

	<b>Unacceptable (0)</b> Does not meet standards	<b>Basic (1)</b> Inconsistently meets standards	<b>Proficient (2)</b> Consistently meets standards	<b>Distinguished (3)</b> Consistently exceeds standards	
<b>SECTION I</b>  <b>Introductory material - The candidate develops information about the student,</b>  <b>The student's struggles, development, characteristics, &amp; instructional strategies</b>	<b>Standard 1 -Pre-service teacher's introduction includes</b> no context in the discussion of models, theories, philosophies, research that form the basis of educational practices or characteristics of the individuals exceptionalities. The significance of student's struggles is not illustrated by references to the IEP goals or classroom observations.	<b>Pre-service teacher included a limited introduction on the</b> significance of student's struggles is sketchy with limited discussion of the social-emotional characteristics of individuals with ELN or the impact of sensory impairments, physical and health are noted. Limited discussions of models, theories, philosophies, research that form the basis of educational practices are included.	<b>Pre-service teacher provides sufficient context for the project through:</b> The discussion of models, theories, philosophies, research that form the basis of educational practices and characteristics of the individuals exceptionalities. The significance of student's struggles is illustrated by similarities and differences among individuals with exceptional learning needs	<b>The introduction provides an adequate context for the project through the discussion of</b> the models, theories, philosophies, research that form the basis of educational practices and characteristics of the individual's exceptionalities. The significance of student's struggles is illustrated by references to the legal requirements, IEP goals, classroom observations, and the social-emotional characteristics of individuals with ELN	1
	<b>Standard 2- Pre-service teacher's introduction includes</b> No discussion of social-emotional characteristics of individuals with ELN or the impact of sensory impairments, physical and health are noted.	<b>Pre-service teacher included a limited introduction on the</b> No reference to Legal Requirements, IEP goals, classroom observations, or ASU course materials.	<b>Pre-service teacher provides sufficient context for the project through:</b> The discussion includes the legal requirements, IEP goals, classroom observations, social-emotional characteristics of individuals with ELN. The dialogue of the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.	<b>The introduction provides an adequate context for the project through the discussion that</b> includes a well developed discussion of the legal requirements, IEP goals, classroom observations, social-emotional characteristics of individuals with ELN. The dialogue of the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.	2
ICC1K1, ICC1K2, ICC1K5, IGC1K1, IGC1K2, IGC1K3, IGC1K4, IGC1K5, ICC2K2, ICC2K3, ICC2K6, ICC7K3, ICC7K5, IIC1K1, IIC1K2, IIC1K3, IIC1K4, IIC1K5,	<b>Standard 1 -Pre-service teacher's introduction includes</b> Culturally and linguistically diverse backgrounds of students with ELN are not discussed. No information was provided that discussed the impact of differences in values, languages, and customs that can exist between the home and school.	<b>Pre-service teacher included a limited introduction on the</b> culturally and linguistically diverse backgrounds of students with ELN are dimly discussed. Information is provided that discussed the impact of differences in values, languages, and customs that can exist between the home and school.	<b>Pre-service teacher provides sufficient context for the project through:</b> Culturally and linguistically diverse backgrounds of students with ELN are discussed. Information is provided that helps with understanding the relationship of the SPED program to the school systems, and explores issues that have historically influenced the field of special education. Discussed of the impact of differences in values, languages, and customs that exist between the home and school.	<b>The introduction provides an adequate context for the project through the discussion of</b> culturally and linguistically diverse backgrounds of the student with ELN. Information that helps with understanding the relationship of the special education program to the organizations and school systems Issues that have historically influenced and continue to influence the field of special education. Discussed of the impact of differences in values, languages, and customs that exist between the home and school. Relate levels of support to the needs of the individuals.	3

