**KEY LICENSURE ASSESSMENT #7: IEP, Transition Plan, and Conferencing Project**

**EARLY CHILDHOOD INTERVENTION SPECIALIST: EDUC 597**

Scoring Guide
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

<table>
<thead>
<tr>
<th>Major Element Statement</th>
<th>Meets Major Element (2)</th>
<th>Developing Major Element (1.5)</th>
<th>Developing Major Element (1)</th>
<th>Unacceptable (0)</th>
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<tbody>
<tr>
<td><strong>Standard 1 – Major Element 1:</strong> Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures and can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</td>
<td>provided a complete set of data regarding the child through which the candidate demonstrated his/her understanding of the similarities AND differences in human development, AND how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures AND can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as a fulfilled contributing member of the community above level 1, but below level 2</td>
<td>provided a limited set of data regarding the child through which the candidate demonstrated some understanding of the similarities AND differences in human development, OR how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures AND can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as a fulfilled contributing member of the community above level 0, but below level 1</td>
<td>neglected to provide any data regarding the child OR provided data regarding the child that demonstrated a lack of any understanding of the similarities AND differences in human development, AND how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures AND can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as a fulfilled contributing member of the community</td>
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**Standard 1 – Major Element 2:** Use knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities.

- developed a comprehensive set of recommendations in the IEP that demonstrated a thorough understanding of how to use learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities
- above level 1, but below level 2
- developed a limited set of recommendations in the IEP that demonstrated some understanding of how to use learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities
- above level 0, but below level 1
- neglected to develop any recommendations in the IEP or developed a set of recommendations in the IEP that demonstrated a lack of any understanding of how to use learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities

**Standard 3 – Major Element 6:** Know relevant philosophies, theories, laws, policies, and the issues of human diversity.

- developed an IEP AND wrote a Transition Plan that demonstrated knowledge of current laws AND policies
- above level 1, but below level 2
- developed an IEP OR wrote a Transition Plan that demonstrated some knowledge of current laws OR policies
- above level 0, but below level 1
- neglected to develop an IEP AND write a Transition Plan OR developed an IEP AND wrote a Transition Plan that demonstrated the lack of any knowledge of current laws AND policies

**Standard 3 – Major Element 7:** Know principles of evidence-based practice.

- developed an IEP AND wrote a Transition Plan that demonstrated a thorough understanding of the principles of evidence-based practice
- above level 1, but below level 2
- developed an IEP OR wrote a Transition Plan that demonstrated only some understanding of the principles of evidence-based practice
- above level 0, but below level 1
- neglected to develop an IEP AND write a Transition Plan OR developed an IEP AND wrote a Transition Plan that demonstrated the lack of any understanding of the principles of evidence-based practice
| Standard 4 – Major Element 13: Know augmentative and alternative systems, and other assistive technologies to support and enhance communication and learning of individuals with exceptional needs. | developed an IEP AND wrote a Transition Plan that demonstrated knowledge of ways to support and enhance the communication and learning of individuals with exceptional needs | above level 1, but below level 2 | developed an IEP OR wrote a Transition Plan that demonstrated only some knowledge of ways to support and enhance the communication and learning of individuals with exceptional needs | above level 0, but below level 1 | neglected to develop an IEP AND write a Transition Plan OR developed an IEP AND wrote a Transition Plan that demonstrated the lack of any knowledge of ways to support and enhance the communication and learning of individuals with exceptional needs |
| Standard 4 - Major Element 14: Select, adapt, and create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, and to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the life span | developed an IEP **AND** wrote a Transition Plan that demonstrated thorough knowledge as to how to select, adapt, **AND** create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, **AND** to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the span from preschool to kindergarten | above level 1, but below level 2 | developed an IEP **OR** wrote a Transition Plan that demonstrated only some knowledge as to how to select, adapt, **OR** create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, **OR** to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the span from preschool to kindergarten | above level 0, but below level 1 | neglected to developed an IEP **AND** write a Transition Plan **OR** demonstrated the lack of any knowledge as to how to select, adapt, **AND** create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, **AND** to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the span from preschool to kindergarten |
### Standard 4 – Major Element 16: Develop long-range individualized instructional plans anchored in both general and special education curricula, and systematically translate individualized plans into shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

