

Candidate's Name _____ Evaluator's Name _____

Course _____ Semester _____

IEP Case Study Assignment Rubric

Category	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Self Score	Faculty Score
Student information (Weight = 2; 6 total)	No information provided	Basic information is included, but not all factors addressed	All pertinent information is included	Detailed and specific information about student is included; all factors addressed		
PLAAFP (CEC 2, 3, 7, 8) (Weight = 3; 9 total)	No information provided	Student's strengths and needs are described but are either missing important information or contain irrelevant information; details about PLEP are vague	Relevant strengths and needs are described; details about the PLEP contain some specifics	Relevant strengths and needs are described; information about student's PLEP is provided clearly and specifically, following all components of PLEP checklist		
Annual Goals (CEC 7) (Weight = 3; 9 total)	No goals provided, or there is no relationship between the PLEP and goals	Goals minimally correspond to need identified in the PLEP; goals do not clearly describe behavior/skill to be changed and are not related to measurable outcomes	Goals correspond to most needs identified in the PLEP; goals describe the behavior/skill to be changed and are somewhat related to measurable outcomes	Goals correspond to all needs identified in the PLEP; goals clearly describe behavior/skill to be changed and are related to measurable outcome		
Benchmarks/ Short-term objectives (CEC 7) (Weight = 3; 9 total)	No benchmarks/STOs provided	Objectives are not related to the goal or the objectives do not contain one of the three components (condition, measurable action, and criteria for success); few student learning objectives aligned with annual goals	Objectives are related to the goal; most objectives contain a condition, a measurable action, and criteria for success; many student learning objectives aligned with annual goals	Objectives are logically sequenced and related to the goal; each objective contains a condition, a measurable action, and criteria for success; all student learning outcomes are explicitly linked to annual goals		
Progress/Evaluation reporting (CEC 7, 8) (Weight = 2; 6 total)	No information provided	Includes some reporting of progress; details are not clear and specific	Includes means of evaluation, communication, and reporting methods	Includes detailed and specific means of evaluation, communication, and reporting methods		
Services (CEC 7, 10) (Weight = 3; 9 total)	No services provided	Some services provided, somewhat aligned with annual goals and access to the general curriculum	All services provided, linked to annual goals and access to the general curriculum	All services clearly linked to annual goals and access to the general curriculum		
LRE (CEC 5, 7) (Weight = 3; 9 total)	No determination of LRE provided	Information on placement and rationale not connected to goals and access to the general curriculum	Information on placement and rationale provided; somewhat linked to goals and access to the general curriculum	Information on placement and rationale are detailed and specific; clearly linked to goals and access to the general curriculum		

Category	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Self Score	Faculty Score
Accommodations/ Modifications (CEC 4, 7) (Weight = 3; 9 total)	No information provided	Accommodations/modifications listed, but incomplete and not linked to specific student needs	Accommodations/modifications somewhat linked to specific student needs	Accommodations/modifications clearly linked to specific student needs to provide meaningful access to the general curriculum		
AT/Supplementary aids and services (CEC 4, 6, 7, 10) (Weight = 2; 6 total)	No identification of assistive technology	No clear connection between student goals and use of assistive technology	Some connection between student goals and use of assistive technology	Technology is varied and clearly connected to student goals		
Assessment/testing participation (CEC 7) (Weight = 1; 3 total)	No identification of participation in testing	n/a	n/a	Identification of participation in testing		
Testing accommodations (CEC 4, 7) (Weight = 3; 9 total)	No testing accommodations provided	Generic accommodations are present, but not linked to specific student learning needs	Generic accommodations are present, somewhat linked to specific student learning needs	Accommodations are clearly linked to specific student learning needs		
Participants (CEC 7, 10) (Weight = 1; 3 total)	No information on participants provided	Some required participants are listed	Most required participants are listed	All required participants are listed and indicated whether present or not.		
Reflection (CEC 1, 9) (Weight = 3; 9 total)	No reflection provided	Reflection not tied to understanding of theories related to course competencies; minimal or no discussion of how levels of support to meet student's needs were determined; minimal connection to professional development	Reflection tied to understanding of theories related to course competencies; some discussion of how levels of support to meet student's needs were determined; some connection to professional development	Reflection tied to understanding of theories related to course competencies; detailed discussion of how levels of support to meet student's needs were determined; clear connection to professional development; demonstrates critical analysis		
Professionalism (CEC 9) (Weight = 1; 3 total)	Writing is not clear, concise, or professional. Multiple errors in writing conventions	Writing is somewhat clear, concise, and professional, some errors in writing conventions	Writing is clear, concise, and professional throughout most of the document; minimal errors in writing conventions	Writing is clear, concise, and professional throughout the entire document; no errors in writing conventions		
Total points						
Adapted from the College Of Education and Professional Studies at The University Of Central Oklahoma; Adelphi University						/100