I. Prefix and Number: EDSP 474
II. Title: Curriculum Development in Early Childhood Special Education
III. Credit: 3 hours
IV. Semester/Time/Location: Spring 2018 CEB 220 4:00 – 6:45 pm
V. Instructor: Nicole Atwell
VI. Office Location: CEB 144
VII. Office Hours: Monday 2-3:45 pm or by appointment
VIII. Telephone: (702) 895-2464
IX. Email: Nicole.Atwell@unlv.edu

IX. Prerequisite Course(s):
Students must have completed ESP 470-Introduction to Early Childhood Special Education or have permission of the instructor; and as seen on My UNLV, EDSP 471 and ESPBA or ESPBS or ECEBS and PPST scores: Reading 174, Writing 172, Math 172 or PRAXIS CORE scores: Reading 156, Writing 162, Math 150

X. Course Description:
This course is an introduction to the various curricular approaches to the education of children birth to 8 years with disabilities. As such it is focused upon review of materials, published guides and descriptions of curricular methods often used with young children with physical, communication and/or disorders of behavior, learning and development. Emphasis is placed upon the development of skills needed to adapt general education curricula to address outcomes identified in individual IFSPs or IEPs, that is young children with developmental delays or those at-risk for developmental delays.

Provost Statements:
Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Remember, you have access to the writing center on campus and are welcome to come in for help during my posted office hours. Additionally, you have access to “Brainfuse” found on your front page of WebCampus as well as SafeAssign as you turn the assignments in. You should also familiarize yourselves with the OWL at Purdue website (https://owl.english.purdue.edu/owl/resource/560/1/) and http://www.accreditedschoolsonline.org/resources/preventing-plagiarism/.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any
information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **January 29, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/Registrar/calendars](http://www.unlv.edu/Registrar/calendars).

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: [https://www.library.unlv.edu/contact/librarians_by_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [https://www.library.unlv.edu/](https://www.library.unlv.edu/).

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning)  [https://www.unlv.edu/provost/transparency](https://www.unlv.edu/provost/transparency)

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**InTASC Standards Addressed:**

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration
NAEYC Standards Addressed:

- Standard 1 Promoting Child Development and Learning
- Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families
- Standard 5 Using Content Knowledge to Build Meaningful Curriculum

XI. Course Objectives:

Knowledge:

1. Each student will demonstrate knowledge of the Nevada Early Learning Guidelines, the Nevada Pre-K Standards and the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). InTASC4(n), InTASC7(g), NAEYC1a, NAEYC5c.


2. Each student will demonstrate knowledge of the requirements of Part B and Part C of P.L.108-446 as they relate to the content of the IEP and IFSP including, but not limited to, the requirement for the IEP/IFSP to address the general education curriculum or “activities”. NAEYC3a

   Measurement/Evaluation: Exams

3. Each student will demonstrate knowledge of the implementation and operational characteristics of collaborative teaming as the establishment of school based support teams for students with disabilities exemplifies it. InTASC10(n).


4. Each student will demonstrate knowledge of the relationship(s) between results of assessment and content of instruction for infants and preschool children with disabilities. InTASC7(l).


5. Each student will demonstrate knowledge of the appropriate components of communication, motor and social skill curricula for young children with disabilities. NAEYC3b.


6. Each student will demonstrate knowledge of methods of measuring individual child progress and of evaluating the effectiveness of program components. InTASC1(e), InTASC2(g),


7. Each student will demonstrate knowledge of components of effective transitioning from one educational setting to another.

Performance:

1. Each student will demonstrate the use of the Activities Matrix and Plan for Adaptation and Accommodation to adjust curricular focus for students with disabilities. NAEYC4(b).


Disposition(s):

1. Each student will demonstrate awareness of the range of curricular modifications necessary to insure safety, programmatic sensitivity to cultural diversity and individual appropriateness for children with disabilities. InTASC3(p), InTASC4(o), InTASC4(r), InTASC7(n), InTASC7(q), InTASC8(p), InTASC8(r), InTASC8(s), InTASC9(l), NAEYC1c.


