

Assessment

EDSE 622 IEP

Assignment:

Candidates will work in collaborative groups to complete an individual educational plan for a student with a learning disability in the areas of reading comprehension, written expression, math calculation. This student also has ADHD and needs a goal and objectives to help with organizational skills {4 separate goals each needed a separate goal page}. Pay particular attention to making sure student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), goals/objectives, and list of accommodations/modifications match. First draft is worth 50 points. This draft will be reviewed and comments provided to make correction for your final draft. Final draft is worth 50 points and should be saved for your portfolio. (100 total points for the project) *Align* each Annual Goal to an appropriate Alaska Content Standard. Develop **ONE SET** (3) of Educational Objectives for **EACH** Annual Goal. Refer to Bateman & Hurr, Writing Measurable IEP Goals and Objectives for goal and objective development.

Candidates must have Meeting Expectations or Exceeding Expectations on all portions of this Key Assessment in order to pass the class. Key Assessment products and rubrics must be kept for their Special Education Portfolio.

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-2012.1.1** Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.
- CEC-INI-2012.1.2** Beginning special education professionals use understanding of

development and individual differences to respond to the needs of individuals with exceptionalities.

CEC-INI-2012.7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

CEC-INI-2012.7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

EDSE 622 IEP- CEC Standards Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
1.Learner Development and Individual Learning Differences (1.000, 16%) CEC-INI-2012.1	Provides a variety individualized IEP goals and objectives, as well as the program modifications and accommodations strategies to facilitate understanding of subject matter for individuals with exceptional learning needs.	Provides individualized goals and objectives and the program modifications and accommodations strategies to facilitate understanding of subject matter for individuals with exceptional learning needs.	Provides some goals and objectives or program modifications and accommodations strategies for individuals with exceptional learning needs.	Writes goals and objectives and/or program modifications and accommodations strategies with support from mentor to help students with exceptional learning needs.
1.1 Describes how language, culture, and family background influence the learning of individuals with exceptionalities (1.000, 16%) CEC-INI-2012.1.1	Writes and provides a variety of needed program modifications and accommodations strategies to individualize for the student in multiple settings based on typical and atypical language development, culture and family background.	Writes and provides needed program modifications and accommodations strategies to individualize for the student in multiple settings based on typical and atypical language development, culture and family background.	Needs support to write and provide the appropriate modifications and accommodations for the student based on typical and atypical language development, culture and family background.	Even with support candidate struggles to write and provide the appropriate modifications and accommodations for the student based on typical and atypical language development, culture and family background.
1.2 Describes development and individual differences to respond to the needs of individuals with exceptionalities (1.000, 16%) CEC-INI-2012.1.2	Uses of a variety of augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs and can explain them to parents and general educators when they are included in an IEP.	Uses augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs and includes options when writing IEPs.	Uses a few of the same augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs when writing IEPs.	Struggles when learning about augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs and does not include them in the IEP. Uses AAC and AT when required.
7.1 Beginning special education professionals use the theory	Routinely and effectively collaborates with all members of the group in culturally responsive ways	Collaborates with all members of the group in culturally responsive ways demonstrated by their ability to facilitate	Meets with collaborative group, but communicates using only one style of communication and	Misses collaborative meetings and has little input in the IEP or turns in their own IEP because they worked

and elements of effective collaboration. (1.000, 16%) CEC-INI-2012.1.2	demonstrated by their ability to facilitate successful IEP. Checks for understanding and input from quieter members of the group. Assures that the needs of individuals with exceptional learning needs were thoroughly discussed.	successful IEP. Assures that the needs of individuals with exceptional learning needs were thoroughly discussed.	responds slowly to group questions/suggestions.	individually.
7.2: Beginning special education professionals serve as a collaborative resource to colleagues. (1.000, 16%) CEC-INI-2012.7.2	Acts as a resource to a myriad of people who actively seek their collaboration to effectively write an IEP. Teaches new strategies to other professionals and community members.	Acts as a resource to others about individuals with exceptional learning needs; understands the laws and policies relevant to writing an IEP; and collaborates on this project.	Researches information about individuals with exceptional learning needs.	Struggles to find information regarding individuals with exceptional learning needs in order to write an IEP.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. (1.000, 16%) CEC-INI-2012.7.3	Provides IEP suggestions that consistently promote and advocate for the learning and wellbeing of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences including co-teaching options.	Provides IEP suggestions that promotes and advocates the learning and well-being of individuals with exceptional learning needs across settings and different learning experiences.	Provides IEP suggestions that promotes and advocates the learning and well-being of individuals with exceptional learning needs in the special education and general education classroom.	Rarely provides realistic suggestions to promote or advocate for the learning and well-being of individuals with exceptional learning needs.

EDSE 622 IEP- Writing Conventions Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
Written Communication (1.000, 50%)	The writing is clear and concise. All sections of the IEP are completed. Any special educator would easily understand and be able to implement the IEP.	The writing is clear and concise. All sections of the IEP are completed. A new special education teacher would frequently understand and be able to implement the IEP.	Most of the IEP is comprehensible, but some objectives require interpretation.	The IEP is incomprehensible even after repeated readings.
Written Mechanics (1.000, 50%)	Writing mechanics, punctuation, and spelling are excellent (very few to no errors) throughout entire IEP.	The IEP has a few minor writing, grammatical or spelling errors, but the errors do not significantly	The IEP has some major writing, grammatical and spelling errors. Some of these errors	The IEP has some major writing, grammatical and spelling errors. Some of these errors

		interfere with comprehension of the IEP.	interfere with comprehension of the IEP.	interfere with comprehension of the IEP. The IEP has many writing, grammatical, and spelling errors. The mechanical errors are to such a degree that they seriously interfere with comprehension and intent of the IEP.
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