

## Assessment

### EDSE 677 Reading Intervention Project

**Assignment:** Based on a case study, candidates are to develop a weekly lesson and five detailed individual daily lesson plans for an instructional period (English Language Arts). The lessons must involve reading, writing, spelling, and language (receptive and/or expressive). Candidates will develop differentiated lessons to meet the needs of a group of students who struggle with learning academics. Candidates will use the information described in the case study to develop plans using provided templates. Aside from identifying objectives, general procedures, and materials, candidate will need to also identify strategies to use with English Language Learners. Finally, as part of this assignment, candidates will conduct an English Language Arts lesson in their fieldwork assignment, which is to be observed by their supervising teacher or a university supervisor, and will then participate in a post observation conference concerning the lesson.

## Standards

- 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-2012.5.1** Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- CEC-INI-2012.5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- CEC-INI-2012.5.3** Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

- CEC-INI-2012.5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
- CEC-INI-2012.5.5** 5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- CEC-INI-2012.5.6** Beginning special education professionals teach to mastery and promote generalization of learning.
- CEC-INI-2012.5.7** Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

## EDSE 677 Reading Intervention Project - CEC Standards Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
<b>1.1 Describes how language, culture, and family background influence the learning of individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.1.1	<p>Recognizes how language, culture, and family background influence the learning of individuals with exceptionalities by: Artfully embedding instructional strategies that address cultural, linguistic, and family background differences creating a respectful classroom community.</p> <p>Accurately identifying Specially Designed Academic Instruction in English (SDAIE) strategies and Sheltered English Strategies to be used. Examples of strategies identified in lessons include: simplified input (slower speech rate, clear enunciation, defining words in double meaning); use of contextual clues (gestures, facial expressions, props/realia, visuals); checking for understanding</p>	<p>Recognizes how language, culture, and family background influence the learning of individuals with exceptionalities by: Embedding instructional strategies that address cultural, linguistic, and family background differences.</p> <p>Identifying Specially Designed Academic Instruction in English (SDAIE) strategies to be used. Strategies identified in most lessons include: simplified input (slower speech rate, clear enunciation, defining words in double meaning); use of contextual clues (gestures, facial expressions, props/realia, visuals); checking for understanding (confirmation and comprehension checks, varying question types,</p>	<p>Inconsistently embeds some issues of diversity into instruction. Constructs lessons that identify at least two Specially Designed Academic Instruction in English (SDAIE) strategies: simplified input (slower speech rate, clear enunciation, defining words in double meaning); use of contextual clues (gestures, facial expressions, props/realia, visuals); checking for understanding (confirmation and comprehension checks, varying question types, periodic review); appropriate lesson construction (anticipatory set, appropriate pacing, vocabulary emphasis, listening/speaking precludes reading/writing activities).</p>	<p>Engages in conversations about students' backgrounds, but rarely pursues information concerning cultural, linguistic, or family background to include in lessons. Constructs lessons that fail to identify more than one Specially Designed Academic Instruction in English (SDAIE) strategy.</p>

