Running head: [SPECIAL EDUCATION] Candidate Work Sample

CANDIDATE WORK SAMPLE

SPECIAL EDUCATION

ASSIGNMENT INSTRUCTIONS AND RUBRIC

Running head: [CONTENT NAME] Candidate Work Sample

[SpEd/Setting] Professional Education Programs

PURPOSE: The purpose of the Candidate Work Sample is to provide evidence of your teaching and how it impacts student learning. In particular, It is intended to demonstrate your ability to analyze background information about learners, develop and implement an IEP, plan instruction appropriately to meet the needs of all learners, adapt instruction appropriately to meet the needs of all learners, create and administer formative and summative assessments (i.e., pre-assessment, formative checks of learning, and post- or summative assessment), and use assessment data to determine the impact on student learning. This is not a "theory" paper; it is an authentic reflection of your "actual teaching" in the classroom during a very specific period of time. After reviewing a student or group of students' IEPs and identifying and delivering a developmentally appropriate set of activities over a period of time (one or two weeks), you will reflect on the outcomes of the activities you adapted, modified, or taught OR supervised paraeducators to deliver, analyzing the impact that planning and teaching these specific oriented activities had on student learning as evidenced through the analysis of the assessment results. This reflective analysis will be practiced during your student teaching experience, however, should be used throughout your career to maximize student learning. This process will create a habit of mind that you, as an educator, will use in your own teaching practice to deliver quality relevant instruction and to grow professionally! The reflective analysis required of this task is an expectation of you as a professional educator and a demonstration of your commitment to your students to ensure learning.

- Work closely with your Cooperating Teacher and/or your University Supervisor/CWS Evaluator. These supervisors will assist you with the planning and delivery of instruction to your students. The Cooperating Teacher will be observing and providing feedback to you and your University Supervisor/CWS Evaluator.
- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and content and dispositional knowledge you have obtained during your pre-service career.
- Because you will share authentic experiences within the Candidate Work Sample document, maintaining anonymity is critical and required. For ease of reporting, you may include first names of students ONLY. The use of fictitious names is permitted; however, this must be noted somewhere within the document.

Overall Expectation: All Candidates must pass the Candidate Work Sample as per the Student Teaching course syllabus. A passing result for the Candidate Work Sample is demonstrated by scoring an average of a "2" with no more than one "1" and no "0's" in any indicator of each of the four (4) Parts. There will be no more than one (1) repeated submission attempt accepted within each of the four (4) Parts with the final submission being received prior to the last day of the student teaching experience. Candidates must communicate with their CWS Evaluator for due dates and resubmissions. If the results do not meet the minimum scoring criteria, you will be referred to your program for remediation and advisement. You will be required to work with your program to determine the next steps. Reminder: This is one of the course requirements for the student teaching course. Student Teaching is a pass/fail course which means all requirements must meet minimum expectations to earn a passing grade for the course.

Paper Criteria and Format: The assignment includes four (4) Parts with six (6) sections, and (19) unique indicators overall. Each page must contain a running header identifying your program (i.e., BSEd or MEd Special Education) and setting (i.e., inclusive, resource, self-contained), and a footer with page#/name (i.e. 1/Sally Eon). Each section should succinctly represent the information that is required and is in alignment with the instructions and rubric criteria. Be organized and focused in your writing. Rambling will get you nowhere but a returned paper for a rewrite! Refer to the example assignment in the Resources link in BbLearn (format and content examples only, but remember that the information will be very different).

You will use the following headings to organize your paper. Please use exactly what appears here. Do not deviate from these headings.

[SpEd/Setting] Professional Education Programs

Running head: [CONTENT NAME] Candidate Work Sample

- Part I: Identification of Learning/Learner Characteristics
- Part II: Evaluation of Prior Knowledge/Skills
- Part III: Planning Instruction & Instructional Decisions: Monitoring & Adjusting
- Part IV: Assessment Data & Analysis & Reflections on the Overall Unit: Implications for the Future

The paper is expected to demonstrate a strong command of writing conventions/mechanics with little to no errors. Your written communications skills are also evaluated in this assignment. Special educators must write Individual Education Plans, progress reports, and other written documents. If you need support with developing your writing skills in this assignment, you **should** seek assistance from an outside resource prior to submission. There will be no more than one (1) repeated submission attempt accepted within each of the four (4) Parts.

The NAU Writing Center is available to assist you with your writing. The writing center at NAU is committed to providing students with personalized writing instruction. The Center focuses on making students better writers rather than just trying to catch little spelling and grammar errors. When contacting the writing center, provide any writing that you've produced for your assignment along with any instructions/rubrics/prompts that your instructor gave you in class. At your appointment, your tutor will look at your progress and help you in moving onto the next step in producing a strong piece of writing. Click here for Online Tutoring information or contact: Writing.Workshop@nau.edu

Submitting Parts: Each part of the paper **must** be **proofread** and modified prior to submitting for evaluation from the CWS Evaluator. Each Part has a rubric that is aligned with the instructions; make sure you reference the rubric while you are writing to ensure you're including the required content. Revisit the rubric before submission. Along with content indicators for each rubric, there is also a writing/conventions indicator.

Submit each Part into the appropriate assignment link within BbLearn:

CRITERIA	DUE DATES	PTS POSSIBLE	MINIMUM PTS NEEDED
 Part I/Section 1 - Indicator 1* 	end of week 2	6	4
 Part II/Section 2 – Indicators 2-3* 	end of week 5	9	6
 You must score a 6 for Parts a & b 			
 Part III/Sections 3 & 4 – Indicators 4-13* 	end of week 10	33	22
 Part IV/Sections 5 & 6 – Indicators 14-18* *all Parts include Indicator 19 	end of week 12	<u>18</u>	<u>12</u>
TOTALS		66	44

Evaluation of each Part: The rubric is aligned with the objectives for each section. Read through the rubric as you prepare for each Part to best understand the specific information. **Use the rubric as your guide to prepare for each Part of the CWS**.

