EDS 638 Rubric: LD/EI Instruction Report (updated 4/9/15)

by Grand Valley Education Administrator

LD/EI Instruction Report

Standards

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

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

CEC-INI-2012.5 Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies 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 their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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-2013.7 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.
INTASC-2013.8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Candidate Directions

Within Section 1: Summary of Present Level of Performance, you will summarize in 5 paragraphs the student’s present level of performance in the areas of: oral language, read language, written language, mathematics, and/or social skills. Specifically, for each of the paragraphs, you will answer the following questions:

- does the student have difficulty in oral language, read language, written language, mathematics, and/or social skills.
- if so, specifically, in which sub-areas of oral language, read language, written language, mathematics, and/or social skills does the student have needs?; and
- what assessment data exist to support this claim?

Within Section 2: Selection Description of 2-3 Need Areas, you will describe in 1 paragraph 2-3 need areas to be developed in the areas of: oral language, read language, written language, mathematics, and/or social skills. Specifically, regarding this section, you will:

- name the 2-3 need areas to be developed;
- explain the impact of each one of the need areas on the student’s school performance; and
- justify why each one of the need areas was selected over other needs.

Within Section 3: Statement of Goals and Related Objectives, you will translate these 2-3 need areas into long-term goal statements. Specifically, regarding this section, you will:

- make one long-term goal statement for each need area, and
- outline a sequentially appropriate list (systematic outline) of behavioral objectives for each goal.
- write objectives that can be measured.

Within Section 4: Selection and Description of Instructional Practices, you will describe an instructional practice for each objective. Specifically, regarding this section, you will:
• name each instructional practice;
• describe the instructional practice in a paragraph;
• describe multiple practices when appropriate; and
• list only instructional practices that are research validated and appropriate to each objective.

Within Section 5: Description of Progress Monitoring Assessments, you will describe an assessment for monitoring progress of each objective. Specifically, regarding this section, you will:

• name a progress monitoring assessment for each objective; and
• describe each progress monitoring assessment.

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, general educators, and administrators, or terms that are explained.

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.

**LD/EI Instruction Report**

<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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<tr>
<td><strong>Summary of Present Level of Performance</strong>&lt;br&gt;(1.000, 16%)&lt;br&gt;CEC-IN-2012.1&lt;br&gt;CEC-IN-2012.4&lt;br&gt;INTASC-2013.2</td>
<td>All of the following were satisfied.&lt;br&gt;1) A 5 paragraph summary was written that described the student's present level of performance in oral language, read language, written language, mathematics, and social skills;&lt;br&gt;2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in oral language, read language, written language, mathematics, and social skills?, (b) if so, specifically, in which sub-areas of oral language, read language, a written language, mathematics, and/or social skills does the student have needs?; and (c) what assessment data exist to support this claim?;&lt;br&gt;3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained.</td>
<td>Both 1 and 2 of the following were satisfied.&lt;br&gt;1) A 5 paragraph summary was written that described the student's present level of performance in oral language, read language, written language, mathematics, and social skills;&lt;br&gt;2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in oral language, read language, written language, mathematics, and social skills?, (b) if so, specifically, in which sub-areas of oral language, read language, a written language, mathematics, and/or social skills does the student have needs?; and (c) what assessment data exist to support this claim?</td>
<td>Number 1 of the following was satisfied but 2 was not.&lt;br&gt;1) A 5 paragraph summary was written that described the student's present level of performance in oral language, read language, written language, mathematics, and social skills;&lt;br&gt;2) Each paragraph correctly answered the following questions: (a) does the student have difficulty in oral language, read language, written language, mathematics, and social skills?, (b) if so, specifically, in which sub-areas of oral language, read language, a written language, mathematics, and/or social skills does the student have needs?; and (c) what assessment data exist to support this claim?</td>
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**Selection and Description of**<br>All of the following were satisfied. | Both 1 and 2 of the following were | Number 1 of the following was | None of the following were satisfied. |
<p>| 2-3 Need Areas | 1) A one paragraph summary was written that identified 2-3 need areas to be developed; 2) Proper justifications were provided that explained why the 2-3 need areas were selected over all other need areas; 3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained. |
| Statement of Goals and Related Objectives | Both 1 and 2 of the following were satisfied. 1) For each need area, a long-term goal was stated; 2) Each goal was followed by a sequentially appropriate list of behavioral objectives, and each objective was measurable; 3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained. |
| Selection and Description of Instructional Practices | Number 1 of the following was satisfied but 2 was not. 1) For each need area, a long-term goal was stated; 2) Each goal was followed by a sequentially appropriate list of behavioral objectives, and each objective was measurable. |
| | 1) A one paragraph summary was written that identified 2-3 need areas to be developed; 2) Proper justifications were provided that explained why the 2-3 need areas were selected over all other need areas. |
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<tr>
<th>Description of Progress Monitoring Assessments (1.000, 16%)</th>
<th>Parents, general educators, and administrators, or terms that are explained.</th>
<th>Both 1 and 2 of the following were satisfied. 1) A progress monitoring assessment was named for each objective, and each continuous assessment was accurately described; 2) Each progress monitoring assessment was appropriate for its matched objective.</th>
<th>Number 1 of the following was satisfied but 2 was not. 1) A progress monitoring assessment was named for each objective, and each continuous assessment was accurately described; 2) Each progress monitoring assessment was appropriate for its matched objective.</th>
<th>None of the following were satisfied. 1) A progress monitoring assessment was named for each objective, and each continuous assessment was accurately described; 2) Each progress monitoring assessment was appropriate for its matched objective.</th>
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<td>CEC-INI-2012.3 CEC-INI-2012.4 CEC-INI-2012.5 CEC-INI-2012.6 INTASC-2013.6</td>
<td>All of the following were satisfied. 1) A progress monitoring assessment was named for each objective, and each continuous assessment was accurately described; 2) Each progress monitoring assessment was appropriate for its matched objective; 3) All sentences were written using terms that are easily understood by parents, general educators, and administrators, or terms that are explained.</td>
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<td><strong>Organization and Mechanics (1.000, 16%)</strong></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>
<td>Organization and/or grammatical errors make the document unreadable.</td>
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