

Montclair State University
Scoring Rubric
Adapting Instruction/Assessment for a Student with Disability
ECEL 422/522/435/528
(6-31-11)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. <i>Demonstrating knowledge of how students learn (Standards 2, 3b, 3d, 3e, 3f)</i>	The adapted instructional plan gives little or not consideration to the special needs of the target student, as indicated in his/her IEP. There is no explanation of how the adapted plan is appropriate for the target student <u>OR</u> the explanation given makes little or no sense.	The adapted instructional plan is consistent with the recommendations included in the target student's IEP. An explanation of how the adapted plan is appropriate for the target student is provided, but aspects of the explanation may need more clarity and/or details.	The adapted instructional plan is consistent with the recommendations included in the target student's IEP. A <i>clear and detailed explanation</i> of how the adapted plan is appropriate for the target student is provided.		
2. <i>Adapting instructional material to make them appropriate to students (MSU Standards 1b, 4, 12c)</i>	Adapted instructional materials may or may not be appropriate for the identified student with disability. There is no explanation of how the materials are appropriate for the target student <u>OR</u> the explanation given makes little or no sense.	Adapted instructional materials are largely appropriate for the identified student with disability. An explanation of how the materials are appropriate for the target student is provided, but aspects of the explanation may need more clarity and/or details.	The adapted instructional materials are appropriate for the identified student with disability. A <i>clear and detailed explanation</i> of how the materials are appropriate to the target student is provided. <i>It is apparent from that explanation that serious thought went into adapting materials for the student.</i>		

NOTE: Bold and italics are used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
3. <i>Making content accessible to students</i> (MSU Standards 12a, 12c, 12d, 12f)	There may or may not be an effort to help the identified student with disability understand the instructional content. There is no explanation of how the adapted plan makes content accessible to the target student <u>OR</u> the explanation given makes little or no sense.		The adapted instructional plan reflects an effort to represent content in ways that are understood by the identified student with disability (e.g. providing an example of the expected product at each step of its development and providing study guides). An explanation of how the adapted plan makes content accessible to the target student is provided, but aspects of the explanation may need more clarity and/or details.		The adapted instructional plan reflects a <i>substantial and consistent effort</i> to make accessible to the identified student with disability. A <i>clear and detailed explanation</i> of how the adapted plan renders the content accessible to the student is provided.
4. <i>Involving students in democratic classroom practices</i> (MSU Standards 6, 8a, 9, 12b, 12g, 12h)	The adapted instructional plan gives the identified student with disability little or no choices in his or her own learning. There is no clear effort to give the target student access to the content of the curriculum. There is no explanation of how the adapted plan involves the student in democratic classroom practices <u>OR</u> the explanation given makes little or no sense.		The adapted instruction plan gives the identified student with disability some choices in his/her own learning. Choices offered are compatible with goals stated in his/her IEP. There is a clear effort to give the target student access to the content of the curriculum. An explanation of how the adapted plan involved the student in democratic classroom practices is provided, but aspects of the explanation may need more clarity and/or details.		The adapted instructional plan gives the identified student with disability the maximum choice possible in his or her own learning within the stipulations of his/her IEP. There is a <i>consistent and well conceptualized effort to give the target student access to the content of the curriculum.</i> A <i>clear and detailed explanation</i> of how the adapted plan involved the student in democratic classroom practices is provided.

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Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
5. <i>Adapting assessments to make them appropriate for the students</i> (MSU Standards 7, 12e, 12f)	Few or no appropriate assessment accommodations are planned for the identified student with disability. Assessment results are unlikely to give a clear and accurate understanding of what the target student has learned from the instructional unit. There is no explanation of how the unit assessment accommodates the special needs of the student <u>OR</u> the explanation given makes little or not sense.		Some appropriate assessment accommodations are planned for the identified student with disability (e.g., varying grading weights assigned to different products, using contract, modify course requirements, and grading on improvement). Assessment results are likely to give a clear and accurate understanding of what the target student has learned from the instructional unit. An explanation of how the unit assessment accommodates the special needs of the student is provided, but aspects of the explanation may need more clarity and/or details.		<i>Substantial assessment accommodations</i> are planning for the identified student with disability. Assessment results are likely to give a <i>thorough and accurate understanding</i> of what the target student has learned from the instructional unit. A <i>clear and detailed explanation</i> of how the unit assessment accommodates the special needs of the identified student is provided.

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