Your CWS Evaluator will complete an evaluation through Qualtrics. You will receive the results in your NAU email once the evaluator has completed the evaluation. You **must** open and read the completed rubric to know if you met the expectations. If you did not score an average of a "2" with no more than one

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[SpEd/Setting] Professional Education Programs

"1" in any indicator and no "0's" in each of the four Parts, you must modify and resubmit in a timely manner (working with your CWS Evaluator for due dates). You will also need to review the "feedback" for each Part in BbLearn. Reading the feedback will help you better understand your results should you need to redo and resubmit. You must earn a passing score as an expectation within the student teaching course requirements.

Levels of Development: There are four levels of development for a special education teacher candidate. The expectation is that a candidate demonstrates a consistent level of development denoted by an overall "2" average with no more than one "1" in each rubric Part. No "0's" on any indicator in each of the four Parts is acceptable. If you earn a "0" on any indicator on your first attempt, you must seek assistance and revise for resubmission. If the results do not meet the minimum scoring criteria, you will be referred to your program for remediation and advisement. You will be required to work with your program to determine the next steps.

"0"	Does Not Meet Criteria	Candidate does not provide information associated with indicator.
"1"	Developing	Candidate relies on external feedback and input to guide practice of planning, teaching, modifying, adapting, collaborating, supervising, assessing, and analyzing student learning. Candidate struggles with integrating theory to the practice of teaching.
"2"	Meeting	Candidate demonstrates initiative to intentionally plan, modify, adapt, collaborate, teach, supervise, assess, and analyze student learning. Candidate demonstrates an understanding of integrating theory to practice to impact student learning.
"3"	Exceeding	Candidate demonstrates confidence in planning, modifying, adapting, teaching, collaborating, supervising, assessing, and analyzing student learning. Candidate provides evidence of integrating theory to practice leading to a positive impact on student learning. Candidate demonstrates a uniquely innovating level of practice, student engagement and learning.

Getting Started: Respond to your CWS Evaluator message through the Candidate Work Sample course (email within the course) within the **first week** of your CWS experience. Provide them with the following information:

- 1. Subject Line: INTRODUCTION
- 2. State your name, your cooperating teacher's name, grade level, content for the CWS (i.e. Math, Biology, etc.)
- 3. Start and end dates of the experience. If you are in 2 placements, provide the start and end dates for CWS work (see info below).
- 4. Note the "**Due by end of Week x**" in the upper right corner of each Part, provide the anticipated due date for Part I and plan for Part II with your CWS evaluator.

Part I/Section 1: - Indicator 1

Part I/Section 1: Identification of Learner Development and Individual Learning Differences Indicators 1, 19

Section 1 is intended to capture the background information of the children or adolescents with disabilities in your classroom. Below is a list of questions that should be completed with your cooperating teacher and/or CWS Evaluator within the first two weeks of the CWS experience. The responses to the questions will provide the information necessary to complete Part I. Part I must be submitted in BbLearn by the end of **Week 2** of your CWS experience. In collaboration with your cooperating teacher or CWS Evaluator, describe the community, school, class, and students. Then, describe how these demographics will influence your planning, teaching, and student learning.

Address the following ideas in this section:

- Describe the children with disabilities in your classroom/on your caseload—consider language, culture and family background in addition to disability diagnosis.
- Describe your classroom setting—inclusive, resource, self-contained?
- What characteristics beyond the classroom may impact student learning (e.g., family social situations/issues, available family support for learning, students' access to technology at home)?
- What resources and technology are available to you in your classroom that you might be able to integrate into your chosen focus for your paper?
- How you would take the initiative to identify, locate, and integrate technology in a future instructional setting if not available at this time?
- How are technology tools (low and high tech) used to support children's learning?
- How are technology tools used to *measure* student learning in your classroom? Give examples to support your claims.

EVALUATION - Pai	rt i/Section 1: Identification	i of Learning/Learner Char	acteristics indicators 1, 19		
InTASC Standards	1, 7				
Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Me

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
					Criteria = 0
1. Identification	CEC-ITP 1.1: Beginning	The special education	The special education	The special education	The special education
of information	special education	candidate demonstrated	candidate demonstrated	candidate demonstrated	candidate did not
about the	professionals	exceptional proficiency	proficiency in understanding	developing proficiency	demonstrate
learning-	understand how	in understanding how	how language, culture, and	in understanding how	proficiency by
teaching context	language, culture, and	individual learner	family background influence	language, culture, and	understanding how
including details	family background	differences as well as	the learning of all students	family background	language, culture, and
about the	influence the learning of	language, culture, and	with exceptionalities in the	influence the learning of	family background
community,	individuals with	family background	context of the classroom by:	all students with	influence the learning
school, class,	exceptionalities.	influence the learning of		exceptionalities in the	of all students with
and individual		all students with	Identifying some of the	context of the classroom	exceptionalities in the
students.	IGC1 S1	exceptionalities in the	demographic	by:	context of the
	ISCI 1 K12	context of the classroom	information—including		classroom or how
(InTASC 1h; 1k)	ISCI I KIZ	by:	classroom structure and	Identifying limited	assistive technology
			"real" knowledge of the,	demographic	could be integrated
				information—	

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Writing Quality - Rubric row 19 - Indicator included in all sections for assignment submissions

setting.

The candidate **must** present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.

- Correct use of grammar
- Correct use of spelling and mechanics
- Writing and flow convey intended meaning

EVALUATION – Writing Quality – Included in all sections for assignment submissions

The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.

Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
				Criteria = 0
 19. Writing Correct use of grammar Correct use of spelling and mechanics Writing and flow convey intended meaning. 	Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	Some patterns of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes
Number of "1's" for Part I:		with meaning.		