Results:

1. Demonstrate through written explanation and developed plans for adaptations and accommodations an understanding of the essential elements of curricular modification for the inclusion of children with disabilities in general education setting and curriculum.

XII. Texts, readings and instructional resources:

Required Texts:


Recommended Texts:


Current & Classical References:


must attend the schools of their brothers, sisters, friends, and neighbors. Journal of the Association of Persons with Severe Handicaps. 14(1), 1-7.


XIII: Assignments, evaluation procedures and grading policy

Course Requirements:

1. **Examinations:**

   Two exams are required. One will be given at midterm and the other at the scheduled time and date of the final exam. Each of these two exams will be short-answer in nature and stress your ability to integrate readings and class lecture materials and apply them to practical problems. **The midterm exam is on March 12th and the final exam is on May 5th.** Each exam is worth 100 points.

2. **Daily Embedding Schedule (Activities Matrix):**

   Each student is expected to develop a Daily Embedding Schedule (also known as an Activities Matrix) after visiting a preschool or kindergarten classroom. You will use the attached Daily Embedded Schedule and it must be completed and turned in **Monday March 5th at 4pm.** This assignment is worth 25 points.

3. **Accommodation/Adaptation Plan:**

   Develop 2 different plans to adapt and/or accommodate the curriculum of the general education setting to meet the needs of 2 students, *one with a mild disability and one with a severe disability.* You will need to create 2 plans, one for a child with a mild disability and one for a child with a severe disability. Each of the Accommodation/Adaptation plans are worth 50 points, for an overall total of 100 points.

   Each plan should consist of five sections:

   **Section I** should contain both a general description of the student (age, gender, cultural identity etc.) and a detailed description of his disability including, if possible, information regarding the need for adaptive/assistive equipment, related services etc. taken from either the IFSP or the IEP or this can be a student that you “create” from your knowledge of the characteristics of a child with a disability that you are familiar with. Copies of the IFSP or IEP may be included as an Appendix to the paper but must have all identifying information removed.

   **Section II** of the paper consists of the completed Daily Embedded Schedule (Activities Matrix) filled out completely. **This is the same form that you turned in for the Daily Embedded Schedule (Activities Matrix) assignment.** You must make sure that you are not turning in the same one and that you are creating a Daily Embedded Schedule (Activities Matrix) for each of the students you are creating Accommodation/Adaptation plans.

   **Section III** contains a detailed description of Adaptations (modifications to the general education curriculum).

   **Section IV** contains a complete description of needed Accommodations.

   **Section V, the references section, should** contain a complete list of all references cited in the any previous section of text. The entire paper should conform to the standards contained in the *Publication Manual of the APA, 6th edition.*
• Accommodation Plan / Adaptation Plan #1 MUST be turned in no later than 4:00pm on Monday, April 2nd 2018.

• Accommodation Plan. Adaptation Plan # 1 Resubmit MUST be turned in no later than 4:00pm on Monday, April 16th.

• Accommodation Plan / Adaptation Plan #2 MUST be turned in no later than 4:00pm on Monday, April 23rd 2018.

• See attached rubric for expectations and breakdown of points.

4. Attendance and Participation (60 points):

Students are expected to arrive to each class session on-time, remain for the entire class session, and participate in group activities and discussions. Students are also expected to have all course materials read and activities prepared prior to the beginning of class, such as demonstrations of skills, discussions, written assignments, exit slips, finding articles, online modules, and quizzes. Failure to participate will result in the loss of attendance and participation points. Attendance and participation points can only be earned if the student is in class; they cannot be made up.