	(confirmation and comprehension checks, varying question types, periodic review); and appropriate lesson construction (anticipatory set, appropriate pacing, vocabulary emphasis, listening/speaking precludes reading/writing activities).	periodic review); appropriate lesson construction (anticipatory set, appropriate pacing, vocabulary emphasis, listening/speaking precludes reading/writing activities).		
<b>1.2 Describes development and individual differences to respond to the needs of individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.1.2	Supports students' individual differences and development by: constructing rich, detailed lessons and identifying multiple, detailed strategies to enhance student comprehension and expression. Strategies in every lesson include: multiple means of representation (information is to be displayed in more than one manner); multiple means of expression (students are encouraged to communicate verbally, in writing, manually, and via technology); multiple means of engagement (options that enhance relevance, value, authenticity, and motivation).	Evaluates students' individual differences and development by: constructing appropriate lessons and identifying strategies to enhance student comprehension and expression. Strategies in most lessons include: multiple means of representation (information is to be displayed in more than one manner); multiple means of expression (students are encouraged to communicate verbally, in writing, manually, and via technology); multiple means of engagement (options that enhance relevance, value, authenticity, and motivation).	Constructs lessons and identifies a few strategies to enhance student comprehension and expression in most lessons. The strategies may include: multiple means of representation (information is to be displayed in more than one manner); expression (students are encouraged to communicate verbally, in writing, manually, and via technology); or engagement (options that enhance relevance, value, authenticity, and motivation).	Constructs lessons that may contain at least one strategy to enhance student comprehension and expression including: the use of multiple means of representation (information is to be displayed in more than one manner); expression (students are encouraged to communicate verbally, in writing, manually, and via technology); or engagement (options that enhance relevance, value, authenticity, and motivation).
<b>1.2 Describes development and individual differences to respond to the needs of individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.1.2	Consistently responds to the needs of individuals with exceptionalities by: Developing a complete and thorough lesson plan for candidate implementation within the fieldwork setting, which has a clear focus and can be used by a cooperating teacher or substitute teacher including ideas for differentiating instruction for diverse individuals.	Responds to the needs of individuals with exceptionalities by: Developing a lesson plan for candidate implementation within the fieldwork setting that is focused and can be used by a cooperating teacher or substitute teacher including some ideas for differentiating instruction for diverse individuals.  Developing individual	Develops a lesson plan for candidate implementation within the fieldwork setting, which lacks focus and would be a struggle to understand if used by a cooperating teacher or substitute teacher with limited ideas for differentiating instruction for diverse individuals.  Develops individual lesson plans that have minimal relationship to	Develops a lesson plan for candidate implementation within the fieldwork setting, which lacks focus, differentiation, and would be incomprehensible to understand if used by a cooperating teacher or substitute teacher.  Develops individual lesson plans that have no relationship to the formal and informal assessment

	<p>Developing individual rich lesson plans that directly relate to formal and informal assessment information provided in the case study: areas of need identified in the case study are addressed in the individual and weekly lesson plans</p> <p>Developing detailed weekly lessons that are directly linked to anecdotal information provided about the group of students in the case study: the weekly lesson plans address all environmental and behavior issues including supporting students and dealing with unexpected changes.</p>	<p>lesson plans that are related to formal and informal assessment information provided in the case study: areas of need identified in the case study are addressed in the individual and weekly lesson plans.</p> <p>Developing weekly lessons that are linked to anecdotal information provided about the group of students in the case study: the weekly lesson plan addresses some environmental and behavior including supporting students and dealing with unexpected changes</p>	<p>the formal and informal assessment information provided in the case study: areas of need identified in the case study are not fully addressed in the individual and weekly lesson plans.</p> <p>Develops weekly lessons that show little relationship to anecdotal information provided about the group of students in the case study: the weekly lesson plan addresses few environmental and behavior issues but no information on dealing with unexpected changes.</p>	<p>information provided in the case study: areas of need identified in the case study are not addressed in the individual and weekly lesson plans.</p> <p>Develops weekly lessons that have no relationship to anecdotal information provided about the group of students in the case study: the weekly lesson plan fails to address environmental and behavior issues, or unexpected changes.</p>
<p><b>Initial Content Standard 5.1: Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.5.1</p>	<p>Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences by: Clearly identifying pertinent lesson goals and objectives in individual lesson plans for observations by seeking students' background knowledge and experiences. Providing students with clear and comprehensible instruction based on cultural and linguistic needs. Providing students with motivating tasks within their ability levels and connecting them to college and career options.</p>	<p>Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences by: Identifying pertinent goals and objectives in individual lesson plans for observations. Beginning the lesson by seeking students' background knowledge and experiences. Providing students with comprehensible instruction based on cultural and linguistic needs. Providing students with tasks within their ability levels and connecting them to college and career options.</p>	<p>Inconsistently identifies lesson goals and objectives or seeks students' background information before or during the lesson. Infrequently provides students with feedback: instruction is rarely based on cultural and linguistic needs. Some tasks are outside students' ability levels. Rarely provides a connection to college and career options.</p>	<p>Lesson goals are identified, but not pertinent to students' needs. Many tasks are outside students' ability levels. Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs. Does not seek students' background information at the beginning of the lesson nor provides college and career ready connections to the lesson.</p>
Initial Content	Implements the use of	Implements the use of	Uses a single type of	Does not use