My Average Score for Part I out of 6 points possible:

• Must score at least 4 points

Part II/Section 2: Indicators 2, 3, 19

Section 2: - Evaluation of Prior Knowledge/Skills - Indicators 2, 3

NOTE: The pre-assessment instrument must also be used as the post-assessment. The pre-assessment must will be administered prior to the delivery of any lessons for this unit. The results of the pre-assessment should guide your lesson planning. The post-assessment must be administered at the end of the unit/lessons.

Identify the AZ Career and College Readiness Standards (Arizona Department of Education, 2014) and/or other content-specific standards and learning objectives. Discuss the connection between the selected standards and objectives to the class curriculum plan. Then, discuss how the pre-assessment you created, selected, or adapted was aligned to the targeted objectives, and describe why the pre-assessment process you chose was appropriate for the targeted students (e.g., the age/developmental level of your students, the difficulty of your chosen assessment for your students).

To be considered quality measures, your pre/post-assessment and other formative assessments you give during your instruction must:

- Be your own, original creation, unless approved by your University Supervisor;
- Have measurable criteria to demonstrate learning occurred (e.g., learning objectives that are assessed explicitly through assessment items); **KWL**Charts are not an appropriate assessment for this unit
- Be directly aligned to the IEP goals and objectives and to state standards (when applicable);
- Assess only what your students have learned during your unit of instruction; and
- Provide clear and unambiguous instructions to your students of what they are expected to do.

EVALUATION - Section 2: Evaluation of Prior Knowledge/Skills - Indicators 2, 3, 19

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
					Criteria = 0
2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan that demonstrates they were chosen in collaboration with Cooperating Teacher.	CEC-ITP 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. ISCI 3 S1 ISCI 3 K2	The special education candidate showed exceptional proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities by: Listing standards/objectives that included extremely clear evidence of collaboration with	The special education candidate showed proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities by: • The candidate listed standards/objectives that included somewhat clear evidence of collaboration with the Cooperating Teacher to	The special education candidate showed developing proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities by: The candidate listed standards/objectives, but the candidate provided vaguely clear evidence that the objectives were	The special education candidate did not show proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities.

Running head: [CONTENT NAME] Candidate Work Sample [SpEd/Setting] Professional Education Programs (InTASC 7g) the Cooperating ensure the objectives aligned to the child Teacher to ensure were aligned to the or children's the objectives were child or children's individualized needs. aligned to the child individualized needs. • The candidate or children's The candidate provided provided vaguely individualized needs. somewhat clear **clear** evidence that The candidate evidence that the the timing of provided extremely timing of instruction instruction was **clear** evidence that was appropriate to appropriate to meet the timing of meet the individual the individual instruction was learner's needs. learner's needs. appropriate to meet The candidate The candidate the individual sometimes noted the **seldom** noted the learner's needs. source of source of The candidate age/developmental age/developmental always noted level level standards/objectives. sources of standards/objectives age/developmental level standards/objectives. 3. Description of CEC-ITP 4.1: Beginning The special education The special education The special education The special education pre/post assessment special education candidate demonstrated candidate demonstrated candidate demonstrated candidate did not (including evidence professionals select exceptional proficiency **proficiency** in selecting and developing proficiency in implement a pre- or of how the and use technically in selecting and using using technically sound selecting and using post-assessment sound formal and technically sound formal formal and informal technically sound formal assessments are instrument during and informal and informal good measures), and informal assessments assessments through some teaching. how they are that minimize bias. assessments through **examples** of evidence that assessments through a explicitly aligned to multiple examples of the pre- and postfew examples of selected learning ISCL4 S2 evidence that the preassessments designed by evidence that the prestandards/objectives. ISCI 4 S4 and post-assessments the candidate were good and post-assessments designed by the designed by the measures and they were candidate were good candidate were good aligned to the IEP goals and (InTASC 1a) measures and they were measures and they were objectives. aligned to the IEP goals aligned to the IEP goals and objectives. and objectives. Writing Quality - Rubric row 19 - Indicator included in all sections for assignment submissions

The candidate **must** present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.

- Correct use of grammar
- Correct use of spelling and mechanics
- Writing and flow convey intended meaning

EVALUATION – Writing Quality – Included in all sections for assignment submissions

The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.

Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
				Criteria = 0
 19. Writing Correct use of grammar Correct use of spelling and mechanics Writing and flow convey intended meaning. 	Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	Some patterns of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Number of "1's" for Part II:		-		

My Average Score for Part II out of 9 points possible:

• Must score at least 6 points

Part III/Sections 3-4: Indicators 4 – 13, 19

Section 3: Planning Instruction – Indicators 4, 5, 6, 7, 8

After you have collected the pre-assessment results, begin the process of creating Day 1 Lesson Plan. You will submit this lesson plan at least 72 hours prior to the first day of the CWS instruction and before moving on to planning the subsequent days.

A **Lesson Plan Template** is provided within the BbLearn Candidate Work Sample course. Complete and submit a minimum of 3 lesson plans (5 maximum) for the CWS unit of instruction.

- What **specific** implications for instruction of the learning activity and assessment were based on **both** individual **student needs** and **pre-assessment data**? How did you **adjust instruction** (i.e., adaptations/differentiation) throughout your activity to meet the needs of **all** learners?
- How were IEP goals/objectives, formative assessment(s) (i.e., checks for learning), and the learning activity aligned?
- How was instruction **sequenced** to directly support the IEP objectives and to accommodate the learner development and individual learning differences determined through the IEP, as well as the pre-assessment and formative assessment(s)?

- How do you integrate recommendations from related services personnel to meet the cognitive, language, social-emotional, physical, and self-help needs of your students?
- How was **technology (low and high tech) integrated** to meet IEP goals and objectives?
- How was **specific** <u>assistive</u> technology integrated into the student's instruction to facilitate communication, skill acquisition and placement into the least restrictive environment?