Grading Policy:

Final grade for the course will be determined by the average of the points earned on the two tests, the Activities Matrix and Adaptation/Accommodation Plan, and Classroom Activities/Participation. Grades with associated average point ranges are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>
Course Grading:

Final Grades will be based on the following criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Daily Embedded Schedule (Activities Matrix)</td>
<td>25 points</td>
</tr>
<tr>
<td>Accommodations/Adaptations Plan (with Daily Embedded Schedule or Activities Matrix)</td>
<td>100 points (50 points each)</td>
</tr>
<tr>
<td>Accommodations/Adaptations Plan #1 resubmit</td>
<td>15 points</td>
</tr>
<tr>
<td>Class Participation/Activities</td>
<td>60 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
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</tbody>
</table>

Late Policy:

Assignments are due at the start of class at 4:00 via Webcampus. Assignments turned in late will receive a 10% deduction per day, up to 2 days. Assignments turned in more than 2 days late (Wednesdays at 7:00 pm) will not be accepted. No exceptions.

Attendance Policy:

Weekly class attendance is highly encouraged in order to fully benefit from the class and learning more about curriculum development in early childhood special education. Attendance will be taken each week by the instructor. Although attendance is not mandatory, class participation/activities points will only be awarded each week if a student attends class. If the instructor notices a pattern in absenteeism, the student will receive a warning. After the warning and a student continues to be frequently absent, additional points will be deducted from class participation points. It is requested if a student knows they are going to be absent due to illness, the student informs the instructor 24 hours in advance via email. Additionally, a student who will be absent is highly encouraged to seek out to a peer to get information discussed in class.

Note: Students are expected to demonstrate professional behavior at all times. This includes:
- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
- The instructor may deduct points from students’ grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.
- Assignments must be typed, double-spaced, at 12 font, with no more than a 1 inch margin around. Assignments must be completed in APA 6th edition.
- Students who wish to take an incomplete in the course, MUST contact the instructor by email on or before the last class day. Determination of whether or not to assign an "I" will be made on an individual basis.

XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them is lecture, class discussion, and class activities. Other methods, including role playing, discussion groups and video presentations will also be employed to a lesser degree.
## Class Schedule:

Tentative Schedule (Subject to Change with Notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/18</td>
<td>No Class – Martin Luther King, Jr. Day Recess</td>
<td></td>
<td>• Go to Webcampus for weekly notes and updates</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Print and review syllabus</td>
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<td>• Purchase textbook</td>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Chapter 1 <strong>Cook</strong>,</td>
<td></td>
</tr>
<tr>
<td>1/22/18</td>
<td>Class/Course Requirements</td>
<td><strong>Klein &amp; Chen</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Young Children with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Educating Young Children with Disabilities</td>
<td>Chapter 2 <strong>Cook</strong>,</td>
<td></td>
</tr>
<tr>
<td>1/29/18</td>
<td>ECSE Curriculum, Background, and Law</td>
<td><strong>Klein &amp; Chen</strong></td>
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<td></td>
<td>Accessing the Library</td>
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<tr>
<td>Week 3</td>
<td>Curriculum and the Law</td>
<td>MAPS article</td>
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<td></td>
<td>MAPS</td>
<td>DEC/NAEYC (2009) - Position Statement on Inclusion</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Activities Matrix</td>
<td>Chapter 3 &amp; Appendix</td>
<td></td>
</tr>
<tr>
<td>2/12/18</td>
<td>Activity-Based Intervention</td>
<td><strong>Frontczak &amp; Bricker</strong></td>
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<td></td>
<td></td>
<td>Copple &amp; Bredekamp (2009)</td>
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<td></td>
<td></td>
<td><em>Developmentally Appropriate Practices</em></td>
<td></td>
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<tr>
<td>Week 5</td>
<td>No Class President’s Day Recess</td>
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<tr>
<td>2/19/18</td>
<td></td>
<td></td>
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<tr>
<td>Week 6</td>
<td>IEPs and IFSPs</td>
<td>Chapter 4 <strong>Cook</strong>,</td>
<td></td>
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<tr>
<td>2/26/18</td>
<td>Adaptations and Accommodations</td>
<td><strong>Klein &amp; Chen</strong></td>
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<tr>
<td></td>
<td>APA Overview</td>
<td></td>
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</tbody>
</table>
| **Week 7** 3/5/18 | Support Teams and Curriculum Collaboration  
Curriculum Variables Which Influence Learning  
Daily Embedding Schedule  
Review Midterm Exam | Chapter 5  
Cook, Klein & Chen | Daily Embedding Schedule  
Due (see attached rubric)  
*Due at 4pm* |
| **Week 8** 3/12/18 | Midterm Exam |  |
| **Week 9** 3/19/18 | Overview of Developmental Domains  
(The Brigance & The HOME)  
DEC Recommended Practices (Assessment & Instruction) |  |
| **Week 10** 3/26/18 | Spring Break Week |  |
| **Week 11** 4/2/18 | Environmental Domains  
Functional Skill Domains (The AEPS & The Carolina)  
Typical and Atypical Motor Development  
Accommodation/Adaptation Plan | DEC Recommended Practices (Environment, Family)  
Neuman, S. B., & Kaefer, T. (2013). | Accommodation/Adaptation Plan #1  
(see attached rubric)  
*Due at 4pm* |
| **Week 12** 4/9/18 | Teaching Language Skills  
a. Language Defined  
b. Language Training  
Teaching “Social Skills” & Promoting Positive Interactions  
Curriculum for Ethnic and Cultural Diversity | Chapters 6 & 8  
Cook, Klein & Chen  
DEC Recommended Practices (Interaction, Teaming and Collaboration) | Accommodation/Adaptation Plan #2 (see attached rubric)  
*Due at 4pm* |
| **Week 13** 4/16/18 | Guest Lecture  
Early Childhood Special Education | DEC Recommended Practices (Transition) | Accommodation/Adaptation Plan #1 Resubmit  
*Due at 4pm* |
| **Week 14** 4/23/18 | Teaching Caregiver  
Current Events | Chapter 7  
Cook, Klein & Chen |  |
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Review for Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/30/18</td>
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</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Final Exam</th>
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<tr>
<td>5/7/18</td>
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</table>