	<b>Unacceptable (0)</b> Does not meets standards	<b>Basic (1)</b> Inconsistently meets standards	<b>Proficient (2)</b> Consistently meets standards	<b>Distinguished (3)</b> Consistently exceeds standards	
<b>The candidate develops a descriptions of language development, strategies to enhance language development</b>  ICC6K1, ICC6K2, ICC6K3, ICC6K4, ICC6S1, ICC6S2, GC6K1, GC6K2, GC6K3, GC6S1, GC6S2, GC6S3, GC6S4, GC6S5	Standard 4 - The pre-service teacher provided little information on enhance vocabulary development and teaching strategies for spelling accuracy and monitoring for errors in oral and written language.	The narrative contains a bare minimum description of enhance vocabulary development and teaching strategies for spelling accuracy and monitoring for errors in oral and written language. No discussion of a plan for instruction using alternative and augmentative communication systems	The narrative contains <b>adequate</b> description of enhance vocabulary development and teaching strategies for spelling accuracy and monitoring for errors in oral and written language. Plus a discussion of a plan for instruction using alternative and augmentative communication systems	The narrative contains <b>well-developed</b> description of enhance vocabulary development and teaching strategies for spelling accuracy and monitoring for errors in oral and written language. Plus a good plan for instruction using alternative and augmentative communication systems.	4
	Standard 6 - The pre-service teacher provided little information on the impact of language development and listening comprehension on academic and non-academic learning of individuals with special needs	The narrative contains a bare minimum description of the impact of language development and listening comprehension on academic and non-academic learning of individuals with special needs	The narrative contains <b>adequate</b> description of the impact of language development and listening comprehension on academic and non-academic learning of individuals with special needs	The narrative contains <b>well-developed</b> description of the impact of language development and listening comprehension on academic and non-academic learning of individuals with special needs	5
	Standard 6 - An incomplete or vague description of the effects of cultural and linguistic differences on growth and development and the use strategies to support and enhance communication skills of individuals with exceptional learning needs.	The narrative contains a bare minimum description of the effects of cultural and linguistic differences on growth and development and the use strategies to support and enhance communication skills of individuals with exceptional learning needs.	The narrative contains <b>adequate</b> description of the effects of cultural and linguistic differences on growth and development and the use strategies to support and enhance communication skills of individuals with exceptional learning needs.	The narrative contains <b>well-developed</b> description of the effects of cultural and linguistic differences on growth and development and the use strategies to support and enhance communication skills of individuals with exceptional learning needs.	6
<b>The candidate develops A description of the setting, lessons, instructional</b>	Standard 7 - An incomplete or vague description of the setting, lessons, and data collected from the time when the candidate was engaged with struggling student.	The setting, lessons, and data collected from the time when the ASU student was engaged with struggling student.	The setting, lessons, and data collected from the time when the ASU student was engaged with struggling student.	The setting, lessons, and data collected from the time when the ASU student was engaged with struggling student	7
	Standard 1 - No discussion of the impact of differences in	The impact of differences in values, languages, and customs	The impact of differences in values, languages, and customs that exists between	. The impact of differences in values, languages, and customs that exists between	8

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<b>strategies, learning environments, language development, strategies to enhance language development, and type of data collected</b>	values, languages, and customs that exists between the home and school.	that exists between the home and school.	the home and school.	the home and school.	
	Standard 2 -No discussion of typical and atypical human growth and development. No discussions that include the similarities and differences of individuals with and without ELN and differences among individuals with ELN.	The narrative contains a bare minimum description of the typical and atypical human growth and development. The similarities and differences of individuals with and without ELN and differences among individuals with ELN.	The typical and atypical human growth and development. The similarities and differences of individuals with and without ELN and differences among individuals with ELN.	The typical and atypical human growth and development. The similarities and differences of individuals with and without ELN and differences among individuals with ELN.	9
	Standard 4- No discussion was provided on the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and/or career.	The narrative contains a bare minimum description of the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and/or career.	The narrative contains <b>adequate</b> description of the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and/or career.	The narrative contains <b>well-developed</b> description of the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and/or career.	10
	Standard 6 -No discussion of selecting, adapting, and using instructional strategies according to characteristics of ELN.	The narrative contains a bare minimum description of the selecting, adapting, and using instructional strategies according to characteristics of ELN. The use of strategies to facilitate maintenance of skills across learning environments. The use of research-supported methods for instruction of students with ELNs.	The narrative contains <b>adequate</b> description of the selecting, adapting, and using instructional strategies according to characteristics of ELN. The use of strategies to facilitate maintenance of skills across learning environments. The use of research-supported methods for instruction of students with ELNs.	The narrative contains <b>well-developed</b> description of selecting, adapting, and using instructional strategies according to characteristics of ELN. The use of strategies to facilitate maintenance of skills across learning environments. The use of research-supported methods for instruction of students with ELNs.	11
<b>The candidate develops an</b>	Standard 1- No discussion of selecting, adapting, and using classroom management theories and strategies.	Only a simple discussion of selecting, adapting, and using classroom management theories and strategies.	The narrative contains an <b>adequate</b> description of classroom management theories and strategies for individuals with exceptional learning needs.	The narrative contains <b>well-developed</b> description of classroom management theories and strategies for individuals with exceptional learning needs.	12
	Standard 7 -The pre-service teacher provided no evidence that they understand the	The narrative contains little evidence they understand the theories and research that	The narrative contains <b>adequate</b> evidence that they understand the theories and research that form the basis of curriculum	The narrative contains <b>well-developed</b> evidence that they understand the theories and research that form the basis of curriculum	13