<b>Standard 5.2: Uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.5.2	technologies to support instructional assessment, planning, and delivery for individuals with exceptional needs by: Consistently identifying the use of multiple types of technologies (high and low) in lesson plans. Seamlessly and effectively using multiple types (high and low) of technology during the observation lesson(s).	technologies to support instructional assessment, planning, and delivery for individuals with exceptional needs by: Frequently identifying the use of multiple types of technologies (high and low) in lesson plans. Effectively using multiple types (high and low) of technology during the observation lessons	technology (high and low) during the observation lessons, although there were opportunities to include other types of technology. Technology is not consistently noted in lesson plans.	technology (high and low) during the observation lessons, although there were opportunities to use technology for lesson enhancement, motivation, and communication. Technology is not addressed in lesson plans
<b>Initial Content Standard 5.3: Supports the communication and learning of individuals with exceptionalities with a variety of augmentative and alternative communication systems and assistive technologies.</b> (1.000, 10%) CEC-INI-2012.5.3	Uses Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning by: Providing AAC systems and AT to students. Effectively encouraging students to use AAC systems and AT throughout the lesson. Accurately identifying AAC systems and AT within lesson plans. Provides directions of use of AAC systems and AT to teachers and staff as needed.	Uses Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning by: Providing some AAC systems and AT for students to use Encouraging students to use AAC systems and AT throughout the lesson. Identifying AAC systems and AT within lesson plans.	Identifies some Augmentative and Alternative Communication (AAC) systems in lesson plans but infrequently encourages students to utilize such devices during the lesson. Uses some Assistive Technologies (AT) devices effectively to support learning and communication.	Identifies a few Augmentative and Alternative Communication (AAC) systems in lesson plans but fails to provide such systems and fails to encourage students to utilize such devices when available. Uses limited number of Assistive Technologies (AT) devices with limited support to learning and communication.
<b>Initial Content Standard 5.4: Uses strategies to enhance language development and communication skills of individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.5.4	Enhances language development and communication skills of individuals with exceptionalities by: Identifying a variety of appropriate Specially Designed Instructional Strategies in English (SDAIE) and Sheltered Instructional Strategies in lesson plans. Effectively utilizing Specially Designed Instructional Strategies in English (SDAIE) and Sheltered Instructional Strategies during the lesson.	Supports language development and communication skills of individuals with exceptionalities by: Identifying a variety of Specially Designed Instructional Strategies in English (SDAIE) and Sheltered Instructional Strategies in lesson plans. Utilizing Specially Designed Instructional Strategies in English (SDAIE) and Sheltered Instructional Strategies during the lesson.	Identifies some Specially Designed Instructional Strategies in English (SDAIE) and Sheltered Instructional Strategies in lesson plans, however inconsistently uses such strategies in the actual lesson.	Describes a small number of Specially Designed Instructional Strategies in English (SDAIE) and Sheltered Instructional Strategies in lesson plans, where additional strategies should be included. Rarely, if ever, uses mentioned strategies in the actual lesson.
<b>Initial Content</b>	Develops and	Develops and	Develops a unit with	Develops a unit;

<p><b>Standard 5.5: Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</b> (1.000, 10%) CEC-INI-2012.5.5</p>	<p>implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences by: Developing detailed unit including five daily lesson plans that demonstrate scope and sequence of educational activities and learning over time including essential data collection points.</p>	<p>implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences by: Developing a unit with five daily lesson plans that demonstrate scope and sequence of educational activities and learning over time.</p>	<p>five lesson plans that are brief and lack detail and logical flow of activities over time.</p>	<p>however, the five daily lesson plans are brief, lack detail, and do not demonstrate scope and sequencing of activities over time.</p>
<p><b>Initial Content Standard 5.6: Teaches to mastery and promotes generalization of learning.</b> (1.000, 10%) CEC-INI-2012.5.6</p>	<p>Teaches to mastery and promotes generalization of learning through developing long-range individualized instructional plans by: Developing richly detailed and accurate lesson plans that are linked to assessment data and narrative descriptions within the case study. Plans show a variety of instructional strategies being utilized. Lessons include accurate description of future scope and sequencing of instruction. For each instructional activity, the lesson plan identifies: objectives, materials, procedures, and assessment. Developing an individual lesson plan for the observation, which clearly delineates and identifies elements of an evidence-based instructional method (e.g., Cooperative Learning, Direct Instruction, etc.);</p>	<p>Teaches to mastery and promotes generalization of learning through developing long-range individualized instructional plans by: Developing lesson plans that are linked to assessment data and narrative descriptions within the case study. Plans show several instructional strategies being utilized. Lessons include description of future scope and sequencing of instruction. For each instructional activity, the lesson plan identifies: objectives, materials, procedures, and assessment. Developing an individual lesson plan for the observation, which identifies elements of an evidence-based instructional method (e.g., Cooperative Learning, Direct Instruction, etc.); identifies a desired level of mastery for skills taught and</p>	<p>Develops a weekly lesson plan that is somewhat linked to assessment data and narrative descriptions within the case study, however, the linkages are not always obvious. The weekly lesson plan includes some activities related to future scope and sequencing of instruction, however, there are gaps in the sequencing of activities. Basic elements (i.e., objective, materials, procedure, assessment) of a weekly lesson plan are not usually evident. Executes a lesson, which is only partially based on the written plan.</p>	<p>Develops a weekly lesson plan, however, the activities are not linked to the data and narrative descriptions within the case study: activities appear to be random. The weekly lesson plan includes some activities related to future scope and sequencing of instruction, however, the activities are vague and there are gaps in the sequencing of activities. Basic elements (i.e., objective, materials, procedure, assessment) of a weekly lesson plan are not evident or delineated. Executes a lesson, which has little in common with the written plan.</p>

