

ED 451: TEACHING AND LEARNING IN INCLUSIVE CLASSROOMS

University of Rochester

Comprehensive School Reform and Inclusive Practice Paper Rubric

<b>Candidate's Name</b> _____	<b>Evaluator's Name</b> _____
<b>Course</b> _____	<b>Semester</b> _____

	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Self Score	Faculty Score
Content <i>Weight = 4; 16 pts</i>	Focus is vague; insufficient information on the topic; provides a poor overview of sources	Focus shifts or is unclear; provides basic information on the topic; provides a limited overview of sources	Mostly maintains focus on topic; provides sufficient information on the topic; provides a cohesive overview of sources cited	Maintains consistent focus on topic; provides in-depth information on the chosen topic; provides a cohesive overview and critical analysis of sources cited		
Relationship to school reform and inclusion <i>(CEC 1)</i> <i>Weight = 4; 16 pts</i>	No relationship to inclusion; no discussion of philosophies, theory, or laws and practices connected to inclusive practice	Relationship to inclusion is minimally established; discussion of philosophies, theory, laws and policies related to inclusive / special education, but minimal connection to schools / systems	Relationship to inclusion is moderately established; some understanding of how philosophies, theories, laws and policies related to inclusive / special education and their relationships to schools and school systems	Relationship to inclusion is firmly established; clear understanding of philosophies, theories, laws and policies related to inclusive / special education and their relationships to schools and school systems		
Implications of school reform and inclusion to student learning <i>(CEC 2, 3)</i> <i>Weight = 5; 20 pts</i>	No discussion of how chosen school reform topic informs and addresses understandings of student characteristics, including exceptionalities, language, culture, and background, and the implications for access to the general education curriculum, inclusive practice, and student learning	Minimal, vague discussion of how chosen school reform topic informs and addresses understandings of student characteristics, including exceptionalities, language, culture, and background, and the implications for access to the general education curriculum, inclusive practice, and student learning	General, broad discussion of how chosen school reform topic informs and addresses understandings of student characteristics, including exceptionalities, language, culture, and background, and the implications for access to the general education curriculum, inclusive practice, and student learning	Thorough and specific discussion of how chosen school reform topic informs and addresses understandings of student characteristics, including exceptionalities, language, culture, and background, and the implications for access to the general education curriculum, inclusive practice, and student learning		
Sources and Citations <i>Weight = 2.5; 10 pts</i>	Fewer than 5 sources used; citations not in proper APA format	5-7 sources used; many errors in proper APA format	8-10 sources used; some errors in proper APA format	At least 10 sources used; all citations in proper APA format		
Mechanics and Usage <i>Weight = 2; 8 pts</i>	More than 12 errors in mechanics and/or usage	8–12 errors in mechanics and/or usage	5–7 errors in mechanics and/or usage	0–4 errors in mechanics and/or usage		

Total Points: \_\_\_\_ x 2 = \_\_\_\_ / 140

Comments: