behavioral strengths and needs named during interviews were summarized, and the names of beneficial and not beneficial instructional strategies named during interviews were summarized.</td>
<td></td>
</tr>
</tbody>
</table>
| **Assessment Plan CEC 1**  
| **InTASC 2**  
| (1.000, 20%)  
| CEC-INI-2012.1  
| INTASC-2013.2 |
|---|---|---|---|
| All of the following were satisfied.  
1) A list of assessments to be administered was provided.  
2) All of the assessments listed are appropriate based on the student’s cognitive level and instructional history.  
3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained. | Both 1 and 2 of the following were satisfied.  
1) A list of assessments to be administered was provided.  
2) All of the assessments listed are appropriate based on the student’s cognitive level and instructional history. | Number 1 of the following was satisfied but 2 was not.  
1) A list of assessments to be administered was provided.  
2) All of the assessments listed are appropriate based on the student’s cognitive level and instructional history. | Neither of the following were satisfied.  
1) A list of assessments to be administered was provided.  
2) All of the assessments listed are appropriate based on the student’s cognitive level and instructional history. |

| **Assessment Summary**  
| **CEC 4**  
| **InTASC 6**  
| (1.000, 20%)  
| CEC-INI-2012.4  
| INTASC-2013.6 |
|---|---|---|---|
| All of the following were satisfied.  
1) For each assessment, statements were written that explained the purpose for using each assessment and described how each assessment was implemented.  
2) For each assessment, statements were written that summarized the student’s performance quantitatively. (i.e., “The student earned a score of...”), and summarize the student’s performance qualitatively. (i.e., “This score means ...”).  
3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained. | Both 1 and 2 of the following were satisfied.  
1) For each assessment, statements were written that explained the purpose for using each assessment and described how each assessment was implemented.  
2) For each assessment, statements were written that summarized the student’s performance quantitatively. (i.e., “The student earned a score of...”), and summarize the student’s performance qualitatively. (i.e., “This score means ...”). | Number 1 of the following was satisfied but 2 was not.  
1) For each assessment, statements were written that explained the purpose for using each assessment and described how each assessment was implemented.  
2) For each assessment, statements were written that summarized the student’s performance quantitatively. (i.e., “The student earned a score of...”), and summarize the student’s performance qualitatively. (i.e., “This score means ...”). | Neither of the following were satisfied.  
1) For each assessment, statements were written that explained the purpose for using each assessment and described how each assessment was implemented.  
2) For each assessment, statements were written that summarized the student’s performance quantitatively. (i.e., “The student earned a score of...”), and summarize the student’s performance qualitatively. (i.e., “This score means ...”). |
| Summary of Present Level of Performance | All of the following were satisfied.  
1) A 2 paragraph summary was written that described the student’s present level of performance in either oral language, read language, written language, or mathematics and adaptive behavior skills or transition skills;  
2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in the area assessed? (b) if so, specifically, in which sub-areas does the student have needs?; and (c) what assessment data exist to support this claim?;  
3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained. | Both 1 and 2 of the following were satisfied.  
1) A 2 paragraph summary was written that described the student’s present level of performance in either oral language, read language, written language, or mathematics and adaptive behavior skills or transition skills;  
2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in the area assessed? (b) if so, specifically, in which sub-areas does the student have needs?; and (c) what assessment data exist to support this claim? | Number 1 of the following was satisfied but 2 was not.  
1) A 2 paragraph summary was written that described the student’s present level of performance in either oral language, read language, written language, or mathematics and adaptive behavior skills or transition skills;  
2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in the area assessed? (b) if so, specifically, in which sub-areas does the student have needs?; and (c) what assessment data exist to support this claim? | Neither of the following were satisfied.  
1) A 2 paragraph summary was written that described the student’s present level of performance in either oral language, read language, written language, or mathematics and adaptive behavior skills or transition skills;  
2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in the area assessed? (b) if so, specifically, in which sub-areas does the student have needs?; and (c) what assessment data exist to support this claim? |

| Organization and Mechanics | All sentences were written with clarity, correct capitalization, correct punctuation, and correct spelling. | Organization of written document is adequate but may need some fine tuning, few misspellings or grammatical errors are apparent. | Organization and/or grammatical errors and misspellings are numerous or interfere with understanding of the written document. | Organization and/or grammatical errors make the document unreadable. |