- developed an IEP **AND** wrote a Transition Plan that include long-range individualized instructional plans anchored in both general and special education curricula **AND** short-range goals and objectives that take into consideration the individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- above level 1, but below level 2
- developed an IEP **OR** wrote a Transition Plan that includes long-range individualized instructional plans anchored in both general and special education curricula **OR** short-range goals and objectives that take into consideration the individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- above level 0, but below level 1
- neglected to develop an IEP **AND** write a Transition Plan
- developed an IEP **OR** wrote a Transition Plan that neglected to include long-range individualized instructional plans **AND** short-range goals and objectives

### Standard 4 – Major Element 18: Develop & implement individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

- wrote an individualized Transition Plan that would be clearly appropriate **AND** meaningful for the project child in transitioning from preschool to kindergarten
- above level 1, but below level 2
- wrote an individualized Transition Plan that would be only somewhat appropriate **OR** meaningful for the project child in transitioning from preschool to kindergarten
- above level 0, but below level 1
- neglected to write a Transition Plan
- wrote an individualized transition plan that would be clearly inappropriate **AND** not at all meaningful for the project child in transitioning from preschool to kindergarten
<table>
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<tr>
<th>Standard 5 – Major Element 20: Know measurement theory and use multiple types of assessment information for a variety of educational decisions including: referral, eligibility, program planning, instruction, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.</th>
<th>recommendations made in IEP AND Transition Plan are clearly aligned with the assessment information used to make the recommendations</th>
<th>above level 1, but below level 2</th>
<th>recommendations made in IEP OR Transition Plan are only somewhat aligned with the assessment information used to make the recommendations</th>
<th>above level 0, but below level 1</th>
<th>neglected to make any recommendations in IEP AND Transition Plan OR recommendations made in IEP AND Transition Plan are clearly NOT aligned with the assessment information used to make the recommendations</th>
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<tbody>
<tr>
<td>Standard 5 - Major Element 21: Participate on multidisciplinary child-study teams and practice in ways to assure non-biased assessments and decision making.</td>
<td>conferenced intently with cooperating teacher/course instructor to ensure information used to develop IEP AND Transition Plan was non-biased AND that the recommendations included in the IEP AND Transition Plan were non-biased</td>
<td>above level 1, but below level 2</td>
<td>nonchalantly conferenced with cooperating teacher/course instructor to ensure information used to develop IEP OR Transition Plan was non-biased OR that the recommendations included in the IEP OR Transition Plan were non-biased</td>
<td>above level 0, but below level 1</td>
<td>neglected to conference with cooperating teacher/course instructor at anytime to ensure information used to develop IEP AND Transition Plan was non-biased AND that the recommendations included in the IEP AND Transition Plan were non-biased</td>
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<td>Standard 6 - Major Element 24: Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families</td>
<td>was sensitive to the aspects of diversity of individuals with exceptionalities and their families when conducting mock conferencing with course instructor</td>
<td>above level 1, but below level 2</td>
<td>was only somewhat sensitive to the aspects of diversity of individuals with exceptionalities and their families when conducting mock conferencing with course instructor</td>
<td>above level 0, but below level 1</td>
<td>neglected to conference with course instructor</td>
</tr>
<tr>
<td>Standard 7 - Major Element 27: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</td>
<td>collaborated in culturally responsive ways with cooperating teacher, course instructor, <em>AND</em> family member(s) as appropriate</td>
<td>above level 1, but below level 2</td>
<td>only somewhat collaborated in culturally responsive ways with cooperating teacher, course instructor, <em>OR</em> family member(s) as appropriate</td>
<td>above level 0, but below level 1</td>
<td>neglected to collaborate in culturally responsive ways with cooperating teacher, course instructor, <em>AND</em> family member(s)</td>
</tr>
</tbody>
</table>