

**RUBRICS  
FOR  
SPECIAL EDUCATION STANDARDS**

**SOE STANDARD –Disciplinary Foundations**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Disciplinary foundations:** demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	<b>DOES NOT MEET</b> (undergraduate/graduate level )	<b>MEETS</b> (undergraduate/graduate level)	<b>EXCEEDS</b> (undergraduate/graduate level)
<b>Knowledge Bases of Disciplinary Foundations</b>	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
<b>Modes of inquiry</b>	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits a general appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
<b>Interpreting Educational Frameworks</b>	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits a general appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

Prepared by Stephen Haymes June 5, 2002

**SOE STANDARD -- Transformation**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Transformation:** Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social.

	<b>DOES NOT MEET</b> (undergraduate/graduate level )	<b>MEETS</b> (undergraduate/graduate)	<b>EXCEEDS)</b> (undergraduate/graduate level)
<b>Understanding Frameworks of Transformation</b>	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
<b>Analytical Skills of Transformation</b>	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits a general appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

**SOE STANDARD -- Identity Development**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Identity Development.** Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Disciplinary Bases of Identity Development</b>	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
<b>Human Development and Identity Transformation Processes</b>	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted, complex interdependent relationship between individuals and social dimensions of human thought and activity.
<b>Understanding Identity Dimensions</b>	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates a general understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.
<b>Self-Reflective</b>	Demonstrates little understanding of or is	Demonstrates a self-reflective	Demonstrates a deep, self-reflective

<b>Processes</b>	unable to grasp the sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously consider individual-psychological and the social-relational nature of human growth and change.	understanding of identity as a sociocultural, historical process of meaning-making on the individual and social level.	understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
<b>Institutional and Human Roles in Identity Construction</b>	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in. shaping and contesting identity constructions in the context of social relations.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
<b>Difference and Multivocality</b>	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

**SOE STANDARD –Understanding Difference**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Understanding Difference.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Social Relations of Inequality</b>	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
<b>Multiple Dimensions of Identity</b>	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts and that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
<b>Educational contexts and identity construction</b>	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

**SPECIAL EDUCATION STANDARD -- FOUNDATIONS**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Special Education Foundations.** Understands the philosophies, theories, laws, diverse and historical points of view, and human issues related to special education and how they influence assessment, planning, implementation, and program evaluation, as well as families, cultures, schools, special education services, school systems, and agencies.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Theoretical Base of Special Education</b>	Demonstrates an inadequate or incorrect knowledge of models, theories, and history of special education practice	Demonstrates appropriate knowledge of models, theories, and history of special education practice	Demonstrates a very well thought out and extensive knowledge of models, theories, and history of special education practice
<b>Laws, Rights, Responsibilities</b>	Has inadequate or incorrect knowledge of special education laws including health care; due process rights and responsibilities of students, parents, teachers	Has adequate knowledge of special education laws including health care; due process rights and responsibilities of students, parents, teachers	Has a thorough and detailed knowledge of special education laws including health care; due process rights and responsibilities of students, parents, teachers
<b>Theoretical Base of Behavior Management</b>	Knowledge of core theories of behavior problems and theories, policies and ethics of behavior management as they apply to students with behavior problems across severity and ages is inadequate or incorrect	Knows theories, policies and ethics of behavior management as they apply to students with behavior problems across severity and ages	Knows multiple theories of behavior problems as well as extensive and detailed theories, policies and ethics of behavior management as they apply to students with behavior problems across severity and ages
<b>Definitions of Disabilities</b>	Has insufficient or incorrect knowledge of definitions of cognitive and physical disabilities and issues related to the identification of students across a variety of disabilities, levels of severity and ages	Has adequate knowledge of definitions of cognitive and physical disabilities and issues related to the identification of students across a variety of disabilities, levels of severity and ages	Has thorough and detailed knowledge of definitions of cognitive and physical disabilities and deep understanding of issues related to the identification of students across a variety of disabilities, levels of severity and ages
<b>Service Delivery</b>	Knowledge of the most common service delivery models, continuum of placements, and types of services available across a variety of disabilities, levels of severity and ages is insufficient or incorrect	Knows most common service delivery models, continuum of placements, and types of services available across a variety of disabilities, levels of severity and ages	Has thorough and highly accurate knowledge of service delivery models, continuum of placements, and types of services available across a variety of disabilities, levels of severity and ages
<b>Cultural Diversity and Education</b>	Has inadequate or incorrect knowledge of the impact of cultural/linguistic differences on families and schools	Has appropriate knowledge of the impact of cultural/linguistic differences on families and schools	Has thorough knowledge and a keen appreciation for the impact of cultural/linguistic differences on families and schools

**SPECIAL EDUCATION STANDARD -- DEVELOPMENT AND CHARACTERISTICS OF LEARNERS I --Learning Disabilities  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Development and Characteristics of Learners.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with learning disabilities.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Typical/atypical development</b>	Has insufficient or incorrect knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without learning disabilities across levels of severity and ages	Has sufficient knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without learning disabilities across levels of severity and ages	Has thorough and detailed knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without learning disabilities across levels of severity and ages
<b>Characteristics of disabilities</b>	Has inadequate or incorrect knowledge of the social, affective, physical, cognitive, and academic characteristics of students across learning disabilities, levels of severity and ages and implications for education	Has adequate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across learning disabilities, levels of severity and ages and implications for education	Has thorough and highly accurate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across learning disabilities, levels of severity and ages and implications for education
<b>Families and disabilities</b>	Has insufficient or incorrect knowledge of family structures, the effects of culture and environment on individuals with learning disabilities and their families, and variations in the role of families in supporting students with disabilities	Has appropriate knowledge of family structures, the effects of culture and environment on individuals with learning disabilities and their families, and variations in the role of families in supporting students with disabilities	Has thorough knowledge of family structures, and a keen appreciation of the effects of culture and environment on individuals with learning disabilities and their families, and variations in the role of families in supporting students with disabilities
<b>Etiology and Medication</b>	Knowledge of common etiologies and diagnostic indicators of learning disabilities as well as medical aspects of various conditions is inadequate or incorrect	Knows common etiologies and diagnostic indicators of learning disabilities as well as medical aspects of various conditions	Has a thorough and highly accurate knowledge of etiologies and diagnostic indicators of learning disabilities as well as medical aspects of various conditions