EVALUATION – Section 3: Planning Instruction - Indicators 4, 5, 6, 7, 8, 19

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
					Criteria = 0
4. Listing of	CEC-ITP 5.0: Beginning	The special education	The special education	The special education	The special
standard/objective and	special education	candidate demonstrated	candidate demonstrated	candidate demonstrated	education
instructional strategies	professionals select,	exceptional proficiency	proficiency in selecting,	developing proficiency in	candidate did not
and assessment for each	adapt, and use a	in selecting, adapting,	adapting, and using a	selecting, adapting, and	demonstrate
instructional day and	repertoire of	and using a repertoire of	repertoire of evidence-	using a repertoire of	sufficient
each lesson plan.	evidence-based	evidence-based	based instructional	evidence-based	proficiency in
[Attributes: Clarity and	instructional	developmentally	strategies by:	instructional strategies	selecting, adapting,
Accuracy of alignment to	strategies to advance	appropriate strategies by:	 Somewhat clearly 	by:	and using a
Instruction and	learning of individuals	 Extremely clearly 	presenting standards	 Vaguely presenting 	repertoire of
Assessment]	with exceptionalities.	presenting	and objectives;	standards and	evidence-based
		individualized	Somewhat clearly	objectives;	instructional
(InTASC 4n)	ISCI 5 S15	learning objectives;	aligning the CEC	 Vaguely aligning the 	strategies by not
	ISCI 5 K2	 Extremely clearly 	standards and IEP	CEC standards and	listing or aligning
		aligning the CEC	objectives to	IEP objectives to	any standards,
		standards and IEP	instruction and	instruction and	objectives, or
		objectives to	assessments selected	assessments selected	instructional
		instruction and	by the candidate.	by the candidate.	strategies.
		assessments selected			
		by the candidate.			
5. Identification of	CEC-ITP 1.0: Beginning	The special education	The special education	The special education	The special
specific implications for	special education	candidate exhibited	candidate exhibited	candidate exhibited	education
selection of instructional	professionals	exceptional proficiency	proficiency in	developing proficiency in	candidate did not
strategies based on	understand how	in understanding the	understanding the	understanding the	exhibit sufficient
information about	exceptionalities may	interaction between	interaction between	interaction between	proficiency in this
learning characteristics	interact with	learner differences and	exceptionalities and	exceptionalities and	indicator and CEC
and results from pre-			,	development and	Standard by not
assessment.	development and	developmentally	development and	learning and used that	identifying specific
[Attribute: Breadth]	learning and use this	appropriate activities and	learning and used that	knowledge to provide	implications or
				meaningful and	strategies for

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(InTASC 7d)	knowledge to provide	used that knowledge to	knowledge to provide	challenging learning	selecting
	meaningful and	provide meaningful and	meaningful and	experiences for students	instructional
	challenging learning	challenging learning	challenging learning	by:	strategies based or
	experiences for	experiences for students	experiences for students	Identifying vaguely	information about learning
	individuals with	by:	by:	detailed information	characteristics and
	exceptionalities.			about how learning/	results from pre-
		• Identifying extremely	 Identifying somewhat 	learner	assessment.
	ISCI 1 K3	detailed information	detailed information	characteristics and	
	IGC1 S1	about how learning/	about how learning/	results from pre-	
		learner	learner	assessment impacted	
		characteristics and	characteristics and	the selection of	
		results from pre-	results from pre-	instructional	
		assessment impacted	assessment impacted	strategies,	
		the selection of	the selection of	adaptations, or	
		instructional	instructional	differentiation	
		strategies,	strategies,	strategies to meet	
		adaptations, or	adaptations, or	the needs of the	
		differentiation	differentiation	learner(s); and how	
		strategies to meet	strategies to meet	to revise IEP	
		the needs of the	the needs of the	objectives and/or	
		learner(s); and how	learner(s); and how	instruction after	
		to revise IEP	to revise IEP	evaluating pre-	
		objectives and/or	objectives and/or	assessment data to	
		instruction after	instruction after	meet the goals and	
		evaluating pre-	evaluating pre-	objectives set forth in	
		assessment data to	assessment data to	the IEP	
		meet the goals and	meet the goals and		
		objectives set forth in	objectives set forth in		
C Discussion of	CEC ITD 2 4: Designation	the IEP	the IEP	The energial advertises	The energial
6. Discussion of	CEC-ITP 2.1: Beginning	The special education	The special education	The special education	The special
instructional strategies that demonstrates they	special education professionals through	candidate showed exceptional proficiency	candidate showed proficiency in	candidate showed developing proficiency in	education candidate did not
were intentionally	collaboration with	in collaborating with their	collaborating with their	collaborating with their	show sufficient
selected to foster active	general educators and	cooperating teacher and	cooperating teacher and	cooperating teacher and	proficiency in this
engagement, self-	other colleagues	university supervisor to	university supervisor to	university supervisor to	indicator or CEC
motivation, positive	create safe, inclusive,	create a safe, inclusive,	create a safe, inclusive,	create a safe, inclusive,	Standard by not
social engagement, and	culturally responsive	culturally responsive	culturally responsive	culturally responsive	discussing the use
collaboration.	learning	learning environment to	learning environment to	learning environment to	of instructional
conaboration.	icarriiig	icarining crivil orinicite to	rearring environment to	rearring environment to	or mod actional

