



Early Intervention Student Teacher Observation Form (Birth to Three Setting)

Written Lesson Plans

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses family concerns as reflected in IFSP/IEP	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence

Written Lesson Plans

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outcomes are clearly written	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence

Written Lesson Plans

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials and activities selected are developmentally age appropriate	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence

Written Lesson Plans

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods of evaluation are clear and developmentally age appropriate	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence

Written Lesson Plans

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualization for student's special needs are noted	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence

Written Lesson Plans

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes recommendations for families				

Instructional Implementation

	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence
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Instructional Implementation

	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence
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Exhibits knowledge of child development

Instructional Implementation

	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence
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Effectively interacts with parent/caregiver including soliciting of information

Instructional Implementation

	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence
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Effectively communicates with other professionals and assistants on the Early Intervention team

Instructional Implementation

	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence
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Demonstrates good rapport with child

Instructional Implementation

	Has not developed or used this skill	Is beginning to incorporate this skill	Uses this skill appropriately and competently	Uses this skill consistently with a high degree of competence and confidence
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Uses appropriate behavioral management techniques as needed

Instructional Implementation

Encourages parent/caregiver involvement in activities as appropriate

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Positions child correctly for instructional purposes

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Demonstrates initiative and ability to anticipate needs of child and family

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Integrates lesson activities into natural environment and play

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Demonstrates knowledge of policies and procedures for Early Intervention Program (IDEA)

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Brings lesson/visit to successful closure

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Provides suggestions for parents/caregivers

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Professional

Presents a professional image

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Professional

Uses voice effectively

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Instructional Implementation

Displays good organizational skills

Has not developed or used this skill

Is beginning to incorporate this skill

Uses this skill appropriately and competently

Uses this skill consistently with a high degree of competence and confidence

Comments

Close



SPED 608/708: Assessment

Demographic Information (CC8, S1; CC10, S1)

Unacceptable

Some demographic information is missing, and present information is mostly incorrect.

Approaching Expectations

All demographic information is present, but some information is incorrect.

Meets Expectations

All demographic information is present, and correct.

Exceeds Expectations

Background Information (CC8, S1; CC10, S1)

Unacceptable

Information is not summarized correctly, and details about the student's family, academic and intellectual history with past test scores are incorrect and/or incomplete.

Approaching Expectations

Information is summarized, but details about the student's family, academic and intellectual history and past test scores may be incomplete.

Meets Expectations

Summary includes basic details about the student's family, academic and intellectual history, and past test scores

Exceeds Expectations

Summary is very comprehensive and detailed and includes the student's family, academic and intellectual history, and past test scores.

Results of Behavior Observations (CC7, S4; GC8, S1)

Unacceptable

Summary of anecdotal observation contains missing and/or incorrect information. The descriptive results of the formal observation has missing and/or incorrect information.

Approaching Expectations

Summary of anecdotal observation contains basic information, but the antecedent, behavior, and consequences may be incorrect. Basic description of the formal observation has some incorrect information.

Meets Expectations

Summary of anecdotal observation contains basic information and includes the antecedent, behavior, and consequences. Basic description of formal observation is provided.

Exceeds Expectations

Summary of anecdotal observation is very detailed and include the antecedent, behavior, and consequences. Description of formal observation is very detailed.

Testing Behaviors (CC8, S1, GC8, S4)

Unacceptable

Testing behaviors are not completely described. Details about how the student processed information during testing conditions are incorrect and/or missing.

Approaching Expectations

Testing behaviors are described, but some information is brief and/or incorrect. Details about how the student processed information during testing conditions

Meets Expectations

Testing behaviors are described on a basic level, and provides necessary facts are provided about how the student processed information during testing conditions.

Exceeds Expectations

Testing behaviors are detailed and give the reader in depth information about how the student processed information during testing conditions.

are incomplete.

Description of Tests Administered (CC8, S4, S9; GC8, S2, S3)

Unacceptable

Minimal descriptions of test instruments. Subtest descriptions are little or nonexistent. There is no mention of testing modifications.