**SPECIAL EDUCATION STANDARD -- DEVELOPMENT AND CHARACTERISTICS OF LEARNERS I --Cognitive Disabilities  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Development and Characteristics of Learners.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with cognitive disabilities.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Typical/atypical development</b>	Has insufficient or incorrect knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without cognitive disabilities across levels of severity and ages	Has sufficient knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without cognitive disabilities across levels of severity and ages	Has thorough and detailed knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without cognitive disabilities across levels of severity and ages
<b>Characteristics of disabilities</b>	Has inadequate or incorrect knowledge of the social, affective, physical, cognitive, and academic characteristics of students across cognitive disabilities, levels of severity and ages and implications for education	Has adequate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across cognitive disabilities, levels of severity and ages and implications for education	Has thorough and highly accurate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across cognitive disabilities, levels of severity and ages and implications for education
<b>Families and disabilities</b>	Has insufficient or incorrect knowledge of family structures, the effects of culture and environment on individuals with cognitive disabilities and their families, and variations in the role of families in supporting students with cognitive disabilities	Has appropriate knowledge of family structures, the effects of culture and environment on individuals with cognitive disabilities and their families, and variations in the role of families in supporting students with cognitive disabilities	Has thorough knowledge of family structures, and a keen appreciation of the effects of culture and environment on individuals with cognitive disabilities and their families, and variations in the role of families in supporting students with cognitive disabilities
<b>Etiology and Medication</b>	Knowledge of common etiologies and diagnostic indicators of cognitive disabilities as well as medical aspects of various conditions is inadequate or incorrect	Knows common etiologies and diagnostic indicators of cognitive disabilities as well as medical aspects of various conditions	Has a thorough and highly accurate knowledge of etiologies and diagnostic indicators of cognitive disabilities as well as medical aspects of various conditions

**SPECIAL EDUCATION STANDARD -- DEVELOPMENT AND CHARACTERISTICS OF LEARNERS II --Social/Emotional Disabilities  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Development and Characteristics of Learners.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with social/emotional disabilities.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Typical/atypical development</b>	Has insufficient or incorrect knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without social/emotional disabilities across levels of severity and ages	Has sufficient knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without social/emotional disabilities across levels of severity and ages	Has thorough and detailed knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without social/emotional disabilities across levels of severity and ages
<b>Characteristics of disabilities</b>	Has inadequate or incorrect knowledge of the social, affective, physical, cognitive, and academic characteristics of students across social/emotional disabilities, levels of severity and ages and implications for education	Has adequate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across social/emotional disabilities, levels of severity and ages and implications for education	Has thorough and highly accurate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across social/emotional disabilities, levels of severity and ages and implications for education
<b>Families and disabilities</b>	Has insufficient or incorrect knowledge of family structures, the effects of culture and environment on individuals with social/emotional disabilities and their families, and variations in the role of families in supporting students with disabilities	Has appropriate knowledge of family structures, the effects of culture and environment on individuals with social/emotional disabilities and their families, and variations in the role of families in supporting students with disabilities	Has thorough knowledge of family structures, and a keen appreciation of the effects of culture and environment on individuals with social/emotional disabilities and their families, and variations in the role of families in supporting students with disabilities
<b>Etiology and Medication</b>	Knowledge of common etiologies and diagnostic indicators of social/emotional disabilities as well as medical aspects of various conditions is inadequate or incorrect	Knows common etiologies and diagnostic indicators of social/emotional disabilities as well as medical aspects of various conditions	Has a thorough and highly accurate knowledge of etiologies and diagnostic indicators of social/emotional disabilities as well as medical aspects of various conditions

**SPECIAL EDUCATION STANDARD --DEVELOPMENT AND CHARACTERISTICS OF LEARNERS III—Physical & Multiple Disabilities  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Development and Characteristics of Learners.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with physical, health, or multiple disabilities.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Typical/atypical development</b>	Has insufficient or incorrect knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without physical, health, or multiple disabilities across levels of severity and ages	Has sufficient knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without physical, health, or multiple disabilities across levels of severity and ages	Has thorough and detailed knowledge of patterns of typical and atypical development as well as similarities and differences of individuals with and without physical, health, or multiple disabilities across levels of severity and ages
<b>Characteristics of disabilities</b>	Has inadequate or incorrect knowledge of the social, affective, physical, cognitive, and academic characteristics of students across a variety of physical, health, or multiple disabilities, levels of severity and ages and implications for education	Has adequate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across a variety of physical, health, or multiple disabilities, levels of severity and ages and implications for education	Has thorough and highly accurate knowledge of the social, affective, physical, cognitive, and academic characteristics of students across a variety of physical, health, or multiple disabilities, levels of severity and ages and implications for education
<b>Families and disabilities</b>	Has insufficient or incorrect knowledge of family structures, the effects of culture and environment on individuals with physical, health, or multiple disabilities and their families, and variations in the role of families in supporting students with disabilities	Has appropriate knowledge of family structures, the effects of culture and environment on individuals with physical, health, or multiple disabilities and their families, and variations in the role of families in supporting students with disabilities	Has thorough knowledge of family structures, and a keen appreciation of the effects of culture and environment on individuals with physical, health, or multiple disabilities and their families, and variations in the role of families in supporting students with disabilities
<b>Etiology and Medication</b>	Knowledge of common etiologies and diagnostic indicators of various physical, health, or multiple disabilities as well as medical aspects of various conditions and diseases is inadequate or incorrect	Knows common etiologies and diagnostic indicators of various physical, health, or multiple disabilities as well as medical aspects of various conditions and diseases	Has a thorough and highly accurate knowledge of etiologies and diagnostic indicators of various physical, health, or multiple disabilities as well as medical aspects of various conditions and diseases

**SPECIAL EDUCATION STANDARD -- INDIVIDUAL LEARNING DIFFERENCES  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Individual Learning Differences.** Understands the effects of exceptional conditions on learning; understands the interrelationships of beliefs, traditions, language, and cultures with students, families, schools and the student=s exceptional condition and applies these understandings when providing meaningful and challenging learning experiences.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Variations of impact of disability on life</b>	Has inadequate or incorrect knowledge of the variations in effect that an exceptional conditional can have on an individual's life	Has appropriate knowledge of the variations in effect that an exceptional conditional can have on an individual's life	Has appropriate knowledge of the variations in effect that an exceptional conditional can have on an individual's life
<b>Nature of individual learning differences</b>	Understanding of common differences in ways of learning and knowledge of how and individual's sensory, cognitive, and information processing strengths and weaknesses influence learning and instruction across a variety of disabilities, levels of severity and ages is insufficient or incorrect	Understands common differences in ways of learning and has adequate knowledge of how and individual's sensory, cognitive, and information processing strengths and weaknesses influence learning and instruction across a variety of disabilities, levels of severity and ages	Has a thorough understanding of differences in ways of learning and has deep and detailed knowledge of how and individual's sensory, cognitive, and information processing strengths and weaknesses influence learning and instruction across a variety of disabilities, levels of severity and ages
<b>Impact of individual differences on instruction/career</b>	Has inadequate or incorrect knowledge of the effect that variations in academic and social abilities, attitudes, interests, and values have on learning, achievement, and career development across a variety of disabilities, levels of severity and ages	Has adequate knowledge of the effect that variations in academic and social abilities, attitudes, interests, and values have on learning, achievement, and career development across a variety of disabilities, levels of severity and ages	Has thorough and detailed knowledge of the effect that variations in academic and social abilities, attitudes, interests, and values have on learning, achievement, and career development across a variety of disabilities, levels of severity and ages
<b>Variations in cultural perspectives and impact on instruction</b>	Understanding of how variations in traditions, beliefs and values effects relationships among individuals with disabilities, families, and schools, and how these variations effect teaching and learning across a variety of disabilities, levels of severity and ages is inadequate or incorrect	Understands sufficiently how variations in traditions, beliefs and values effects relationships among individuals with disabilities, families, and schools, and how these variations effect teaching and learning across a variety of disabilities, levels of severity and ages	Understands and sensitively appreciates how variations in traditions, beliefs and values effects relationships among individuals with disabilities, families, and schools, and how these variations effect teaching and learning across a variety of disabilities, levels of severity and ages