	identifies a desired level of mastery for skills taught and includes strategies for generalization. Executing a lesson, based on the developed lesson plan, which closely adheres to and follows the characteristics of an evidence-based instructional method (including generalization). Demonstrating the use of explicit modeling and efficient guided practice.	includes strategies for generalization. Executing a lesson, based on the developed lesson plan, which adheres to and follows the characteristics of an evidence-based instructional method (including generalization). Demonstrating the use of modeling and guided practice.		
<b>Initial Content Standard 5.7: Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities</b> (1.000, 10%) CEC-INI-2012.5.7	Consistently teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving by: Asking students many different types of questions (e.g., open-ended, close-ended, comprehension, knowledge-based, etc.) during the lesson observation. Having students participate in multiple types of activities (e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice or extend newly learned or emerging skills.	Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving by: Asking students more than one type of question (e.g., open-ended, close-ended, comprehension, knowledge-based, etc.) during the lesson observation. Having students participate in more than one type of activity (e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice or extend newly learned or emerging skills.	Typically asks student one type of question (e.g., open-ended, close-ended, comprehension, knowledge-based, etc.). Provides one type of activity (e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice or extend newly learned or emerging skills.	Asks very few, if any questions of students for the purposes of checking for understanding and to extending newly learned or emerging skills. Provides limited time for an activity for students to practice or extend learning.

## EDSE 677 Reading Intervention Project - Reflection and Writing Conventions Rubric

	<b>Exceeding Expectations</b> (4.000 pts)	<b>Meeting Expectations</b> (3.000 pts)	<b>Developing</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)
<b>Self Evaluation</b> (1.000, 33%)	Demonstrates the ability to self evaluate and accept the evaluations of others by: Graciously accepting constructive criticism.	Demonstrates the ability to self evaluate and accept the evaluations of others by: Accepting constructive criticism.	Does not always accept constructive criticism; respond to suggestions; or accurately reflect, interpret, and communicate in writing (e.g., journals, self-	Argues with supervisors about their constructive criticism (e.g. argues, excessive excuses); does not act on or respond to suggestions; or accurately reflect,

	Responding consistently to suggestions. Accurately reflecting, interpreting, and communicating in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.	Responding to suggestions. Reflecting, interpreting, and communicating in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.	evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.	interpret, and communicate in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.
<b>Written Communication</b> (1.000, 33%)	Writing is organized and clear. Language reflects the terms used in the profession and there are virtually no errors in conventions of writing.	Writing is organized and clear. Language reflects the terms used in the profession and there are only minor errors in conventions of writing.	Writing is not consistently organized or clear. The language does not always reflect the terms used in the profession. These writing errors impact the readers understanding the content.	Writing is not organized or clear. Language does not reflect the terms used in the profession and the errors in conventions of writing make it very difficult to infer meaning.
<b>Written Mechanics</b> (1.000, 33%)	Mechanics, punctuation, and spelling are excellent (no errors) throughout the project.	The project has minor grammatical, punctuation, and/or spelling errors, however, the few minor errors do not interfere with comprehension.	The project has some major or several grammatical, punctuation and spelling errors. Some of these errors interfere with comprehension of the project.	The project 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 project.