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<b>instructional plan and explores the impact of that plane on learning</b>	theories and research that form the basis of curriculum development and instructional practices or that areas for accommodations with individuals with special needs	compose the development and instructional practice of the general and special curricula and note no appropriate accommodations for individuals with special needs.	development and instructional practice of the general and special curricula and note appropriate accommodations for individuals with exceptional learning need	development and instructional practice of the general and special curricula. Plus they identify and prioritize areas of the general curriculum and note accommodations for individuals with exceptional learning need	
ICC7K1, ICC7K2, ICC7S1, ICC7S8, ICC7S5, ICC7S10, GC7S6, GC7S5, GC7S2	Standard 7 -The pre-service teacher provided NO evidence that they develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	The narrative contains a bare minimum description of evidence that they develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	The narrative contains <b>adequate</b> description of evidence that they develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	The narrative contains <b>well-developed</b> description of evidence that they develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	14
<b>SECTION II</b>	Standard 7 - No observational information from multiple days or sources, No reference made to appropriate practices supported by current research and theory from the course materials and text.	The pre-service teacher included <b>Minimum</b> information from multiple days or sources, A reference made to appropriate practices supported by current research and theory from the course materials and text.	The pre-service teacher included <b>adequate</b> information from observational information from multiple days or sources, A reference made to appropriate practices supported by current research and theory from the course materials and text.	The pre-service teacher included well <b>developed</b> Information from observational information on multiple days and multiple sources. Reference made to appropriate practices supported by current research and theory from the course materials and text.	15
The candidate develops record of observations contains information from multiple sources & includes qualitative and quantitative data about how complex human issues interact in	Standard 7 - Qualitative or quantitative data (information) about how they designed and managed daily routine. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences	The pre-service teacher included Qualitative or quantitative data (information) about how they designed and managed daily routine. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences	The pre-service teacher included <b>adequate</b> Qualitative or quantitative data (information) about how they designed and managed daily routine. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences	The pre-service teacher included well <b>developed</b> Qualitative and quantitative data (information) about how they designed and managed daily routines,. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences	16

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the delivery of special education services.  ICC5S12, ICC5S13, ICC5S14, CC5S15, ICC7S11, ICC7S10, ICC7S8, ICC7S13, IIC2K1, IGC7S3 IIC2K2, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3 ICC2K6,	Standard 5 -Discussion of intercultural issues among individuals with exceptional learning needs within the learning. Plan for implementing age and ability appropriate for Individuals with ELNs.	The pre-service teacher includes a discussion of intercultural issues among individuals with exceptionalities and planning for implementing age and ability appropriate for Individuals with ELNs	The pre-service teacher included <b>adequate</b> discussion of intercultural issues among individuals with exceptional learning needs within the learning. Plan for implementing age and ability appropriate for Individuals with ELNs	The pre-service teacher included well <b>developed</b> discussion of intercultural issues among individuals with exceptional learning needs within the learning. Plan for implementing age and ability appropriate for Individuals with ELNs	17
	Standard 3 - Does not include references to appropriate practice that are supported by current research and theory or the use of a creative environment to encourage self-advocacy and increased independence.	The pre-service teacher includes only a simple reference to practices that are supported by current research and theory. Plus a simple discussion of the use a creative environment to encourages self-advocacy and increased independence.	The pre-service teacher included <b>adequate</b> references to appropriate practice that are supported by current research and theory and the discussion of the use a creative environment to encourages self-advocacy and increased independence.	The pre-service teacher included well <b>developed</b> references to appropriate practice that are supported by current research and theory and a discussion of the use of a creative environment that will encourage self-advocacy and increased independence.	18
<b>SECTION III</b>  <b>The candidate develops a reflective view of the progress or lack of progress and future implications related to professional practice, including assessment, instructional planning,</b>	Standard 7 - The pre-service teacher included <b>NO</b> information on the progress or lack of progress via the time spent working with the student and provide no Prioritization of areas of the general curriculum and accommodations needed for the individuals with ELN	The pre-service teacher included a discussion on information on the progress or lack of progress via the time spent working with the student and provide no Prioritization of areas of the general curriculum and accommodations needed for the individuals with ELN	The pre-service teacher included an <b>adequate</b> discussion on information on the progress or lack of progress via the time spent working with the student and provide no Prioritization of areas of the general curriculum and accommodations needed for the individuals with ELN	The pre-service teacher included an <b>well-developed</b> discussion on information on the progress or lack of progress via the time spent working with the student and provide no Prioritization of areas of the general curriculum and accommodations needed for the individuals with ELN	19
	Standard 7 - The pre-service teacher included <b>NO</b> information on using past information and task analysis to plan instruction or its relationship with current learning. No information was noted that functional assessments was used	The pre-service teacher included some information on using past information and task analysis to plan future instruction or its relationship with current learning. And information was noted that functional assessments was used to develop intervention plans	The pre-service teacher included adequate information on using past information and task analysis to plan future instruction or its relationship with current learning. And information was noted that functional assessments was used to develop intervention plans	The pre-service teacher included a <b>well-developed</b> information on using past information and task analysis to plan future instruction or its relationship with current learning. And information was noted that functional assessments was used to develop intervention plans	20
	Standard 7 - The pre-service	The pre-service teacher included	The pre-service teacher included an	The pre-service teacher included an <b>well-</b>	21