<b>Variations in levels of educational and medical support</b>	Knowledge of basic levels, complications, and implications of educational and medical support, and appropriately matches levels of support to the needs of the individual is insufficient or incorrect	Knows basic levels, complications, and implications of educational and medical support, and appropriately matches levels of support to the needs of the individual	Has thorough and accurate knowledge of levels, complications, and implications of educational and medical support, and matches levels of support to the needs of the individual in sensitive and insightful ways
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**SPECIAL EDUCATION STANDARD -- GENERAL EDUCATION: MATHEMATICS  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**General Education: Mathematics.** Demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics; and promotes students' mathematical thinking skills.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Math Concepts</b>	Understanding of concepts of math including numeration, geometry, measurement, statistics/probability, and algebra is inadequate or incorrect	Understands concepts of math including numeration, geometry, measurement, statistics/probability, and algebra.	Understanding of concepts of math including numeration, geometry, measurement, statistics/probability, and algebra is exceptionally broad and deep
<b>Math Curriculum</b>	Knowledge of general mathematics curricula is limited and/or has difficulty determining the scope and sequence of the academic content area of mathematics.	Knows general mathematics curricula and determines the scope and sequence of the academic content area of mathematics.	Knowledge of general mathematics curricula is especially thorough and detailed; can easily determine the scope and sequence of the academic content area of mathematics.
<b>Illinois Math Standards and IEPs</b>	Incorporation of the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs is insufficient or inappropriate	Incorporates the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs.	Incorporation of the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs is strong and highly appropriate
<b>Teaching Mathematical Ideas</b>	Communication of information about mathematical reasoning, concepts, applications, and procedures is inadequate or confused and/or has difficulty helping students analyze mathematical ideas, solve problems, and investigate real-world situations.	Communicates information about mathematical reasoning, concepts, applications, and procedures clearly and helps students analyze mathematical ideas, solve problems, and investigate real-world situations.	Communication of information about mathematical reasoning, concepts, applications, and procedures is exceptionally clear and is highly effective at helping students analyze mathematical ideas, solve problems, and investigate real-world situations.
<b>Individualized Planning</b>	Develops lesson plans that demonstrate inadequate or inappropriate integration of curriculum and instructional strategies with individualized education goals and benchmarks.	Develops lesson plans that integrate appropriate curriculum and instructional strategies with individualized education goals and benchmarks.	Develops lesson plans that demonstrate integration of curriculum and instructional strategies with individualized education goals and benchmarks in highly effective ways.
<b>Individualized Instruction</b>	Implements instructional programs to teach priority mathematic skills that are insufficiently individualized and/or systematic and/or that inadequately address generalized math skills for domestic, community, school, recreational, or vocational applications	Implements individualized, systematic instructional programs to teach priority mathematic skills including generalized math skills for domestic, community, school, recreational, or vocational applications	Implements individualized, systematic instructional programs to teach priority mathematic skills that address generalized math skills for domestic, community, school, recreational, or vocational applications in highly creative or effective ways
<b>Resources and Materials</b>	Selects and uses a limited or inappropriate range of developmentally appropriate	Selects and uses developmentally appropriate manipulatives, instructional	Selects and uses a wide and highly appropriate range of developmentally appropriate

	manipulatives, instructional resources, and technologies to support the learning of mathematics.	resources, and technologies to support the learning of mathematics.	manipulatives, instructional resources, and technologies to support the learning of mathematics.
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**SPECIAL EDUCATION STANDARD –GENERAL EDUCATION: READING  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**General Education: Reading.** Has a general understanding of reading and reading instruction and knows how to assess, teach, and support the literacy education of students with disabilities.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Reading Development</b>	Knowledge of theoretical models of reading education and/or understanding of the differences between reading skills and strategies and the role each plays in reading development is inadequate	Knows theoretical models of reading education and understands the differences between reading skills and strategies and the role each plays in reading development.	Knowledge of theoretical models of reading education and understanding of the differences between reading skills and strategies and the role each plays in reading development is exceptionally thorough and deep
<b>Reading and Diverse Learners</b>	Appreciation of cultural, linguistic, and ethnic diversity is weak, and/or knowledge of how these differences can influence learning to read is insufficient, and/or ability to adjust reading instruction to meet the needs of diverse learners is limited or inappropriate	Values cultural, linguistic, and ethnic diversity, knows how these differences can influence learning to read, and adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, learners of ESL, those with disabilities, and those who speak non-standard dialects).	Appreciation of cultural, linguistic, and ethnic diversity is especially strong, knowledge of how these differences can influence learning to read is thorough and deep, and ability to adjust reading instruction to meet the needs of diverse learners is highly effective
<b>Reading Curriculum</b>	Knowledge of the scope and sequences for reading instruction at all developmental levels is limited or incorrect	Knows the scope and sequences for reading instruction at all developmental levels	Knowledge of the scope and sequences for reading instruction at all developmental levels is exceptionally thorough and detailed
<b>Illinois Reading Standards and IEPs</b>	Incorporation of the Illinois Learning Standards in areas of reading in the development of instruction and IEPs is inadequate or inappropriate.	Incorporates the Illinois Learning Standards in areas of reading in the development of instruction and IEPs.	Incorporation of the Illinois Learning Standards in areas of reading in the development of instruction and IEPs is strong and highly appropriate
<b>Reading Assessment</b>	Use of informal and formal assessments of reading writing, spelling, and oral language is limited or inappropriate and/or diagnosis of the reading problems of individual students is inadequate or inaccurate, and/or interpretation of diagnostic information for families and professionals is limited or incorrect	Uses a variety of informal and formal assessments of reading (print conventions, word recognition and analysis, vocabulary, fluency, comprehension, reading levels, self-monitoring, and motivation), writing, spelling, and oral language; diagnoses the reading problems of individual students and interprets diagnostic information for families and professionals	Use of informal and formal assessments of reading writing, spelling, and oral language is thorough and highly appropriate and diagnosis of the reading problems of individual students is unusually insightful and accurate, and interpretation of diagnostic information for families and professionals is unusually clear and helpful