Approaching Expectations

Some, not all, test instruments are described. Descriptions of subtests are limited. There is at least one sentence that mentions testing modifications.

Meets Expectations

All test instruments are basically described and include general descriptions of each subtest. Test modifications are included in the description.

Exceeds Expectations

All test instruments are described in detail and include thorough descriptions of each subtest. A thorough description of test modifications is included in the description.

Results of Norm-Referenced Tests (CC8, S2, S5, S6, S7)

Unacceptable

Provided little or no description of scores and little or no description of strengths and weaknesses for each subtest.

Approaching Expectations

Did not provide a description of all required scores. Gave some but not all strengths and weaknesses for each subtest.

Meets Expectations

Provided a general description of percentile ranks, standard scores, and age scores. Presented a general description of strengths and weaknesses for each subtest.

Exceeds Expectations

Thorough description of percentile rank, standard scores, and age scores. Provided detailed strengths and weaknesses for each subtest.

Results of CBAs and/or CBMs (CC8, S2, S5, S6, S7)

Unacceptable

Little or no description of CBA/CBM results. Little to no strengths and weaknesses provided.

Approaching Expectations

Some general description of CBA/CBM results, but information is incomplete. Some strengths and weaknesses are provided but information is incomplete.

Meets Expectations

General description of all CBA/CBM results that include strengths and weaknesses for each test.

Exceeds Expectations

Thorough description of all CBA/CBM results that include detailed strengths and weaknesses for each test.

Integrated Summary

Unacceptable

The summary is not integrated and does not restate the report. Little or no strengths and weaknesses are given.

Approaching Expectations

Provides a summary, but it is not integrated. Some report components are missing and/or incomplete. Some strengths and weaknesses are not given.

Meets Expectations

Provides a basic summary restating all required components of the report. Gives basic strengths and weaknesses.

Exceeds Expectations

Summary is succinct and restates all components of the report including restating strengths and weaknesses.

Recommendations (CC8, S6, S7)

Unacceptable

Little or no recommendations given. Little or no details about instructional strategies.

Approaching Expectations

Provides recommendations, but they are very sketchy. Little mention of instructional strategies.

Meets Expectations

Provides recommendations that mention, but do not describe instructional strategies.

Exceeds Expectations

Provides detailed recommendations that include a description of instructional strategies.

Written Communication (CC9, S8; CC10, S1)

Unacceptable

Several misspelled words. There are more than three errors in usage, grammar, mechanics, and/or sentence construction.

Approaching Expectations

A few words are misspelled. There may be two to three errors in usage, grammar, mechanics, and/or sentence construction.

Meets Expectations

A few words are misspelled OR there are one to three errors in usage, grammar, mechanics, and/or sentence construction.

Exceeds Expectations

All words are spelled correctly. Proper usage, grammar, mechanics and/or sentence construction are evident.

Close



SPED 641/741: Teacher Work Sample

Part I: Learning Environment

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Definition of Student Population (CC9, S10; CC10, S1)	No demographic information is provided about the case study student.	Some demographic information is missing about gender, SES, ethnicity, and functioning level for the case study student enrolled in the class.	Provides general demographic information including gender, SES, ethnicity, and functioning level about the clinical case study student.	Provides specific demographic information including gender, SES, ethnicity, and functioning level about the clinical case study student.

Part I: Learning Environment

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Classroom Diversity/Individual Student Differences	Does not describe any diversity and/or individual student differences	Describes only a few diversity and/or individual student differences.	Provides general description of how the case study student is diverse and/or individually different from students with and without disabilities	Thoroughly describes how the case study student is diverse or individually different from students with and without disabilities.

Part I: Learning Environment

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Accommodations and/or adaptations (CC4, S3; CC5, S6; GC4, S7)	No information is provided about accommodations and/or adaptations based on individual student needs.	Lists but does not provide a description of accommodations and/or adaptations based on individual student needs.	Provides general description of specific accommodations and/or adaptations based on individual student needs.	Provides detailed description of specific accommodations and/or adaptations based on individual student needs.

