Standards: Your paper will provide evidence of ways in which you address the following: CEC standards 8 (Assessment) and 7 (Instructional Planning) for the IGC and IIC

Knowledge and Skills.

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	Unsatisfactory Does not or inconsistently meet standards. 0 Points	Basic Meets minimal standards. 1Point	Proficient Consistently meets standards. 2 Point	Distinguished Consistently exceeds standards. 3 Points	
Multiple Assessments CEC Standard 8- ICC8K1, ICC8K2, ICC8K3, ICC8K4 ICC8K5, IGC8K2, IGC8K3, IGC8K4	The candidate uses assessments that are not aligned with the instructional objectives (e.g., not all objectives assessed) or the instructional methodology.	The candidate uses assessments that are only partially aligned with the instructional objectives (e.g., not all objectives assessed) or the instructional methodology.	The candidate uses multiple assessments that are aligned with the instructional objectives and the assessments include relevant content for good discussion making.	The candidate uses multiple assessments that are aligned with the instructional objectives and the instructional methodology to provide a sample of student performance. The informal assessment and the formal assessment include relevant content for excellent discussion making.	
Clear Criteria Standard 8- ICC8K1, ICC8K2, ICC8K3, ICC8K4 ICC8K5, IGC8K2, IGC8K3, IGC8K4	The criteria for assessment are not clear and limited feedback may make it difficult establish goals for learning.	The candidate provides clear criteria for assessment provides some feedback that helps establish goals for learning.	The candidate provides clear criteria for assessment that provides feedback that addresses the instructional criteria.	The candidate provides clear criteria for assessment that allow for clear feedback to addresses the criteria and helps establish goals for learning.	
Learner Differences Standard 8- ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S, IGC8S, IGC8S3, IGC8S, IGC8S3, IGC8S, IGC8S5	The assessments do not take a range of learners with different approaches to learning into account. There is accommodation of specific needs of special education students.	The assessments together are designed to accommodate at least one difference among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.	The assessments together are designed to accommodate multiple differences among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.	All assessments are designed to accommodate all differences among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.	
Clear Record Standard 8- ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S, IGC8S, IGC8S3, IGC8S, IGC8S5	The candidate's evaluation and analysis provide a sense of what the student has learned and results are communicated t in a rudimentary way.	The student work and the candidate's evaluation and analysis provide a basic record of what the student has learned, and results are moderately communicated to the student.	The student work and the candidate's evaluation and analysis provide a clear record of what the student has learned, and results are clearly communicated.	The student work and the candidate's evaluation and analysis provide a detailed record of what the student has learned, and results are communicated in detail.	
Effective Teaching Standard 8- ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S, IGC8S, IGC8S3,	The candidate's evaluation of student work is not entirely accurate and no specific examples of student work are	The candidate evaluates student work and uses the information to develop concrete conclusions about the effectiveness of the teaching.	The candidate evaluates student work and uses the information to develop concrete conclusions about the effectiveness of the teaching. Specific	The candidate evaluates student work from multiple assessments, and uses the information to develop concrete conclusions about the effectiveness of what is being taught. Specific	

IGC8S, IGC8S5	used that illustrate these conclusions		examples of student work are used to illustrate these conclusions	examples of student work are used to illustrate these conclusions and to suggest ways to improve instruction.
Planned Instruction and intervention Standard 8 -ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S, IGC8S, IGC8S3, IGC8S, IGC8S3, IGC8S, IGC8S5	The candidate's evaluation of student work is not entirely accurate. Feedback on individual is limited or not useful for instruction.	The candidate uses some of the evaluation information to assist in planning instruction for the class and to provide basic feedback on the individual.	The candidate uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback for other individuals that will provide instruction.	The candidate uses the evaluation information to propose instruction for the individual and the class at multiple levels, and to provide detailed feedback to individuals who will provide instruction in the future.
Writing Mechanics	Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader and major revision is needed.	Spelling, punctuation, and grammar errors distract or impair readability.	The paper is clearly written with little or no editing required for grammar, punctuation, and spelling.	The paper is written with no errors in grammar, capitalization, punctuation, and spelling.
APA style	APA style, mechanics for referencing used in correctly or missing	APA style and mechanics for referencing used with many mistakes	APA style and mechanics for referencing used mostly correct.	APA style and mechanics for referencing used correctly.
Content	The content lacks a clear point of view, is not on topic and lacks logical sequence.	The content is vague in conveying a point of view, does not stay on topic and does not create a strong sense of purpose.	The content reflects a fairly logical progression of ideas and does creates a strong sense of purpose.	The content is written clearly and concisely, with a very logical progression of ideas.
Writing Style	Style reads like a casual chat with friends, not professional	Style of paper is loose, almost casual, not professional yet.	Style of paper is clear, clean, and readable. It sounds intelligent.	The style of the paper is professional. Obviously paid attention to what is said as well as how it is said.