<b>Individualized Planning and Instruction</b>	Modeling of reading strategies is inadequate or inappropriate and/or planning or provision of instructional interventions for small groups and individuals with reading problems is inadequate or inappropriate; and/or interventions for students with severe learning problems related to literacy are insufficient or inappropriate	Models a variety of appropriate reading strategies; plans and implements instructional interventions or reading programs for small groups and individuals with reading problems; and designs interventions for students with severe learning problems related to literacy	Modeling of reading strategies is strong, systematic, and highly effective; planning and provision of instructional interventions for small groups and individuals with reading problems is highly effective; and interventions for students with severe learning problems related to literacy are well-conceived and highly effective
<b>Resources and Materials</b>	Selection of literature and texts for readers of various abilities and ages is limited or inappropriate, and/or has difficulty estimating their readability level and/or use of technology to support reading and writing instruction is limited	Selects a variety of literature and texts for readers of all abilities and ages, using tools to estimate their readability level; uses technology to support reading and writing instruction as needed	Selection of literature and texts for readers of various abilities and ages is highly appropriate, individualized and carefully based on their readability level while use of technology to support reading and writing instruction is highly effective

**SPECIAL EDUCATION STANDARD –GENERAL EDUCATION: NATURAL AND SOCIAL SCIENCES  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**General Education: Natural and Social Sciences.** Understands the fundamental concepts and principles related to the natural and social sciences and knows how to assess, teach, and support the science and social science education of students with disabilities.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Natural and Social Science Inquiry</b>	Understanding of the scientific investigation process across the sciences, how investigation is used to solve problems, and/or the principles and procedures (including safety practices) related to the design and implementation of scientific investigations is inadequate	Understands the scientific investigation process across the sciences, how investigation is used to solve problems, and the principles and procedures (including safety practices) related to the design and implementation of scientific investigations	Understanding of the scientific investigation process across the sciences, how investigation is used to solve problems, and the principles and procedures (including safety practices) related to the design and implementation of scientific investigations is exceptionally thorough and deep
<b>Natural and Social Science across Disciplines</b>	Understanding of the relationship among the social science disciplines and/or the relationship between the natural and social sciences and other learning areas is insufficient	Understands the relationship among the social science disciplines and the relationship between the natural and social sciences and other learning areas	Understanding of the relationship among the social science disciplines and/or the relationship between the natural and social sciences and other learning areas is especially thorough and insightful
<b>Illinois Natural and Social Science Standards and IEPs</b>	Incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs is limited or inappropriate.	Incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs.	Incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs is exceptionally detailed and highly appropriate
<b>Teaching Larger Ideas in the Natural and Social Science</b>	Ability to model and teach larger ideas in the natural sciences (the appropriate use of scientific methods) and/or the social sciences (rights and responsibilities of citizenship in a democratic society) is inadequate	Models and teaches larger ideas in the natural sciences (the appropriate use of scientific methods) and the social sciences (rights and responsibilities of citizenship in a democratic society)	Ability to model and teach larger ideas in the natural sciences (the appropriate use of scientific methods) and/or the social sciences (rights and responsibilities of citizenship in a democratic society) is strong and highly effective
<b>Individualized Planning and Instruction</b>	Lesson plans demonstrate inadequate or inappropriate incorporation of curriculum and instructional strategies with individualized education goals and benchmarks and/or instructional strategies to engage students in acquiring new knowledge through scientific modes of inquiry are insufficient or inappropriate	Plans lessons that incorporate curriculum and instructional strategies with individualized education goals and benchmarks and uses appropriate instructional strategies to engage students in acquiring new knowledge through scientific modes of inquiry	Lesson plans demonstrate thorough and highly effective incorporation of curriculum and instructional strategies with individualized education goals and benchmarks and instructional strategies to engage students in acquiring new knowledge through scientific modes of inquiry are exceptionally effective and well-chosen

<b>Resources and Materials</b>	Selection of instructional resources and technologies to support learning and/or the application of inquiry skills and processes to develop explanations of natural phenomena is inadequate or inappropriate	Selects instructional resources and technologies to support learning and the application of inquiry skills and processes to develop explanations of natural phenomena	Selection of instructional resources and technologies to support learning and the application of inquiry skills and processes to develop explanations of natural phenomena is highly appropriate and effective.
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**SPECIAL EDUCATION STANDARD -- INSTRUCTIONAL STRATEGIES I  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instructional Strategies I – General Curriculum.** Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing the general curriculum; can promote students= learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Specialized materials and assistive technology</b>	Identification and use of specialized materials and assistive technology needs to promote access to the general curriculum across a variety of disabilities and ages is inadequate or inappropriate; attempts to match materials and technology to individual strengths and needs are insufficient	Identifies and knows how to use appropriate specialized materials and assistive technology, matching them to individual strengths and needs to promote access to the general curriculum across a variety of disabilities and ages	Identification and use of specialized materials and assistive technology to promote access to the general curriculum across a variety of disabilities and ages is thorough and highly appropriate; attempts to match materials and technology to individual strengths and needs are insightful or creative
<b>Instruction to strengthen cognitive abilities and skills</b>	Use of instructional strategies, resources, and techniques to compensate for deficits in perception, comprehension, memory, and retrieval, and increase student use of cognitive strategies and problem solving to promote access to the general curriculum is inadequate or inappropriate	Uses appropriate instructional strategies, resources, and techniques to compensate for deficits in perception, comprehension, memory, and retrieval, and increase student use of cognitive strategies and problem solving to promote access to the general curriculum	Uses of instructional strategies, resources, and techniques to compensate for deficits in perception, comprehension, memory, and retrieval, and increase student use of cognitive strategies and problem solving to promote access to the general curriculum are highly appropriate, effective or creative
<b>Instruction in academics (content, skills, strategies)</b>	Use of instructional strategies, resources, and techniques to teach reading, spelling, writing, mathematics, and content knowledge as appropriate for a variety of disabilities and ages is inadequate or inappropriate; attempts to match strategies to individual strengths and needs to promote access to the general curriculum are insufficient	Uses instructional strategies, resources, and techniques to teach reading, spelling, writing, mathematics, and content knowledge as appropriate for a variety of disabilities and ages, matching strategies to individual strengths and needs to promote access to the general curriculum	Uses of instructional strategies, resources, and techniques to teach reading, spelling, writing, mathematics, and content knowledge as appropriate for a variety of disabilities and ages are thorough and highly appropriate, attempts to match strategies to individual strengths and needs to promote access to the general curriculum are insightful, highly effective, or creative

<b>Strategies for integration/inclusion</b>	Modification and adaptation of goals, objectives, materials, technologies, and instructional strategies for individual students included in regular classrooms across a variety of disabilities and ages is insufficient or inappropriate	Appropriately modifies and adapts goals, objectives, materials, technologies, and instructional strategies for individual students included in regular classrooms across a variety of disabilities and ages	Modification and adaptation of goals, objectives, materials, technologies, and instructional strategies for students included in regular classrooms across a variety of disabilities and ages is thorough and insightful or highly effective
<b>Instruction for transition and life skills</b>	Use of instructional strategies, resources, and techniques for acquisition, maintenance, and generalization of social, educational, vocational, recreational, and life skills to promote access to the general curriculum across a variety of disabilities and ages; efforts to match strategies to individual strengths and needs are inadequate or inappropriate	Uses appropriate instructional strategies, resources, and techniques for acquisition, maintenance, and generalization of social, educational, vocational, recreational, and life skills to promote access to the general curriculum across a variety of disabilities and ages, matching strategies to individual strengths and needs	Use of instructional strategies, resources, and techniques for acquisition, maintenance, and generalization of social, educational, vocational, recreational, and life skills to promote access to the general curriculum across a variety of disabilities and ages is thorough and highly appropriate; efforts to match strategies to individual strengths and needs are insightful or creative
<b>Instructional decision-making and Improvement</b>	Insufficient or inappropriate use of ongoing assessment; inadequate ability to monitor progress, observe responses and errors to make instructional decisions, adjust instruction, and/or provide feedback to learners to promote access to the general curriculum	Uses ongoing assessment, monitors progress, and observes responses and errors to make instructional decisions, adjust instruction, and provide feedback to learners to promote access to the general curriculum	Highly appropriate and very well planned use of ongoing assessment; efforts to monitor progress, observe responses and errors to make instructional decisions, adjust instruction, and provide feedback to learners to promote access to the general curriculum are thorough and effective

**SPECIAL EDUCATION STANDARD –INSTRUCTION AL STRATEGIES II  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instructional Strategies II – Independence Curriculum.** Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing an independence curriculum; can promote students= learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Specialized materials and assistive technology</b>	Identification and use of specialized materials and assistive technology for students needing an independence curriculum across a variety of disabilities and ages is inadequate or inappropriate; attempts to match materials and technology to individual strengths and needs are insufficient	Identifies and knows how to use appropriate specialized materials and assistive technology for students needing an independence curriculum across a variety of disabilities and ages, matching materials and technology to individual strengths and needs	Identification and use of specialized materials and assistive technology for students needing an independence curriculum across a variety of disabilities and ages is thorough and highly appropriate; attempts to match materials and technology to individual strengths and needs are insightful or creative
<b>Instruction to strengthen cognitive abilities and skills</b>	Use of instructional strategies, resources, and techniques for students needing an independence curriculum to compensate for deficits in perception, comprehension, memory, and retrieval, and increase student use of cognitive strategies and problem solving is inadequate or inappropriate	Uses appropriate instructional strategies, resources, and techniques for students needing an independence curriculum to compensate for deficits in perception, comprehension, memory, and retrieval, and increase student use of cognitive strategies and problem solving	Uses of instructional strategies, resources, and techniques for students needing an independence curriculum to compensate for deficits in perception, comprehension, memory, and retrieval, and increase student use of cognitive strategies and problem solving is highly appropriate, effective or creative
<b>Instruction in academics (content, skills, strategies)</b>	Use of instructional strategies, resources, and techniques to teach reading, spelling, writing, mathematics, and content knowledge as appropriate for students needing an independence curriculum across a variety of disabilities and ages is inadequate or inappropriate; attempts to match strategies to individual strengths and needs are insufficient	Uses appropriate instructional strategies, resources, and techniques to teach reading, spelling, writing, mathematics, and content knowledge as appropriate for students needing an independence curriculum across a variety of disabilities and ages, matching strategies to individual strengths and needs	Uses of instructional strategies, resources, and techniques to teach reading, spelling, writing, mathematics, and content knowledge as appropriate for students needing an independence curriculum across a variety of disabilities and ages are thorough and highly appropriate, attempts to match strategies to individual strengths and needs are insightful, highly effective, or creative

<b>Augmentative / Alternative communication</b>	Knowledge of alternative and augmentative communication systems is inadequate; plans for instruction on their use is insufficient or inappropriate	Knows alternative and augmentative communication systems and plans appropriate instruction on their use	Knowledge of alternative and augmentative communication systems is thorough and well-researched; plans for instruction on their use are highly appropriate and detailed
<b>Instruction for transition and life skills</b>	Use of instructional strategies, resources, and techniques for acquisition, maintenance, and generalization of social, educational, vocational, recreational, and life skills for students needing an independence curriculum across a variety of disabilities, levels of severity and ages; efforts to match strategies to individual strengths and needs is inadequate or inappropriate	Uses appropriate instructional strategies, resources, and techniques for acquisition, maintenance, and generalization of social, educational, vocational, recreational, and life skills for students needing an independence curriculum across a variety of disabilities, levels of severity and ages, matching strategies to individual strengths and needs	Use of instructional strategies, resources, and techniques for acquisition, maintenance, and generalization of social, educational, vocational, recreational, and life skills for students needing an independence curriculum across a variety of disabilities, levels of severity and ages is thorough and highly appropriate; efforts to match strategies to individual strengths and needs is insightful or creative
<b>Instructional decision-making and Improvement</b>	Insufficient or inappropriate use of ongoing assessment; inadequate ability to monitor progress, observe responses and errors to make instructional decisions, adjust instruction, and/or provide feedback for students needing an independence curriculum	Uses ongoing assessment, monitors progress, and observes responses and errors to make instructional decisions, adjust instruction, and provide feedback for students needing an independence curriculum	Highly appropriate and very well planned use of ongoing assessment; efforts to monitor progress, observe responses and errors to make instructional decisions, adjust instruction, and provide feedback for students needing an independence curriculum are thorough and effective