Part I: Learning Environment

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Instructional Resources (CC5, S15; CC10, S11)	No description of instructional resources is provided.	Descriptions of instructional resources are limited and unclear.	Provides a general description of instructional resources used for teaching lessons.	Provides a comprehensive description of instructional resources used for teaching lessons.

Part II: Teacher Work Sample Planning

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Development and Relevance of the Unit/Lesson Plan (CC7, S1, S8, S11; GC7, S2)				

Does not provide any of the required components and lacks detail.	Provides a few required components with limited details; intended outcomes and competency levels are not clearly defined.	Provides all required components with some details; intended student outcomes and competency levels are generally defined.	Provides required components with explicit supporting details; intended student outcomes and competency levels are thoroughly defined.
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Part II: Teacher Work Sample Planning

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Assessment Plan (CC8, S4, S8, S9; GC8, S3)	No description of pre-assessment, formative assessment, and post assessment is provided. An example of a criterion-referenced assessment instrument item is not provided.	Description of pre-assessment, any formative assessments, and post assessment is vague and limited to a couple of sentences. There is no example of a criterion-referenced assessment instrument item.	Provides a general description of pre-assessment, any formative assessments, and post assessments with at least one example of a criterion-referenced assessment instrument item.	Provides a thorough description of pre-assessment, any formative assessments, and post assessments with examples of criterion-referenced assessment instrument items.

Part II: Teacher Work Sample Planning

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Unit and/or Daily Lesson Plans (GC4, S1, S2; GC7, S2; CC5, S4; CC7, S6, S8, S10, S11)	The lesson plans are incomplete and/or missing. Required components for a unit are missing.	The lesson plans are vague and some required components for a unit (e.g., materials, evaluation, and student work) are limited and/or missing.	The lesson plans have some detail with all required components for a unit including examples of materials, evaluation, and student work.	The lesson plans are very detailed and succinct with all required components for a unit including examples of materials, evaluation, and student work.

Part III: Teacher Work Sample Results

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Use of Assessments Results to Modify Lesson Plans (GC4, S12, GC8, S3; CC8, S7, S8, S9)	No explanation of how assessment results are used to make (future) modifications to lesson plans is provided.	Provides limited details about how assessment results are used to make (future) modifications to lesson plans.	Provides some detail about how assessment results are used to make (future) modifications to lesson plans.	Provides specific details regarding how assessment results are used to make (future) modifications to lesson plans.

Part III: Teacher Work Sample Results

	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Analysis of Pro and Post Assessment Results (CC8, S5)	Reports little or no data and gives an unclear description of pre-assessment and	Reports unclear quantitative data and gives an unclear description of the	Reports quantitative data and provides a general description of pre-assessment	Reports quantitative data and provides a comprehensive description of

post-assessment performance outcomes for the case study student or the general classroom population.

pre-assessment and post-assessment performance outcomes for the case study student or the general classroom population.

and post-assessment performance outcomes for the case study student or the general classroom population.

pre-assessment and post-assessment performance outcomes for the case study student.

Part III: Teacher Work Sample Results

	●	●	●	●
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Reflection of the Assessment Process and Results (CC9, S6, S7, S9, S11)	The entire reflection is vague and/or parts about the pre-assessment, formative assessment, post-assessment and associated lessons are missing; aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations are nonexistent; no details provided about how the lessons and assessments may be changed and used the next time.	Provides a vague reflection about the pre-assessment, formative assessment, post-assessment and associated lessons including limited aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations; little details is provided about how the lessons and assessments may be changed and used the next time.	Provides a general reflection about the pre-assessment, formative assessment, post-assessment and associated lessons including limited aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations; little details is provided about how the lessons and assessments may be changed and used the next time.	Provides a thorough reflection about the pre-assessment, formative assessment, post-assessment and associated lessons are missing; aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations are nonexistent; no details provided about how the lessons and assessments may be changed and used the next time.

