

**SPED 246: Specific Instructional Strategies and Transition Planning for
 Students with Mild/Moderate Disabilities
 Intervention Project Evaluation Rubric**

_____ Name _____ Date _____ Semester _____

Part 1	Description	Points possible= 26
Part 1: Students receiving Special Education Services	In this section, you will choose one or a small group of students with identified disabilities in language arts and/or mathematics. Identify one or more of the categories under which the student(s) qualify for special education services as defined by IDEA. You will choose to address the students' instructional needs/IEP Objectives in mathematics or language arts. Identify any processing disorder(s) and discuss how you will tailor instruction to meet the needs of the learner. Based upon the information collected, develop a plan for behavior management/motivation including expectations, accountability, and positive reinforcement.	
Part 2	Description	Points possible= 25
Part 2: Design for Instruction	In this section you will develop measureable, attainable, short-term goals and a series of lesson objectives, including the CA Essential Standards addressed, based upon the chosen deficits/IEP Objective(s). You will deliver 8-10 days of intervention matched to student skill deficit or 8-10 days of differentiated instruction using State Board of Education (SBE) core curriculum. You will include a detailed description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice. [25 points possible]	
Part 3	Description	Points possible= 38
Part 3: Curriculum-based Measurement	In this section you will administer curriculum-based measurements for the purposes of evaluating the efficacy of your instruction. You will administer 3 CBMs to establish a baseline, then 3 more throughout the intervention, to track student progress. Copies of dated, scored probes are to be included in the project. You will demonstrate your ability to analyze and interpret the curriculum-based measurement to plan effective and differentiated instruction and interventions.	
Part 4	Description	Points possible= 25
Part 4: Instructional Decision-Making	In this section you will describe examples of instructional decisions made during the project based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation.	
Part 5	Description	Points possible= 26
Part 5: Reflection & Self-Evaluation	In this section you will reflect upon the relationship between your instruction and student learning outcomes. Describe specific strategies and/or curriculum used and the relationship to student success. Develop professional development goals based upon the experience of the project.	