Running head: [CONTENT NAME] Candidate Work Sample [SpEd/Setting] Professional Education Programs engage students in engage students in engage students in [Attributes: Breadth and environments to strategies to foster Meaningfulness of engage individuals meaningful learning meaningful learning meaningful learning active student differentiation of with exceptionalities activities and social activities and social activities and social engagement. instruction] in meaningful learning interactions by: interactions by: interactions by: activities and social • Identifying extremely Identifying **somewhat** Identifying vaguely (InTASC 3d) interactions. detailed information detailed information detailed information about how about how about how ISCI 2 S1 instructional instructional instructional **ISCI 2 S13** strategies fostered strategies fostered strategies fostered active student active student active student engagement and engagement and engagement and increased student increased student increased student self-motivation. self-motivation. self-motivation. positive social positive social positive social engagement, and engagement, and engagement, and collaboration. collaboration. collaboration. Describing Describing Describing differentiation of differentiation of differentiation of instruction that instruction that instruction that did meaningfully somewhat not meaningfully promoted active promoted active meaningfully student engagement promoted active student engagement for a variety of for a variety of student engagement student abilities. for a variety of student abilities. student abilities. 7. Discussion of CEC-ITP 5.1: Beginning The special education The special education The special The special education sequencing (or special education candidate demonstrated candidate demonstrated candidate demonstrated education developing proficiency in scaffolding) of professionals consider candidate provided exceptional proficiency **proficiency** in considering instruction within lesson an individual's in considering an an individual's abilities, considering an no evidence of individual's abilities, individual's abilities, plans. abilities, interests, interests, learning sequencing of [Attributes: Breadth and interests, learning environments, and interests, learning instruction. learning environments, and environments, and cultural and linguistic environments, and Appropriateness of cultural and linguistic cultural and linguistic factors in selecting, cultural and linguistic sequencing or scaffolding of factors in the factors in selecting, developing, and adapting factors in selecting, learning experiences for instruction] selection, developing, and adapting developing, and adapting development, and learning experiences for students by: learning experiences for (InTASC 7c) adaptation of learning students by: students by: Somewhat experiences for appropriately

Running head: [CONTENT I	NAME] Candidate Work	Sample		[SpEd/Setting] Professiona	al Education Programs
	individuals with	 Appropriately 	sequencing or	Not appropriately	
	exceptionalities.	sequencing or	scaffolding learning	sequencing or	
		scaffolding learning	tasks to match the	scaffolding learning	
	ISCI 5 S6	tasks to match the	level of knowledge	tasks to match the	
	ISCI 5 S15	level of knowledge	and skills determined	level of knowledge	
		and skills determined	through pre-	and skills determined	
		through pre-	assessment and	through pre-	
		assessment and	formative assessment	assessment and	
		formative assessment	data.	formative assessment	
		data.	Sometimes allowing	data.	
		Always allowing	learners to practice,	Seldom allowing	
		learners to practice,	review, and master	learners to practice,	
		review, and master	learning through the	review, and master	
		learning through the	intentional selection,	learning through the	
		intentional selection,	organization, and	intentional selection,	
		organization, and	sequence of	organization, and	
		sequence of	instructional tasks.	sequence of	
		instructional tasks.	mistractional tasks.	instructional tasks.	
8. Discussion of	CEC-ITP 5.2: Beginning	The special education	The special education	The special education	The special
instructional technology	special education	candidate showed	candidate showed	candidate showed	education
	professionals use				candidate did not
strategies that demonstrates they were	technologies to	exceptional proficiency	proficiency in using technologies to support	developing proficiency in	discuss the use of
•	_	in using technologies to support instructional	instructional assessment,	using technologies to support instructional	instructional
intentionally selected to address content	support instructional	''	•	''	
	assessment, planning,	assessment, planning,	planning, and delivery for	assessment, planning,	technology
standards/objectives.	and delivery for individuals with	and delivery for students	students by:	and delivery for students	strategies.
[Attribute: Breadth]		by:	Addressing in some	by:	
(InTACC FI)	exceptionalities.	Addressing in much	detail how	Addressing in little	
(InTASC 5I)	ICCLE CC	detail how	technology was	detail how	
	ISCI 5 S6	technology was	selected and	technology was	
	ISCI 5 S7	selected and	integrated to meet	selected and	
		integrated to meet	IEP goals and	integrated to meet	
		IEP goals and	standards and	IEP goals and	
		standards and	promote critical	standards and	
		promote critical	thinking and problem	promote critical	
		thinking and problem	solving.	thinking and problem	
		solving.		solving.	

Part III/Section 4: Instructional Decisions: Monitoring & Adjusting (InTASC Standards 2, 3, 6, 8) – Indicators 9, 10, 11, 12, 13

For each activity, discuss/reflect on how instruction was delivered the knowledge/skill of the students, the effectiveness of the instruction, how adaptations/differentiations were applied, and an overall reflection on your thought processes during instruction.

HINT: After instruction is delivered, reflect on the experience. Review those reflections, and summarize the instructional decisions made while teaching and report on that information within this section.

Narrative should include:

- Which forms of instruction were effective or not effective and why?
- Which instructional technology strategies were effective or not effective and why?
- What adaptations, modifications, and accommodations were effective?
- How did you meet the learners' needs with your instruction?
- How did you use the formative assessment data results to monitor and adjust instruction, if necessary?
- What adjustments did you make based on Cooperating Teacher, CWS Evaluator or student feedback? Student cues? Your own observations of your teaching?

EVALUATION - Section 4: Instructional Decisions: Monitoring & Adjusting - Indicators 9 – 14, 19

InTASC Standards 2, 3, 6 and 8 – Categories I and III

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet		
					Criteria = 0		
9. Reflection of	CEC-ITP 5.7: Beginning	The special education	The special education	The special education	The special education		
instructional	special education	candidate exhibited	candidate exhibited	candidate exhibited	candidate did not		
content in terms	professionals teach	exceptional proficiency	proficiency in teaching cross-	developing proficiency	evaluate the use of		
of being the	cross-disciplinary	in teaching cross-	disciplinary knowledge and	in teaching cross-	instructional content		
appropriate	knowledge and skills	disciplinary knowledge	skills such as critical thinking	disciplinary knowledge	in terms of being the		
level of	such as critical thinking	and skills such as critical	and problem solving to	and skills such as critical	appropriate level of		
complexity for	and problem solving to	thinking and problem	students by:	thinking and problem	complexity for		
students that	individuals with	solving to students by:	Providing some relevant	solving to students by:	students that		
encourages the	exceptionalities.	Providing multiple	reflections on the	 Providing few 	encourages the		
development of		relevant reflections	delivery of instructional	relevant reflections	development of critical		
critical thinking	ISCI 5 S11	on the delivery of	content to effectively	on the delivery of	thinking and problem		
and problem	ISCI 5 S14	instructional content	reach different levels of	instructional content	solving.		
solving.		to effectively reach	learning represented in	to effectively reach			
[Attributes:		different levels of	the classroom; creating a	different levels of			
Breadth and		learning represented	variety of learning tasks	learning represented			
Relevance]		in the classroom;	that connected	in the classroom;			