*Both the Midterm Exam and the Final Exam must be taken on the date and at the time indicated unless prior approval of the instructor is obtained. Failure to do so without an excuse acceptable to the instructor will result in a 0 score for the missed work. Similarly, the Daily Embedding Schedule (i.e., Activities Matrix) is due on Monday, March 5th, the Accommodation/Adaptation Plan #1 must be turned in by Monday, April 2nd, and the Accommodation/Adaptation Plan #2 must be turned in by Monday, April 23rd. See attached rubric for the Daily Embedded Schedule and Accommodation/Adaptation Plan.*
<table>
<thead>
<tr>
<th>Section I</th>
<th>Section II</th>
<th>Section III</th>
<th>Section IV</th>
<th>Section V</th>
<th>Writing and Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Child (15 points)</td>
<td>Complete daily embedded schedule (25 points)</td>
<td>Adaptations/modifications grounded on child’s present levels.</td>
<td>Accommodations grounded in child’s present levels.</td>
<td>References in APA 6th ed. format (0-5 errors).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete daily embedded schedule.</td>
<td>Adaptations/modifications could be easily implemented by others.</td>
<td>Accommodations could be easily implemented by others.</td>
<td>5 or more references.</td>
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<tr>
<td></td>
<td>Pseudonym for child, date, and teacher.</td>
<td>Adaptations/modifications were relevant to Activity Matrix.</td>
<td>Accommodations relevant to activity matrix.</td>
<td>References enhanced and supported the Activity Matrix and A/A Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 or more child’s objectives/goals based on deficits</td>
<td>Student wrote a detailed explanation of 3-5 adaptations/modifications.</td>
<td>Detailed explanation of a minimum of 5 accommodations.</td>
<td>12 pt. font, TNR, double-spaced, page numbers, cover page, and 1 in. margins (0-1 errors).</td>
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<tr>
<td></td>
<td>7 or more classroom activities.</td>
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<td>In-text citations included.</td>
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<td>Written thoroughly and cohesively about the topic (0-3 errors).</td>
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<td>Accurate grammar (0-3 errors).</td>
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<td>Structure guidelines of assignment followed.</td>
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<td>If IEP/IFSP attached, identifiable information of child removed.</td>
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<tr>
<td>Acceptable</td>
<td>Unacceptable</td>
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<tr>
<td>• Partial description of student, including 5-6 elements (see above).</td>
<td>• Minimal description of student, including 0-4 elements (see above).</td>
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</tr>
<tr>
<td>• Vague description of the child’s disability and educational setting.</td>
<td>• Vague description of present levels of performance, or strengths and challenges for student in 3-5 domains.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Vague description of present levels of performance, or strengths and challenges for student in 3-5 domains.</td>
<td>• Did not clearly describe present levels of performance (3-5 domains).</td>
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<tr>
<td>• Only some of the info regarding the need for adaptive/assistive equipment, related services, etc., if needed, based on IEP/IFSP.</td>
<td>• The need for adaptive/assistive equipment, related services, etc., was not thoroughly described</td>
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<tr>
<td>• 200 - 249 words.</td>
<td>• 0 - 199 words.</td>
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<tr>
<td>• A complete activity matrix, with 1-2 missing components.</td>