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implementation, and program evaluation.  ICC7K5, ICC7S1, ICC7S4, ICC7S5, ICC7S8, ICC7S10, ICC7S8, ICC7S13, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, ICC4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4	teacher included <b>NO</b> information on the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service or the use of technology for planning and managing the teaching and learning environment	some information on the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service or the use of technology for planning and managing the teaching and learning environment	<b>adequate</b> information on the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service and the use of technology for planning and managing the teaching and learning environment. Also data and evidence-based practices validated for specific learners.	<b>developed</b> information on the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service and the use of technology for planning and managing the teaching and learning environment. Also data and evidence-based practices validated for specific learners.	
	Standard 7 - The pre-service teacher included <b>NO</b> information on use of adjustments to instruction based on observations	The pre-service teacher included some discussion on use of adjustments to instruction based on observations	The pre-service teacher included an <b>adequate</b> discussion on the use of adjustments to instruction based on observations and the selection, adaption, and use of instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	The pre-service teacher included a <b>well-developed</b> discussion on the use of adjustments to instruction based on observations and the selection, adaption, and use of instructional strategies and materials according to characteristics of the individual with exceptional learning needs and included strategies that promote successful transitions for individuals.	22
	Standard 7 - No evidence that the candidate design and implement instruction that address independent living for individuals and instructional practices represented student change supported by ongoing assessment data.	Some evidence that the candidate design and implement instruction that address independent living and career education for individuals and instructional practices represented student change supported by ongoing assessment data.	The pre-service teacher included an <b>adequate</b> evidence of designing and implementing instruction that address independent living, career, and academic education for individuals and instructional practices represented student change supported by ongoing assessment data.	The pre-service teacher included an <b>well-developed</b> evidence of designing and implementing instruction that address independent living, career, and academic education for individuals and instructional practices represented student change supported by ongoing assessment data.	23
<b>SECTION IV</b> <b>The candidate develops a paper that has clarity and uses correct</b>	Standard 9 -No evidence that the candidate observes the CEC Code of Ethics and other standards of the profession, Act ethically, and demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Some evidence noted that the candidate follows the CEC Code of Ethics and other standards of the profession, Act ethically, and demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	The candidate included <b>adequate</b> information that the candidate follows the CEC Code of Ethics and other standards of the profession, Act ethically, and demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	The candidate included <b>well-developed</b> evidence of that the candidate follows the CEC Code of Ethics and other standards of the profession, Act ethically, and demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs..	<b>24</b>

	<b>Unacceptable (0)</b> Does not meet standards	<b>Basic (1)</b> Inconsistently meets standards	<b>Proficient (2)</b> Consistently meets standards	<b>Distinguished (3)</b> Consistently exceeds standards	
<b>grammar and style along with modeling professional and ethical practice</b>  ICC9S5, ICC9S1, ICC9k1, ICC9S6, ICC9S8, ICC9S9, ICC9S10, ICC9S11, GC9K1, GC9K2, GC9S2	<b>At least three (3) of the following are true:</b> <ul style="list-style-type: none"> <li>The project contains an excessive number of errors in grammar, spelling or mechanics.</li> <li>The page layout is cluttered and navigation between sections is unclear and no headings are used.</li> <li>APA format is not used for in-text and bibliographical references to external resources.</li> <li>Less than page limit requirements</li> </ul>	<b>Two (2) of the following are true:</b> <ul style="list-style-type: none"> <li>Contains multiple serious errors in grammar, spelling or mechanics.</li> <li>Layout is cluttered and sections are unclear and no headings are used.</li> <li>APA format is not used for in-text and bibliographical references to external resources.</li> <li>Less than page limit requirements</li> </ul>	<b>One (1) of the following is true:</b> <ul style="list-style-type: none"> <li>The project contains multiple errors in grammar, spelling or mechanics.</li> <li>The page layout is cluttered. Navigation between sections is unclear but Headings are used.</li> <li>APA format is not used for in-text and bibliographical references to external resources</li> <li>Does not meet page limit requirements</li> </ul>	<b>All of the following are true:</b> <ul style="list-style-type: none"> <li>The project contains no serious errors in grammar, spelling or mechanics.</li> <li>The page layout facilitates understanding of the narrative. Navigation between sections is clearly defined by Headings.</li> <li>APA format is used for in-text and bibliographical references to external resources.</li> <li>Meets page limit requirements</li> </ul>	<b>25</b>
			<b>Total Points _____</b>	<b>( x 1.6) = grade book score _____</b> <b>Maximum grade is 100</b>	