Comments:

Close



SPED 683 Learning Center Artifact

Rubric used for Learning Centers (SPED 683)

Identify/describe overall objective/purpose for each learning center

●	●	●	●
Little or no evidence of the overall objective/purposes for each learning activity/center (0-1)	Beginning of or some evidence of the overall objective/purposes for each learning activity/center (2-4)	Detailed and consistent evidence of the overall objective/purposes for each learning activity/center (5-7)	Highly creative, inventive, mature presence of the overall objective/purposes for each learning activity/center (8-10)

Identify needed materials, equipment and resources for each learning center

●	●	●	●
Little or no evidence of the materials, equipment, and resources needed for each lesson activity (0-1)	Beginning of or some evidence of the materials, equipment, and resources needed for each lesson activity (2-4)	Detailed and consistent evidence of the materials, equipment, and resources needed for each lesson activity (5-7)	Highly creative, inventive, mature presence of the materials, equipment, and resources needed for each lesson activity (8-10)

Identify specific activities for each learning center

●	●	●	●
Little or no evidence of the specific activities that aligns with the purposes/objectives of each learning center designed (0-1)	Beginning of or some evidence of the specific activities that aligns with the purposes/objectives of each learning center designed (2-4)	Detailed and consistent evidence of the specific activities that aligns with the purposes/objectives of each learning center designed (5-7)	Highly creative, inventive, mature presence of the specific activities that aligns with the purposes/objectives of each learning center designed (8-10)

Provide adaptations for each center for a child who has a: Visual impairment, hearing impairment, cognitive impairment, fine motor delay, physical disability, and communication delay

●	●	●	●
Little or no evidence of the specific adaptations for each lesson activity (0-1)	Beginning of or some evidence of the specific adaptations for each lesson activity (2-4)	Detailed and consistent evidence of the specific adaptations for each lesson activity (5-7)	Highly creative, inventive, mature presence of specific adaptations for each lesson activity (8-10)

Close



SPED 688 - Family Assessment Assignment Artifact Rubric

Rubric used for Family Assessment (SPED 688)

A list of interview questions were developed which assessed family resources, priorities, and concerns

●	●	●	●
Little or no evidence of a list of interview questions which assessed family resources, priorities, and concerns (0-1)	Beginning of or some evidence of a list of interview questions which assessed family resources, priorities, and concerns (2)	Detailed and consistent evidence of a list of interview questions which assessed family resources, priorities, and concerns (3)	Highly creative, inventive, mature presence of a list of interview questions which assessed family resources, priorities, and concerns (4)

Questions were labeled in order to determine if assessing family resources, concerns, priorities and routines

●	●	●	●
Little or no evidence of labeled questions (0-1)	Beginning of or some evidence of labeled questions (2-3)	Detailed and consistent evidence of labeled questions (4)	Highly creative, inventive, mature presence of labeled questions (5)

Some questions were identified to assess the situation for the implementation of routines based intervention

●	●	●	●
Little or no evidence of questions concerning implementation of routines based intervention (0-1)	Beginning of or some evidence of questions concerning implementation of routines based intervention (2-3)	Detailed and consistent evidence of questions concerning implementation of routines based intervention (4)	Highly creative, inventive mature presence of questions concerning implementation of routines based intervention (5)

Assessment and interview results reported and were free of grammatical, punctuation, and spelling errors.

●	●	●	●
Little or no evidence of interview results reported. Little or no evidence of grammar, punctuation, and spelling correctness (0-1)	Beginning of or some evidence of interview results reported. Beginning of or some evidence of grammar, punctuation, and spelling correctness (2-3)	Detailed and consistent evidence of interview results reported. Detailed and consistent evidence of grammar, punctuation, and spelling correctness (4)	Highly creative, inventive, mature presence of interview results reported. Highly creative, inventive, mature presence of grammar, punctuation, and spelling correctness (5)

To what extent does the goal/objective emphasizes the child's participation in a routine (i.e., activity)?

●	●	●	●
No evidence of goal/objective emphasizing the child's participation in a	Beginning evidence of goal/objective emphasizing the child's participation in a	Detailed and consistent evidence of goal/objective emphasizing the child's participation	Highly creative, inventive, mature presence of evidence of goal/objective

No evidence of goal/objective having a generalization criterion. (0)

Beginning evidence of goal/objective having a generalization criterion. (1)

Detailed and consistent evidence of goal/objective having a generalization criterion. (2)

Highly creative, inventive, mature presence of evidence of goal/objective having a generalization criterion. (3)

To what extent does the goal/objective have a criterion for the time frame?

