

	No Evidence value: 0.00	Nominal Evidence value: 1.00	Unacceptable Evidence value: 2.00	Acceptable Evidence value: 3.00	Target-level Evidence value: 4.00	Score/Level
Case Study Short Answer Responses CEC 1.2; InTASC 1(f), 2(h)  30%	No submission.	Short answer responses fails to convey applicable IDEA disability and rationale for disability identification choice in inappropriate.	Short answer response is vague in identifying applicable IDEA disability and/or an overly simplistic rationale for disability identification choice is provided.	Short answer responses identify IDEA disability and provide adequate, clear rationale for disability identification choice.	Short answer responses correctly identify IDEA disability and provide comprehensive, detailed rationale for disability identification choice.	
Essay: Diversity CEC 1.1; InTASC 2(g) COE: D1 1.1  30%	No submission.	Essay inappropriately describes how language, culture, and family background influence the learning of individuals with the selected disability.	Essay inadequately describes how language, culture, and family background influence the learning of individuals with the selected disability. Description is not clearly supported with research.	Essay adequately describes how language, culture, and family background influence the learning of individuals with the selected disability. Description is generally supported by research presented.	Essay comprehensively describes how language, culture, and family background influence the learning of individuals with the selected disability. Description is well supported with research.	
Essay: Development CEC 1.2; InTASC1(e), COE: D1 1.2  30%	No submission.	Essay inappropriately summarizes the cognitive, linguistic, social and emotional development of individuals with the selected disability and three instructional approaches that respond to the needs of individuals with the selected disability. Description is supported with research	Essay inadequately summarizes the cognitive, linguistic, social and emotional development of individuals with the selected disability, the three instructional approaches do not adequately respond to the needs of individuals with the selected disability, and/or the description is not supported by research presented.	Essay adequately summarizes the cognitive, linguistic, social and emotional development of individuals with the selected disability. The three instructional approaches generally respond to the needs of individuals with the selected disability. Description is supported with research.	Essay thoroughly summarizes the cognitive, linguistic, social and emotional development of individuals with the selected disability. The three instructional approaches are engaging and fully address the needs of individuals with the selected disability. Description is well supported with research.	
Research Citations  5%	No submission.	Research is not cited according to APA guidelines.	Research is cited according to APA guidelines and contains many errors.	Research is cited according to APA guidelines and contains very few errors.	Research is cited according to APA guidelines and contains no errors.	

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<p>Mechanics of Writing (includes spelling, punctuation, grammar, language use)</p> <p>5%</p>	No submission.	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used.	Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register) and/or word choice are present. Sentence structure is correct but not varied.	Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of effective sentence structures and figures of speech.	Word choice reflects well-developed use of practice and content-related language. It is free of mechanical and conventional errors.	