**SPECIAL EDUCATION STANDARD –LEARNING ENVIRONMENT  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Learning Environments and Social Interaction.** Creates learning environments that foster active engagement in learning, cultural understanding, safety, positive social interactions, independence, self-motivation, -direction, -advocacy, and personal empowerment; intervenes and teaches students to respond to current expectations; helps regular educators, paraprofessionals, and volunteers sustain positive learning environments.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Safe, supportive school and community Environments</b>	Attempts to creates safe, positive, and supportive learning environments in school and community based instructional settings across a variety of disabilities, levels of severity and ages are insufficient	Creates safe, positive, and supportive learning environments in school and community based instructional settings across a variety of disabilities, levels of severity and ages	Creates safe, very positive, and highly supportive and effective learning environments in school and community based instructional settings across a variety of disabilities, levels of severity and ages
<b>Adapted physical environment /health care</b>	Attempts to adapts the environment, remove barriers to accessibility, and/or provide or oversee health care interventions for students with physical and health challenges across levels of severity and ages are inadequate or inappropriate	Appropriately adapts the environment, removes barriers to accessibility, and provides or oversees health care interventions for students with physical and health challenges across levels of severity and ages	Attempts to adapt the environment, remove barriers to accessibility, and provide or oversee health care interventions for students with physical and health challenges across levels of severity and ages are thorough, sensitive and very well planned
<b>Optimal learning opportunities</b>	Uses of strategies that optimize student learning and promote success such as active engagement in learning, effective management of teaching and learning, and appropriate use of one-to-one, small group, and large group instruction are inadequate or inappropriate; efforts to match strategies to individual strengths and needs are insufficient	Uses appropriate strategies that optimize student learning and promote success such as active engagement in learning, effective management of teaching and learning, and appropriate use of one-to-one, small group, and large group instruction matching opportunities to individual and group needs	Use of strategies that optimize student learning and promote success such as active engagement in learning, effective management of teaching and learning, and appropriate use of one-to-one, small group, and large group instruction are thorough and highly appropriate; attempts to match opportunities to individual and group needs are sensitive, insightful or creative
<b>Managing Classrooms</b>	Application of strategies for classroom management, consistent classroom routines are inadequate or inappropriate	Applies appropriate strategies for classroom management and consistent classroom routines	Application of strategies for classroom management and use of consistent classroom routines are well-planned, insightful and highly appropriate

<b>Managing Student Behavior</b>	Knowledge of theories of behavior problems and strategies for prevention, intervention, and crisis management across a variety of disabilities, levels of severity and ages are inadequate or inappropriate	Knows theories of behavior problems and strategies for prevention, intervention, and crisis management across a variety of disabilities, levels of severity and ages	Knowledge of theories of behavior problems and strategies for prevention, intervention, and crisis management across a variety of disabilities, levels of severity and ages are well-planned, insightful and highly appropriate
<b>Self advocacy, self-esteem and independence</b>	Insufficiently models and encourages attitudes and skills that promote self-esteem, self-advocacy, and independence across a variety of disabilities, levels of severity and ages	Appropriately models and encourages attitudes and skills that promote self-esteem, self-advocacy, and independence across a variety of disabilities, levels of severity and ages	Carefully and effectively models and encourages attitudes and skills that promote self-esteem, self-advocacy, and independence across a variety of disabilities, levels of severity and ages
<b>Supporting social skills and social interaction</b>	Inadequate or inappropriate support of students' social development across a variety of disabilities, levels of severity and ages; has significant difficulty identifying barriers to acceptance, promoting social interactions, modeling appropriate social skills, and using problem solving and conflict resolution	Adequately supports students' social development across a variety of disabilities, levels of severity and ages by identifying barriers to acceptance, promoting social interactions, modeling appropriate social skills, and using problem solving and conflict resolution	Sensitive and highly appropriate support of students' social development across a variety of disabilities, levels of severity and ages; is insightful or creative when identifying barriers to acceptance, promoting social interactions, modeling appropriate social skills, and using problem solving and conflict resolution

**SPECIAL EDUCATION STANDARD –COMMUNICATION/LANGUAGE  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Communication.** Understands language development and uses strategies and assistive technologies to teach and support students= communication skills; is an effective language model and matches communication methods and resources to students= proficiency, primary language, and culture.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Language and Literacy Development</b>	Has an inadequate or incorrect knowledge of typical literacy development (listening, speaking, reading, and writing) and how these may differ for students across a variety of disabilities, levels of severity and ages, including those who are non-speaking	Has an adequate knowledge of typical literacy development (listening, speaking, reading, and writing) and how these may differ for students across a variety of disabilities, levels of severity and ages, including those who are non-speaking	Has thorough and highly accurate knowledge of literacy development (listening, speaking, reading, and writing) and how these may differ for students across a variety of disabilities, levels of severity and ages, including those who are non-speaking
<b>Second language and academics</b>	Has an inadequate grasp of the effects of cultural and linguistic differences on development and academic learning	Has an adequate grasp of the effects of cultural and linguistic differences on development and academic learning	Has a keen and deep grasp of the effects of cultural and linguistic differences on development and academic learning
<b>Culture and communication</b>	Has an inadequate grasp of how culture can effect interpretation of behavior and misunderstanding in listening, speaking, reading, and writing	Has an adequate grasp of how culture can effect interpretation of behavior and misunderstanding in listening, speaking, reading, and writing	Has a sensitive and insightful grasp of how culture can effect interpretation of behavior and misunderstanding in listening, speaking, reading, and writing
<b>Improving literacy skills (listening, speaking, reading, writing)</b>	Use of appropriate strategies, materials, and technologies to improve literacy skills (listening, speaking, reading, writing) across a variety of disabilities, levels of severity, and ages is inadequate or inappropriate	Uses appropriate strategies, materials, and technologies to improve literacy skills (listening, speaking, reading, writing) across a variety of disabilities, levels of severity, and ages	Use of strategies, materials, and technologies to literacy skills (listening, speaking, reading, writing) across a variety of disabilities, levels of severity and ages, is thorough and highly appropriate

**SPECIAL EDUCATION STANDARD –PLANNING I  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instructional Planning I – General Curriculum.** In collaboration with students, families, and other professionals, creates, monitors, and modifies appropriate and effective individualized educational plans for students accessing a general curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Individualized Educational Plans</b>	Development of IEPs to promote access to the general curriculum is unclear, insufficiently comprehensive or inappropriate individualized	Develops appropriate comprehensive, longitudinal IEPs to promote access to the general curriculum	Develops very clearly written, comprehensive, longitudinal IEPs to promote access to the general curriculum that contain detailed and highly appropriate information and that is well matched to individual strengths and needs
<b>Individualized behavioral plans</b>	Development of behavior plans to promote access to the general curriculum are inadequately individualized, incorporate inappropriate reinforcement systems or environmental modifications, or incorrectly match levels of intervention to the intensity of the behavior	Develops appropriate individualized behavior plans to promote access to the general curriculum incorporating reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	Develops very clearly written behavior plans to promote access to the general curriculum that are very appropriately individualized, insightfully incorporating systems of reinforcement and environmental modifications at levels equal to the intensity of the behavior
<b>Use of assessments for planning</b>	Use of information from academic, cognitive, and functional behavioral assessments and task analysis to develop learning plans, lessons, modifications, and instruction to promote access to the general curriculum for students across a variety of disabilities and ages is inadequate or inappropriate	Appropriately uses information from academic, cognitive, and functional behavioral assessments and task analysis to develop learning plans, lessons, modifications, and instruction to promote access to the general curriculum for students across a variety of disabilities and ages	Use of information from academic, cognitive, and functional behavioral assessments and task analysis to develop learning plans, lessons, modifications, and instruction to promote access to the general curriculum for students across a variety of disabilities and ages is very well thought out and highly appropriate
<b>Planning appropriate modifications of general curriculum</b>	Prioritization and planning of goals, accommodations and adaptations for students across a variety of disabilities, levels of severity and ages who are learning the general curriculum is insufficient or inappropriate	Prioritizes and plans appropriate goals, accommodations and adaptations for students across a variety of disabilities, levels of severity and ages who are learning the general curriculum	Prioritization and planning of goals, accommodations and adaptations for students across a variety of disabilities, levels of severity and ages who are learning the general curriculum are thorough, insightful, and effective