Running head: [CC	NTENT NAME] Candidate V	Vork Sample		[SpEd/Setting] Profession	onal Education Programs
(InTASC 8f)		creating a variety of learning tasks that connected knowledge to meaningful, realworld applications; and fostering critical thinking and problem solving skills.	knowledge to meaningful, real-world applications; and fostering critical thinking and problem solving skills.	creating a variety of learning tasks that connected knowledge to meaningful, realworld applications; and fostering critical thinking and problem solving skills.	
10. Reflection of instructional strategies in relation to content and learner development that promote active student engagement. [Attributes: Breadth and Relevance] (InTASC 3i; 3j)	CEC-ITP 2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination. ISCI 2 S4 ISCI 2 S9	The special education candidate demonstrated exceptional proficiency in collaborating with the cooperating teacher and university supervisor to create safe, inclusive, culturally responsive learning environments to engage students in meaningful learning activities and social interactions by: Providing multiple relevant reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that support autonomous learning, leadership,	The special education candidate demonstrated good proficiency in collaborating with the cooperating teacher and university supervisor to create safe, inclusive, culturally responsive learning environments to engage students in meaningful learning activities and social interactions by: Providing some relevant reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that support autonomous learning, leadership, and collaboration in the classroom; motivating students to adopt new learning strategies; and	The special education candidate demonstrated developing proficiency in collaborating with the cooperating teacher and university supervisor to create safe, inclusive, culturally responsive learning environments to engage students in meaningful learning activities and social interactions by: Providing few relevant reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that support autonomous learning, leadership,	The special education candidate did not evaluate the use of instructional strategies in relation to content and learner development.
		and collaboration in the classroom; motivating students	motivating students to build skills for outside the classroom.	and collaboration in the classroom; motivating students	

CEC-ITP 5.1: Beginning pecial education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic actors in the selection, levelopment, and indaptation of learning	to adopt new learning strategies; and motivating students to build skills for outside the classroom. The special education candidate showed exceptional proficiency in considering exceptional learner's abilities, interests, learning environments, and cultural and linguistic	The special education candidate showed proficiency in considering exceptional learner's abilities, interests, learning environments, and cultural and linguistic factors in	to adopt new learning strategies; and motivating students to build skills for outside the classroom. The special education candidate showed developing proficiency in considering exceptional learner's abilities, interests,	The special education candidate did not evaluate the use of adaptation or differentiation of
pecial education professionals consider an advidual's abilities, enterests, learning environments, and cultural and linguistic actors in the selection, levelopment, and	candidate showed exceptional proficiency in considering exceptional learner's abilities, interests, learning environments,	candidate showed proficiency in considering exceptional learner's abilities, interests, learning environments, and cultural	candidate showed developing proficiency in considering exceptional learner's	candidate did not evaluate the use of adaptation or
experiences for and an ingest sexperiences for and individuals with exceptionalities. CSI.5.S15 SCI 5 S16	factors in selecting, developing, and adapting learning experiences for students by: Providing multiple relevant reflections on the use of adaptations and differentiation for individual students. Consistently providing relevant reflections of the effectiveness or challenges of the selected strategies.	selecting, developing, and adapting learning experiences for students by: Providing some relevant reflections on the use of adaptations and differentiation for individual students. Somewhat consistently providing relevant reflections of the effectiveness or challenges of the selected strategies.	learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by: Providing few relevant reflections on the use of adaptations and differentiation for individual students. Inconsistently providing relevant reflections of the effectiveness or challenges of the selected strategies.	instruction.
CEC-ITP 5.2: Beginning pecial education professionals use echnologies to support	The special education candidate showed exceptional proficiency in using technologies identified in the IEP to support instructional	The special education candidate showed proficiency in using technologies identified in the IEP to support instructional assessment, planning, and	The special education candidate showed developing proficiency in using technologies identified in the IEP to support instructional	The special education candidate did not evaluate how the use of instructional and assistive technology strategies, tools, or
pe ro	cial education fessionals use	effectiveness or challenges of the selected strategies. C-ITP 5.2: Beginning cial education candidate showed exceptional proficiency in using technologies identified in the IEP to	effectiveness or challenges of the selected strategies. The special education candidate showed exceptional proficiency in using technologies to support ructional assessment, nning, and delivery for effectiveness or challenges of the selected strategies. The special education candidate showed proficiency in using technologies identified in the IEP to support instructional assessment, planning, and	effectiveness or challenges of the selected strategies. The special education candidate showed fessionals use nologies to support ructional assessment, nning, and delivery for reflections of the effectiveness or challenges of the selected strategies. The special education candidate showed proficiency in using technologies identified in the IEP to support instructional assessment, planning, and reflections of the effectiveness or challenges of the selected strategies. The special education candidate showed proficiency in using technologies identified in the IEP to support instructional support instructional