No evidence of goal/objective having a criterion for the time frame. (0)

Beginning evidence of goal/objective having a criterion for the time frame. (1)

Detailed and consistent evidence of goal/objective having a criterion for the time frame. (2)

Highly creative, inventive, mature presence of evidence of goal/objective having a criterion for the time frame. (3)

Close



Case Study: The Disney Connection

Rubric used for Disney Case Study/IFSP (SPED 767) (Case Study: "The Disney Connection")

COMPREHENSIVENESS (x4)

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Many responses were missing. Less than half of the responses are comprehensive. Few of the responses contain details/examples	Most of the questions were answered. Most of the responses are comprehensive. Most of the responses contain details/examples.	All questions were answered. All but one or two of the responses are comprehensive. All responses contain details/examples	All questions were clearly answered. All responses are comprehensive. All responses contain specific details/examples

ACCURACY (x5)

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Few of the responses are accurate. Most of the responses are not supported by the text/module materials.	Most of the responses are accurate. Responses are somewhat supported by the text/module materials.	All but one or two responses are accurate. Responses are, for the most part supported by the text/module materials.	All responses are accurate. Responses are clearly supported by the text/module materials.

CLARITY (x2)

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Responses are unclear, rambling, or disorganized.	Most of the responses are clear, to the point, and somewhat organized.	All but one or two of the responses are clear, to the point, and organized.	All of the responses are very clear, to the point, and highly organized.

WRITTEN EXPRESSION (x1)

Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Opinions, experiences, or ideas not expressed clearly; obvious stylistic, grammatical, or mechanical errors.	Sometimes opinions, experiences or ideas not expressed clearly; some stylistic, grammatical, or mechanical errors.	Opinions, experiences, or ideas expressed clearly; few stylistic, grammatical, or mechanical errors.	Opinions, experiences, or ideas consistently expressed clearly; free of stylistic, grammatical, or mechanical errors.

Close



SPED 770 Capstone Artifact Rubric

Articulation of the issues, concerns, or problems

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
The issues, concerns, and/or problems are no relevant and/or don't even relate to the area of focus.	The issues, concerns, and/or problems are vaguely relevant. There does not seem to be a clear relationship to the area of focus.	The issues, concerns, and/or problems are generally relevant, and are related clearly to the area of focus.	The issue(s) concerns, and/or problems are very relevant, and are related clearly and precisely to the area of focus.

States purpose of research

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Written research purpose is incoherently articulated and is not an appropriate focus given time constraints imposed by working conditions and timelines.	Written research purpose is ambiguous and is a marginally appropriate focus given time constraints imposed by working conditions and timelines.	Research purpose is adequately written and an appropriate focus given time constraints imposed by working conditions and timelines.	Research purpose is written in precise language and represents an appropriate focus given constraints imposed by working conditions and timelines.

Rationale for research

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Insufficient rationale for the research purpose, It is not relevant, and/or not appropriate for the study.	The rationale is limited and/or unclear. Relationship to research purpose is questionable and may not be appropriate for the study.	Adequate rationale for the research purpose is relevant and appropriate for the study.	Specific rationale for the research purpose is very relevant and appropriate for the study.

Review of the literature

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Literature review deals with few to none of the relevant variables. There is evidence that studies come from peer-reviewed journals that are more than 15 years old. Several	Literature review deals with some, not all relevant variables. There is evidence that studies come from peer-reviewed journals that are 10 or more years old. Some	Literature review deals with all relevant variables. There is evidence that studies come from peer-reviewed journals that are less than 10 years old. All components (authors, year,	Literature review deals with all relevant variables. There is clear evidence that studies come from peer-reviewed journals that are less than 5 years old. All components

components (authors, year, purpose, participants, instruments, procedures, & results) are missing. Components reported are minimal. A summary may or may not be present at the end of the section. If the summary is present, it is very vague.	components (authors, year, purpose, participants, instruments, procedures, & results) are missing. Components reported are minimal. A summary is present at the end of the section, but does not contain all of the studies described. The summary is very vague.	purpose, participants, instruments, procedures, & results) are reported adequately. A general summary is provided at the end of the section.	(authors, year, purpose, participants, instruments, procedures, & results) are reported in detail. A specific and concise summary is provided at the end of the section.
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Hypothesis