**SPECIAL EDUCATION STANDARD –PLANNING II  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instructional Planning II -- Independence Curriculum. In collaboration with students, families, and other professionals, creates, monitors, and modifies appropriate and effective individualized educational plans for students accessing an independence curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.**

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Individualized Educational Plans</b>	Development of IEPs for students needing an independence curriculum is unclear, insufficiently comprehensive or inappropriate individualized	Develops appropriate comprehensive, longitudinal IEPs for students needing an independence curriculum	Develops very clearly written, comprehensive, longitudinal IEPs for students needing an independence curriculum that contain detailed and highly appropriate information and that is well matched to individual strengths and needs
<b>Individualized behavioral plans</b>	Development of behavior plans for students needing an independence curriculum are inadequately individualized, incorporate inappropriate reinforcement systems or environmental modifications, or incorrectly match levels of intervention to the intensity of the behavior	Develops appropriate individualized behavior plans for students needing an independence curriculum incorporating reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	Develops very clearly written behavior plans for students needing an independence curriculum that are very appropriately individualized, insightfully incorporating systems of reinforcement and environmental modifications at levels equal to the intensity of the behavior
<b>Use of assessments for planning</b>	Use of information from academic, cognitive, and functional behavioral assessments and task analysis to develop learning plans, lessons, modifications, and instruction for students needing an independence curriculum is inadequate or inappropriate	Appropriately uses information from academic, cognitive, and functional behavioral assessments and task analysis to develop learning plans, lessons, modifications, and instruction for students needing an independence curriculum	Use of information from academic, cognitive, and functional behavioral assessments and task analysis to develop learning plans, lessons, modifications, and instruction for students needing an independence curriculum is very well thought out and highly appropriate
<b>Planning academic, social, &amp; independence instruction</b>	Planning of goals and lessons to teach basic academics, social skills, self-enhancing behaviors, independent living skills, career skills, and medical self-management skills to students across disabilities and ages who are learning an independence curriculum is inadequate or inappropriate	Plans appropriate goals and lessons to teach basic academics, social skills, self-enhancing behaviors, independent living skills, career skills, and medical self-management skills to students across disabilities and ages who are learning an independence curriculum	Planning of goals and lessons to teach basic academics, social skills, self-enhancing behaviors, independent living skills, career skills, and medical self-management skills to students across disabilities and ages who are learning an independence curriculum are thorough, insightful, and effective

**SPECIAL EDUCATION STANDARD –ASSESSMENT  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Assessment.** Uses assessment results to identify needs, make wise educational decisions, and to plan, implement, and adjust instruction; understands legal, technical, and technological aspects of assessment; collaborates with educators, families and professionals to conduct appropriate, multifaceted assessments and monitor progress.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Legal/ethical issues</b>	Has an inadequate or incorrect understanding of the legal and ethical issues involved in assessment including referral, classification, placement, and cultural and linguistic differences	Has an adequate understanding of the legal and ethical issues involved in assessment including referral, classification, placement, and cultural and linguistic differences	Has an thorough and highly accurate understanding of the legal and ethical issues involved in assessment including referral, classification, placement, and cultural and linguistic differences
<b>Assessment uses, limitations, processes</b>	Has inadequate or incorrect knowledge of the technical aspects of testing and the various uses and limitations of assessment procedures	Has adequate knowledge of the technical aspects of testing and the various uses and limitations of assessment procedures	Has thorough and highly accurate knowledge of the technical aspects of testing and the various uses and limitations of assessment procedures
<b>Sources of Assessment data</b>	Knowledge of a variety of sources of assessment information including families, public agencies, professionals in related fields, formal tests, and authentic assessment is insufficient or incorrect	Knows a variety of sources of assessment information including families, public agencies, professionals in related fields, formal tests, and authentic classroom assessment	Knowledge of a variety of sources of assessment information including families, public agencies, professionals in related fields, formal tests, and authentic classroom assessment is detailed and highly accurate
<b>Administering a variety of assessments</b>	Has inadequate knowledge and skill in administering a variety of formal and informal assessments including uses of assistive technology in assessment	Appropriately administers a variety of formal and informal assessment measures including uses of assistive technology in assessment	Administration of a variety of formal and informal assessment measures including uses of assistive technology in assessment is very accurate, highly competent and professional
<b>Modifying assessments</b>	Individualized modifications of assessments developed to meet unique needs and abilities of students across a variety of disabilities, levels of severity and ages, including those who are nonverbal are inadequate or inappropriate	Develops and modifies individualized assessments to meet unique needs and abilities of students across a variety of disabilities, levels of severity and ages, including those who are nonverbal	Develops and modifies individualized assessments to meet unique needs and abilities of students across a variety of disabilities, levels of severity and ages, including those who are nonverbal in a careful, thorough and insightful manner
<b>Interpreting/reporting assessment results</b>	Interpretation and/or reports of assessment results are incorrect or inadequate, so results cannot be used to make educational and instructional decisions	Interprets and reports assessment results appropriately, using them to make educational and instructional decisions	Interpretation and reports of assessment results are thorough, detailed, and highly accurate; results are used carefully and insightfully to make educational and instructional decisions

**SOE STANDARD -- TECHNOLOGY III**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Technology II.** Enables students with special needs to learn about and to use assistive technology.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Knowledge of assistive technology terminology and use</b>	Knowledge of appropriate assistive technology and technology terminology for use with students with special needs is limited or inaccurate	Knows appropriate assistive technology and technology terminology for use with students with special needs	Knowledge of appropriate assistive technology and technology terminology for use with students with special needs is thorough and detailed
<b>Integration of assistive technology into assessment and instruction</b>	Integration of assistive technology into assessment and instructional activities to enhance access to learning opportunities for students with special needs is inadequate or inappropriate	Integrates assistive technology into assessment and instructional activities to enhance access to learning opportunities for students with special needs	Integration of assistive technology into assessment and instructional activities to enhance access to learning opportunities for students with special needs is thorough and highly effective
<b>Matching assistive technology to learner needs</b>	Matching of assistive technology to the particular learning situation and each learner's needs is inadequate or inappropriate	Matches assistive technology to the particular learning situation and each learner's needs	Matching of assistive technology to the particular learning situation and each learner's needs is skillful, effective, and highly individualized