Running head: [CONTENT NAME] Candidate Work Sample [SpEd/Setting] Professional Education Programs in the IEP to support [Attributes: individuals with and delivery for students Describing in some detail and delivery for students Breadth and exceptionalities. by: how the use of by: instruction. Relevance] Describing in much instructional technology Discussing in limited detail how the use of and assistive in the detail how the use of ISCI 5 K3 (InTASC 8g; 8o) instructional and learning environment instructional and ISCI 5 S7 supported the lesson, assistive technology assistive technology in the learning promoted student strategies, tools, and environment learning, and encouraged applications were advanced the lesson, student use of relevant integrated into promoted student learning tools. instruction. learning, and encouraged student use of relevant learning tools. 13. Use of CEC-ITP 4.2: Beginning The special education The special education The special education The special education formative special education candidate exhibited candidate exhibited candidate exhibited candidate **did not** use assessment data professionals use exceptional proficiency proficiency in using developing proficiency formative or to monitor knowledge of in using knowledge of knowledge of measurement in using knowledge of summative assessment learning and measurement principles measurement principles principles and practices to measurement principles data to check for adjust and practices to interpret and practices to interpret interpret assessment results and practices to learning or adjust instruction, if assessment results and assessment results and and use that data to inform instruction. interpret assessment guide educational use that data to inform educational decisions for results and use that data necessary. [Attributes: decisions for individuals educational decisions for students by: to inform educational Breadth and with exceptionalities. students by: • Describing some decisions for students Relevance1 Describing multiple relevant ways of how by: ISCI 4 S5 relevant ways of how Describing **few** instruction was adjusted (InTASC 6a; 6c; ISCI 4 S8 instruction was based on f formative relevant ways of (progress monitoring) 6g) adjusted based on how instruction was formative (progress and summative adjusted based on monitoring) and assessment data formative (progress summative monitoring) and assessment data summative assessment data

Writing Quality - Rubric row 19 - Indicator included in all sections for assignment submissions

The candidate **must** present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.

- Correct use of grammar
- Correct use of spelling and mechanics
- Writing and flow convey intended meaning

EVALUATION – Writing Quality – Included in all sections for assignment submissions

The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.

Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
				Criteria = 0
 19. Writing Correct use of grammar Correct use of spelling and mechanics Writing and flow convey intended meaning. 	Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	Some patterns of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes
				with meaning.
Number of "1's" for Part III:				

My Average Score for Part III out of 33 points possible:

• Must score at least **22** points

Part IV/Sections 5 & 6: Indicators 14 - 18, 19

Section 5: Assessment Data & Analysis (InTASC Standard 6) - Indicators 14, 15, 16

Compare, analyze and interpret the results from the pre and post assessments in table format. Then, reflect on the instructional process.

Your analysis should include:

- A table that must include the students' scores (pre and post) and average class scores for each test question
 - o could include charts and graphs that are accurately labeled with titles, xy axis identifiers, and a meaningful representation of the data
- A discussion that effectively communicates results by IEP goals/objectives, CEC ECSE standards and objectives, identifying which pre/post assessment questions or performance tasks were selected learners more or less successful with completing
- An interpretation of data in terms of the learners' growth/learning/achievement that must include:
 - o Learners attainment of IEP goals/objectives and/or CEC standards and objectives

EVAULATION - Section 5: Assessment Data & Analysis - Indicators 14, 15, 16, 19

InTASC Standard 6 – Category III					
Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria
					= 0
14. Display of	CEC-ITP 4.2 Beginning	The special education	The special education	The special education	The special education
assessment data	special education	candidate showed	candidate showed	candidate showed	candidate did not show
communicates	professionals use	exceptional proficiency	proficiency in	developing proficiency	proficiency in
learning results	knowledge of	in demonstrating	demonstrating knowledge	in demonstrating	demonstrating
for the class as a	measurement principles	knowledge of	of measurement principles	knowledge of	knowledge of
whole.	and practices to interpret	measurement principles	and practices to interpret	measurement principles	measurement
[Attribute:	assessment results and	and practices to interpret	assessment results and	and practices to	principles and practices
Breadth]	guide educational	assessment results and	guide educational by:	interpret assessment	to interpret assessment
	decisions for individuals	guide educational by:	The candidate reported	results and guide	results and guide
(InTASC 6I)	with exceptionalities.	 Reporting 	some assessment data	educational decisions by:	educational decisions
		assessment data (i.e.,	(i.e., basic Pre/Post	The candidate	
	ISCI 4 S7	all assessment data	Assessment data) to	reported limited	
	ISCI 4 K1	collected, pre/post	communicate learning	Assessment data	
		and formative	scores) in data tables.	(i.e., only some of	
		assessments) using		the data collected) in	
		graphical displays		terms of	
		and data tables to		communicating	
		visually		learning results for	
		communicate		class.	
		learning results (i.e.,			
		charts, bar graphs,			
		titles, labels,			

[SpEd/Setting] Professional Education Programs Running head: [CONTENT NAME] Candidate Work Sample meaningful representation). The special education The special education The special education 15. Analysis of CEC-ITP 4.4: Beginning The special education candidate showed candidate showed candidate showed candidate did not show assessment special education results: exceptional proficiency **proficiency** in engaging developing proficiency proficiency in engaging professionals engage in engaging students Discussion students with students with in engaging students individuals with communicates with exceptionalities to exceptionalities to work with exceptionalities to exceptionalities to work exceptionalities to work results by work toward quality toward quality learning and work toward quality toward quality learning toward quality learning standard/ learning and performance and provide learning and and performance and and performance and performance and provide objective, feedback to guide them by: performance and provided little to no including which feedback to guide them provide feedback to feedback to guide provide feedback to Analyzing and pre/post guide them by: them. by: communicating how the guide them. assessment Analyzing and assessment results met Analyzing or auestions or ISCI 4 S4 communicating the standards/ IEP communicating how objectives by identifying performance assessments results ISCI 4 S8 which assessment tasks students results demonstrated some questions or performed by were more or that specific IEP performance tasks that standard/IEP less successful objectives were met students were more or objective by with completing. by identifying all the less successful in identifying few [Attribute: auestions or completing. auestions or **Breadth1** performance tasks performance tasks that students were that students were (InTASC 6I) more or less more or less successful with successful with completing. completing. CEC-ITP 4.2: Beginning Based on the analysis of Based on the analysis of Based on the analysis of The special education 16. Interpretation special education assessment results, the assessment results, the assessment results, the candidate did not of assessment professionals use demonstrate special education special education candidate special education **results** in terms knowledge of candidate demonstrated demonstrated proficiency in candidate demonstrated proficiency in interpreting learning results of growth/ exceptional proficiency interpreting learning measurement principles developing proficiency learning/ and practices to interpret in interpreting learning through the use of in interpreting learning results based on the results through the use achievement. assessment results and measurement principles and results through the use analysis of assessment [Attribute: guide educational of measurement practices. of measurement results. principles and practices. Clarity] decisions for individuals principles and practices. • The candidate demonstrated this by with exceptionalities. • The candidate • The candidate (InTASC 6c) considering learners' demonstrated this demonstrated this by ISCL4 S5 attainment of considering learners' by **somewhat** ISCL4 S8 attainment of standards/IEP considering learners'