<td>• Incomplete activity matrix, with 3-4 missing components.</td>
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<tr>
<td>• May be included: pseudonym for child, date, and teacher.</td>
<td>• Pseudonym for child, date, and teacher not included.</td>
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<tr>
<td>• 1 objectives/goals based on deficits.</td>
<td>• Student wrote 0-1 goals/ objectives for child based on deficits.</td>
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<tr>
<td>• 5-6 classroom activities.</td>
<td>• Student did not ground adaptations/modifications on child’s present levels.</td>
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<tr>
<td>• Adaptations/modifications mostly grounded on child’s present levels.</td>
<td>• Adaptations/modifications could not be easily implemented by others or was confusing.</td>
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<tr>
<td>• Adaptations/modifications could be somewhat easily implemented by others.</td>
<td>• Some or all adaptations/modifications were not relevant to Activity Matrix.</td>
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<tr>
<td>• Adaptations/modifications were sometimes relevant to Activity Matrix.</td>
<td>• Incomplete description and/or included only 0-1 adaptations/modifications.</td>
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<tr>
<td>• Vague description, including 1-2 adaptations/modifications.</td>
<td>• Accommodations were not grounded on child’s present levels.</td>
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<td>• Accommodations were sometimes relevant to activity matrix.</td>
<td>• Some or all adaptations/modifications were not relevant to Activity Matrix.</td>
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<tr>
<td>• Student wrote a vague description of 3-4 accommodations.</td>
<td>• Incomplete description and/or included only 0-2 accommodations.</td>
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<tr>
<td>• References in APA 6th ed. format (6-10 errors), with several errors noted.</td>
<td>• References in APA 6th ed. format (11+) errors) with many errors noted.</td>
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<tr>
<td>• 3-4 references.</td>
<td>• 0-2 references.</td>
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<tr>
<td>• References sometimes enhanced and supported the Activity Matrix and A/A Plan.</td>
<td>• References did not enhance/support the Activity Matrix and A/A Plan.</td>
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<tr>
<td>• 12 pt. font, TNR, double-spaced, page numbers, cover page, and 1 in. margins (2-3 errors).</td>
<td>• 12 pt. font, TNR, double-spaced, page numbers, and 1 in. margins (3+ errors)</td>
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<tr>
<td>• Some in-text citations and/or some in-text citations were written incorrectly.</td>
<td>• No in-text citations and/or some were written incorrectly</td>
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<td>• Thorough and cohesive info on the topic (4-6 errors).</td>
<td>• Cover page not included.</td>
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<td>• Accurate grammar (4-6 errors).</td>
<td>• Difficult to understand; not thorough/cohesive (7+ errors).</td>
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<td>• Student followed some of the structure guidelines.</td>
<td>• Inaccurate grammar (7+ errors).</td>
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<td>• If IEP/IFSP attached, identifiable information of child may or may not be removed.</td>
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</table>
- Student wrote 0-4 classroom activities.
- Structure guidelines of assignment not followed.
- If IEP/IFSP attached, identifiable information not removed.

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<tr>
<td>Totals</td>
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