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
No hypothesis is provided. No variables are identified.	Hypothesis is inaccurate and vague. Not all variables are identified correctly.	Hypothesis is accurate, but not precise or detailed. All variables are identified correctly.	Hypothesis is accurate and precise. All variables are identified correctly.

Description of participants

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
There is no description of participants by number, age/grade (if appropriate), gender, disability (if applicable) and ethnic background. The description may have most or all information missing.	Participants are not adequately described by number, age/grade (if appropriate), gender, disability (if applicable) and/or ethnic background. The description may have information missing. Description is ambiguous.	Participants are adequately described by number, age/grade (if appropriate), gender, disability (if applicable) and ethnic background.	Participants are accurately described in detail by number, age/grade (if appropriate), gender, disability (if applicable) and ethnic background.

Description of Instrumentation

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Instrument descriptions are missing. Information about each instrument (e.g., what the instrument measures and how the instrument will be administered) is missing or vague,	Instrument descriptions are vague and limited. Information about each instrument (e.g., what the instrument measures and how the instrument will be administered) is incomplete, vague,	Instrument descriptions are adequate. Each instrument contains information about what the instrument measures and how the instrument will be administered.	Instrument descriptions are very detailed and concise. Each instrument contains information about what the instrument measures and how the instrument will

and/or limited. Details about how data will be collected using each instrument are missing.	and/or limited. Details about how data will be collected using each instrument are missing or ambiguous.	Details about how data will be collected using each instrument are adequate.	be administered. Details about how data will be collected using each instrument are specific.
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Description of implementation of procedures

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
The intervention and sequence of procedures are not described.	The intervention and procedure sequence are described incompletely or in a fragmented manner. The reader is not able to visualize the actions.	The intervention and procedure sequence are described in adequate detail. Specific details allow the reader to visualize the actions.	The intervention and procedure sequence are described in detail. Specific details allow the reader to visualize the actions.

Description of results

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Result data description is missing.	Result data description is ambiguous and the writing is very vague.	Result data description is general and written in clear precise language.	Result data description is very specific and written in clear precise language.

Graph/Chart of Results

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
No graph is included. The graph is incomprehensible.	A graph/chart is included, but the graph/chart is not labeled correctly or completely. The axes are not scaled correctly. The points/bars/lines plotted are inaccurate.	A graph is included that supports research results. The graph is appropriately titled or labeled, the axes are scaled, and the points/bars/lines plotted are accurate.	A graph is included that strongly supports research results. The graph is appropriately titled and labeled, the axes are appropriately scaled (and truncated, if necessary), and the points/bars/lines plotted are accurate.

Discussion of results

○	○	○	○
Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
There is no discussion of results.	Discussion vaguely connects to results. Research purpose is not mentioned in the discussion,	Discussion connects to results. Research purpose considered in discussion.	Discussion has a very strong connection to results. Support of research purpose is discussed.

Implications

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Does not provide implications.	Does not consider implications for teaching and learning. No future research proposed.	Connects to implications for teaching and learning. Future research suggested.	Suggests specific ideas for teaching and learning. New research questions proposed.

APA Writing

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
Many errors in APA style, grammar, punctuation are present; simple and repetitive sentence structure and length; simple (non-descriptive) language (thin description)	Few errors in APA style, grammar, and punctuation are present; sentence structure and length are meager; tentative use of descriptive language	Some errors in APA style, grammar, and punctuation are present; sentence structure and length are adequate; sufficient use of descriptive language for illustration of general statements and observations	Few, if any, errors in APA style and all conventions of grammar, punctuation, etc present; wide variety of sentence structure and length; rich language (subjective and objective thick description)

Comments:

Close