Running head: [CONTENT NAME] Candidate V	ning head: [CONTENT NAME] Candidate Work Sample		
	standards/IEP objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); discussing extended achievement in relation to standards/ IEP objectives of students who excelled on the pre- assessment; and describing possible reasons for the variation in student achievement.	objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); and describing possible reasons for the variation in student achievement.	attainment of standards/ IEP objectives. The candidate conducted a limited reflection of previous learning, which resulted in few changes to instructional delivery.

Part IV/Section 6: Reflections on the Overall Unit: Implications for the Future (InTASC Standards 9, 10) – Indicators 17, 18

Reflect on the instructional process and how the students' results will help improve your teaching performance. Use examples from your student teaching experience and the delivery (during and after) of this unit to support your reflection.

- What **conversations** have you had with your mentor teacher, related services personnel, other colleagues, community agencies staff, and families or other resources to **positively impact** your identified student learners?
- What are other ways you could **modify** your practice to **improve student learning**?
- Should other progress monitoring assessments or student learning data be considered?

EVALUATION – Section 6: Reflections on the Overall Unit: Implications for the Future – Indicators 17, 18, 19

InTASC Standards 9 and 10 – Category IV						
Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet	
					Criteria = 0	
17. Reflection on	CEC-ITP 6.1: Beginning	The special education	The special education	The special education	The special education	
advancing	special education	candidate demonstrated	candidate demonstrated	candidate demonstrated	candidate did not	
instruction to	professionals use	exceptional proficiency	proficiency in using	developing proficiency	demonstrate	
improve student	professional Ethical	in using professional	professional Ethical	in using professional	proficiency in using	
learning.	Principles and	Ethical Principles and	Principles and Professional	Ethical Principles and	professional Ethical	

[SpEd/Setting] Professional Education Programs Running head: [CONTENT NAME] Candidate Work Sample **Professional Practice** Practice Standards to guide [Attributes: **Professional Practice Professional Practice** Principles and Clarity and Standards to guide their Standards to guide their their teaching practice by: Standards to guide their **Professional Practice** Meaningfulness] practice. teaching practice by: Somewhat clearly and teaching practice by: Standards to guide **Extremely clearly** meaningfully modifying Not clearly or their teaching practice ISCI 6 S1 (InTASC 9c; 9g) and meaningfully instructional delivery of a meaningfully by not modifying ISCI 6 S9 instructional delivery modifying unit or individual lessons modifying of a unit or individual instructional delivery and using evidenceinstructional delivery lessons or using of a unit or individual based practices to of a unit or individual lessons and using improve student lessons or using evidence-based practices to improve evidence-based learning, re-teaching evidence-based student learning. practices to improve content that proved practices to improve student learning, reunsuccessful. student learning, reteaching content teaching content that proved that proved unsuccessful. unsuccessful. 18. Reflections CEC-ITP 7.3: Beginning The special education The special education The special education The special education regarding special education candidate showed candidate showed candidate showed candidate did not connection professionals use exceptional proficiency proficiency in using developing proficiency show proficiency in between collaboration to promote in using collaboration to collaboration to promote the in using collaboration to using collaboration to successful the well-being of promote the well-being well-being of children with promote the well-being promote the wellindividuals with of children with disabilities by: of children with being of children with student learning disabilities and their exceptionalities across a and positive disabilities by: Describing the disabilities by: collaborative wide range of settings Briefly describing (or families Describing the importance of and collaborators. relationship with importance of establishing positive summarizing) the mentoring collaborative establishing positive importance of teacher, other ISCI 7 S3 collaborative relationships with establishing positive school ISCI 7 S9 relationships with mentor teachers, school collaborative colleagues, colleagues, related mentor teachers, relationships with families, school colleagues, services personnel, mentor teachers, community related services families, and/or school colleagues, organizations or personnel, families. community organizations related services to support children with online personnel, families, and/or community and/or community resources. organizations to disabilities and their support children with [Attribute: families organizations to Breadth1 disabilities and their support children families. with disabilities and (InTASC 9d; 10d; their families 10e)

Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions

The candidate **must** present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.

- Correct use of grammar
- Correct use of spelling and mechanics
- Writing and flow convey intended meaning

EVALUATION – Writing Quality – Included in all sections for assignment submissions

The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.

Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet
				Criteria = 0
19. Writing	Very few or no patterns	Some patterns of	Many patterns of	The candidate's
Correct use of grammar	of grammatical, spelling,	grammatical, spelling, and/or	grammatical, spelling,	writing is unacceptable
 Correct use of spelling and mechanics 	and/or mechanical	mechanical errors. The	and/or mechanical errors	at this stage because
Writing and flow convey intended meaning.	errors. The candidate's	candidate's writing	which interferes with	there are too many
	writing articulates ideas	articulates ideas with no	meaning. The	errors in syntax and/or
	elaborately with no	interference to meaning.	candidate's writing is	mechanics that
	interference to meaning.		developing at this stage.	significantly interferes
				with meaning.
Number of "1's" for Part IV:				

My Average Score for Part IV out of 18 points possible:

• Must score at least 12 points

TOTAL POINTS POSSIBLE: 66

- Must score at least 44 points
- No more than one "1" in each Part
- No "0" scores