Exhibit 2.8 Level I Culminating Assessment Rubric (2009)

Performance Assessment
Education Specialist Level 1 Mild/Moderate Disabilities Program
CSU Channel Islands

Please rate the candidate on the following scale:

1. Significantly below standard
2. below standard
3. meets standard
4. exceeds standard
5. significantly exceeds standard

	1	2	3	4	5	Comments
The candidate introduced the project clearly						
The candidate cited appropriate literature in the introduction (using APA)						
The candidate accurately described the teaching methods used in the intervention						
The candidate wrote accurate goals and objectives						
The candidate demonstrated understanding of CBM						
The candidate demonstrated an understanding of using assessment to inform instruction by using ongoing data.						
The candidate accurately used the terms ecological changes, antecedent interventions, consequence interventions to describe how student behavior was addressed						
The candidate demonstrated the ability to synthesize information across methods, assessment, behavior and communication/collaboration						
The candidate demonstrated the ability to communicate results of instruction to parents						
The candidate demonstrated the ability to communicate results of instruction to general education teachers						
The candidate demonstrated professional writing (mechanics and style)						

- Any student receiving a 2 or lower in any given area will be asked to resubmit that area prior to receiving their credential at CSUCI.

Exhibit 2.8 Level I Culminating Assessment Rubric (2008)

CSUCI Education Specialist Mild/Moderate Credential Program Assessment Rubric

Rater Evaluation	4	3	2	1
Synthesis	Meaningful and effective **integration of all domains**	Meaningful and effective connection of domains	Explores connections between domains	Limited, forced or no connections between domains
Methods	**Integrates** research based rationale for teaching methods chosen, evidence of research across domains, uses **appropriate and effective teaching methods for instructional goals**, describes the methods accurately, provides **rationale for instructional decisions**	Provides research based rationale for teaching methods chosen, uses appropriate and effective teaching methods for instructional goals, describes the methods accurately	Uses appropriate teaching methods for instructional goals, description is accurate but lacks depth	Uses inappropriate teaching methods for instructional goals and/or lacks a description of why methods were chosen
Behavior	Identifies and accurately describes **behavioral supports. Integrates** behavioral supports into all categories (planning, teaching and assessments)	Identifies and accurately describes behavioral supports. Integrates behavioral supports into at least one category (planning, teaching and assessments)	Identifies and describes behavioral supports	Behavioral supports not identified
Communication & Consultation	Provides innovative ways to **communicate/consult with relevant parties about instruction** and assessment related information. Identifies **who** will receive information **how** they will receive it and **what** will be communicated. Integrates communication throughout instruction, assessment and behavior	Provides a means to communicate/consult with relevant parties about instruction and assessment related information. Identifies who will receive information how they will receive it and what will be communicated.	Communication and Consultation plan exists but lacks depth	No Plan for communication and consultation within intervention project
Assessment	**Integrates** assessment across all areas. Provides clear evidence of **instructional decisions made based on data** (data based decision making). Can accurately and clearly describe the **method of assessment** (CBM, standardized etc), **assessment tool used** and **what the tool measured**. Connects assessment results to student learning	Provides clear evidence of instructional decisions made based on data (data based decision making). Can accurately and clearly describe the assessment tool used and what the tool measured. Connects assessment results to student learning	Uses appropriate assessment tool for instructional goals. Connects assessment results to student learning	Assessment is not connected to instruction or instructional goals.

- A candidate receiving a rating of 2 or lower in any section will be asked to resubmit the section prior to applying for their credential.