**SOE STANDARD –INQUIRY  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Value of inquiry</b>	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
<b>Key concepts</b>	Explanation and/or use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
<b>Designing inquiry</b>	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
<b>Ethical Issues in Inquiry</b>	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
<b>Evaluating existing research</b>	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
<b>Use of technology in research</b>	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is highly appropriate and effective

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**SPECIAL EDUCATION STANDARD –PROFESSIONAL/ETHICAL PRACTICE  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Professional and Ethical Practice.** Is aware of the multiple roles of special educators, the need for sensitivity to the many aspects of diversity and exceptionality, and the serious, complex, legal and ethical issues involved in special education; engages in on-going reflection and professional development and adjusts practice appropriately.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Resources</b>	Has inadequate or incorrect knowledge of services, networks, organizations and other resources for individuals with disabilities for students across a variety of disabilities, levels of severity and ages, and seeks assistance when appropriate	Has adequate knowledge of services, networks, organizations and other resources for individuals with disabilities for students across a variety of disabilities, levels of severity and ages, and seeks assistance when appropriate	Has detailed and highly accurate knowledge of services, networks, organizations and other resources for individuals with disabilities for students across a variety of disabilities, levels of severity and ages, and seeks assistance when appropriate
<b>Professional Growth</b>	Shows little understanding of the importance of lifelong professional growth and/or keeps current to a minimal degree with professional organizations, publications and research related to students across a variety of disabilities, levels of severity and ages	Understands the importance of lifelong professional growth and keeps current with professional organizations, publications and research related to students across a variety of disabilities, levels of severity and ages	Shows keen appreciation of the importance of lifelong professional growth; keeps current with multiple professional organizations, publications and research related to students across a variety of disabilities, levels of severity and ages
<b>Standards of Practice</b>	Has inadequate knowledge of the CEC code of ethics and other professional standards, and shows little or inconsistent evidence of practicing ethically and within one's skill limits, being aware of one's biases, and exercising sound judgment in the service of students across a variety of disabilities, levels of severity and ages	Knows the CEC code of ethics and other professional standards, practices ethically and within one's skill limits, is aware of one's biases, and exercises sound judgment in the service of students across a variety of disabilities, levels of severity and ages	Knows the CEC code of ethics and other professional standards in detail; is strongly committed to practicing ethically and within one's skill limits, is highly aware of one's biases, and exercises extremely thoughtful and sound judgment in the service of students across a variety of disabilities, levels of severity and ages
<b>Advocacy</b>	Efforts to advocates for individual students and for effective services on behalf of students across a variety of disabilities, levels of severity and ages is inadequate or inconsistent	Advocates appropriately for individual students and for effective services on behalf of students across a variety of disabilities, levels of severity and ages	Is a strong and committed advocate for individual students and for effective services on behalf of students across a variety of disabilities, levels of severity and ages

**SPECIAL EDUCATION STANDARD –COLLABORATION  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Collaboration.** Effectively collaborates with families, educators, and other professionals in culturally responsive ways to address student educational needs, advocate for students, plan effective transitions, and serve as a resource to colleagues and community.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Collaborates with families to support students</b>	Collaboration with families in assessment, planning, supporting, and monitoring students across a variety of disabilities, levels of severity and ages is inadequate or inappropriate; encouragement for family members to become active participants in the educational team is insufficient	Collaborates respectfully with families in assessment, planning, supporting, and monitoring students across a variety of disabilities, levels of severity and ages, encouraging family members to become active participants in the educational team	Collaborates enthusiastically and respectfully with families in assessment, planning, supporting, and monitoring students across a variety of disabilities, levels of severity and ages; encouragement for family members to become active participants in the educational team is strong and very supportive
<b>Parent Education</b>	Efforts to plan parent education opportunities that foster student progress and beneficial relationships between families and schools for families of students across a variety of disabilities, levels of severity and ages are minimal or inappropriate	Plans parent education opportunities that foster student progress and beneficial relationships between families and schools for families of students across a variety of disabilities, levels of severity and ages	Efforts to plan parent education opportunities that foster student progress and beneficial relationships between families and schools for families of students across a variety of disabilities, levels of severity and ages are sensitive to parent needs and highly effective or creative
<b>Collaborates with school personnel</b>	Collaboration with school professionals to integrate students across a variety of disabilities, including those with severe behavior, communication, and medical needs is insufficient or inappropriate; use of strategies such as consultation, collaboration, team teaching and co-teaching are minimal or inappropriate	Collaborates with school professionals to integrate students across a variety of disabilities, including those with severe behavior, communication, and medical needs, using appropriate strategies of consultation, collaboration, team teaching and co-teaching	Collaboration with school professionals to integrate students across a variety of disabilities, including those with severe behavior, communication, and medical needs is respectful and highly skilled; use of strategies of consultation, collaboration, team teaching and co-teaching is highly appropriate and effective
<b>Collaborates/guides paraeducators</b>	Collaboration with paraeducators is insufficient, efforts to guide them gain experience and work appropriately in a classroom as they provide support for students across a variety of disabilities, levels of severity and ages are inadequate or inappropriate	Collaborates with and guides paraeducators adequately, helping them gain experience and work appropriately in a classroom as they provide support for students across a variety of disabilities, levels of severity and ages	Collaboration with paraeducators is enthusiastic and highly supportive; efforts to guide them gain experience and work appropriately in a classroom as they provide support for students across a variety of disabilities are levels of severity and ages are strong and highly appropriate

<b>Collaborates with community professionals</b>	Collaboration with professionals and community agencies to provide related services and transition services to students across a variety of disabilities, levels of severity and ages, including those with severe behavior, communication, and medical needs is insufficient or inappropriate	Collaborates appropriately with professionals and community agencies to provide related services and transition services to students across a variety of disabilities, levels of severity and ages, including those with severe behavior, communication, and medical needs	Collaboration with professionals and community agencies to provide related services and transition services to students across a variety of disabilities, levels of severity and ages, including those with severe behavior, communication, and medical needs is strong, well planned, and highly professional
<b>Confidentiality</b>	Has in adequate appreciation of the legal provisions and importance of maintaining confidentiality when working with families and students with disabilities	Has adequate appreciation of the legal provisions and importance of maintaining confidentiality when working with families and students with disabilities	Has highly sensitive appreciation of the legal provisions and importance of maintaining confidentiality when working with families and students with disabilities