**Special Education Portfolio Rubric**

**Key:**

**Unacceptable**- Major components missing or section omitted

**Developing** – Some components missing

**Proficient** – Element fully addressed

**A. Teaching and Learning Context**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Identifies numbers of students in various categories. |  |  |  |  |
| 1. Provides two weekly summaries of academic and behavioral characteristics for one group of students. |  |  |  |  |
| 1. Translates those summaries into strengths and concerns about students. |  |  |  |  |
| 1. Tells how those strengths and concerns will shape teaching. |  |  |  |  |
| 1. Tells how those strengths and concerns will shape classroom management. |  |  |  |  |

**B. Collaboration/ Behavior Intervention**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Describes collaborative effort and rationale with another teacher, aide or family to address an academic or behavioral issue. |  |  |  |  |
| 2. Selected a specific measurable and observable behavior. |  |  |  |  |
| 3. Charts 1 week of pre-intervention data. |  |  |  |  |
| 4. Analyzes the baseline data. |  |  |  |  |
| 5. Identifies preliminary strategies. |  |  |  |  |
| 6. States skills needed to demonstrate replacement behavior. |  |  |  |  |
| 7. Identifies how those skills will be taught. |  |  |  |  |
| 8. Describes how students will be prompted to use new skills. |  |  |  |  |
| 9. Identifies potential reinforcers. |  |  |  |  |
| 10. Establishes specific behavioral criteria. |  |  |  |  |
| 11. Explains how behavior will be monitored and how reinforcers are delivered. |  |  |  |  |
| 12. Selects what will be done to decrease occurrence of problem behavior. |  |  |  |  |
| 13. Identifies how to track delivery of reinforcers or problem behavior. |  |  |  |  |
| 14. Describes how to develop a reliable record of progress. |  |  |  |  |  |

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| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Provides chart of behavior during intervention (*if implemented*). |  |  |  | **NA** |
| 1. Indicates in what ways the problem and replacement behaviors changed (*if implemented*). Include a description of the collaboration on the child’s outcomes. |  |  |  | **NA** |
| 1. Indicates if intervention will continue, be changed, or shifted to generalization (*if implemented).* |  |  |  | **NA** |

**C. Monitoring of Services & Conferences**

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| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Describes how general education teachers are made aware of IEP goals and accommodations. |  |  |  |  |
| 1. Explains how students’ goals and accommodations are tracked in general education. |  |  |  |  |
| 1. Describes how progress reports are used for data collection and implementation. |  |  |  |  |
| 1. Describes how and when the teacher reports progress of student achievement to parents. |  |  |  |  |
| 1. Describes role the paraprofessional plays in monitoring the IEP goals. |  |  |  |  |
| 1. Describes types of forms (behavioral, checklist, progress reports) that are used for documentation. |  |  |  |  |
| 1. Explains one way to improve monitoring. |  |  |  |  |

**D. Language Instruction**

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| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Learning outcomes address suitable language content, building on each other |  |  |  |  |
| 1. Instructional strategies reflect best practices and suit the outcomes and students’ characteristics. |  |  |  |  |
| 1. Accommodations suit the students and strategies. |  |  |  |  |
| 1. Assessments match the outcomes and provide useful data. |  |  |  |  |
| 1. Each reflection includes statement of student progress. |  |  |  |  |
| 1. Each reflection includes changes for the next lesson. |  |  |  |  |

**E. Communication Home**

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| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Identifies at least 2 content topics or skills the students will be learning. |  |  |  |  |
| 1. Mentions a specific activity or outcome from #1. |  |  |  |  |
| 1. Provides at least 1 activity that can be done at home. |  |  |  |  |
| 1. Invites the parents to read selected children’s stories with their child. |  |  |  |  |

**F. Paraprofessional Instruction**

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| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Creates an instructional activity appropriate for aides. |  |  |  |  |
| 1. Clearly describes the skill, strategy, or concept of the activity. |  |  |  |  |
| 1. Provides a rationale for why this skill, strategy, or concept contributes to the achievement of individual student’s goals. |  |  |  |  |
| 1. Describes how the activity will be modeled for the paraprofessional. |  |  |  |  |

**G. Transition Reflection**

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| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Compares and contrasts their own expectation for success in school with their current students’ expectation for success in school. |  |  |  |  |
| 1. Compares and contrasts their concerns as a student with their current students’ concerns (i.e., school safety, bullying, health issues). |  |  |  |  |
| 1. Draws implications about how they will assist in transitioning their students to the next level (i.e. pre-school to school age; elementary to middle, middle to high school). |  |  |  |  |

**H. Conventions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Elements** | **0**  **Unacceptable** | **1**  **Developing** | **2**  **Proficient** | **Score** |
| 1. Sentences | Many (3+) incomplete sentences; and/or run-ons or fragments | Few (1 -2) incomplete sentences and/or run-ons or fragments | Complete sentences; no run-ons or fragments; variety in length & sentence type to ensure good flow of ideas. |  |
| 1. Appropriate word choice | Many (3+)  errors in using educational and related terms in documents correctly | Few (1-2) errors in using educational and related terms in documents correctly | Uses educational and/or related terms correctly; varies language |  |
| 1. Grammar | Many (3+)  errors in agreement, number; tense | Few (1-2) errors in agreement, number; tense | No errors in agree-ment, number; tense |  |
| 1. Accurate spelling/Correct punctuation | Many (3+)  spelling and/or punctuation errors | Few (1-2) spelling and/or punctuation errors | No spelling and/or punctu-ation errors |  |
| 5. Typed document in double-spaced format with 12 point font. | No tasks completed | One task completed | Two tasks completed |  |
| **Total Score** | | | |  |

**Tentative Grading Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Percentage Score** | **Points without Implementing B** | **Points When B is Implemented** | **Grade** |
| **96-100%** | **94 – 98 100 - 104** | | **A** |
| **92-95** | **90 – 93 96 – 99** | | **A-** |
| **89-91** | **87 – 89 93 - 95** | | **B+** |
| **85-88** | **83 – 86 88 - 92** | | **B** |
| **82-84** | **80 – 82 85 - 87** | | **B-** |
| **79-81** | **77 – 79 82 – 84** | | **C+** |
| **75-78** | **74 – 76 78 - 81** | | **C** |
| **72-74** | **71 – 73 75 - 77** | | **C-** |
| **70-71** | **69 - 70 73 - 74** | | **D** |
| **69** | **68 72** | | **F** |