



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2018

EDSE 544 637: Adapted Instructional Methods and Transition for Secondary Learners
CRN: 21487, 3 – Credits

Instructor: Dr. Linn Jorgenson	Meeting Dates: 03/13/18 – 05/15/18
Phone: (703) 419-0694	Meeting Day(s): Tuesday
E-Mail: ljorgen2@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: By appointment	Meeting Location: Off-campus/Other
Office Location: SUB 1, Room 4211	Other Phone: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None

Co-requisite(s): None

Course Description

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (<http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf>) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard
7. Guest lectures as appropriate

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
4. Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school);
5. Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning;
6. Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC

Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

Test, D. W. (2012). *Evidence-Based Instructional Strategies for Transition. Brookes Transition to Adulthood Series*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Wehman, P. (2011). *Essentials of Transition Planning. Brookes Transition to Adulthood Series*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded

five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

ASSESSMENT 1: Transition Plan with Assistive Technology (40 points)

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

Directions: In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with **one case study** and **one Transition Plan document** (both found on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:

- Complete a thorough review of the case study facts
- Complete all components of the transition planning forms, using specific instructions provided by the instructor
- *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*

PART 1: Present Levels of Performance

- **Transition Assessment Information:**

Interests, strengths/capabilities, and career goals (include training, education, employment, and where appropriate independent living)

- Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
- Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.

PART 2 & 3: Transition Plan & Rationale

- **Measurable Postsecondary Goals:**

- Write *one measurable postsecondary goal* for each domain: **employment, education/training, and independent living skills**. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an “I will” statement. These goals should be based on the student’s interests, preferences, and strengths.
- Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of **TWO** peer-reviewed journal articles) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
 - What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals?
 - How could that technology be integrated into the instruction in a natural and meaningful way?
- **Ensure that *each* postsecondary goal is based on an age appropriate transition assessment** (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.

- **Short-Term Transition Objectives:**

- Write *one* short-term objective or benchmark for each of the following: **employment, education/training, and independent living skills**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
- At least **TWO** of your objectives must contain a form of appropriate augmentative/assistive communication or assistive technology as a component.
- You may want to consider the following questions:
 - What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
 - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
 - What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
 - What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
 - What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

- **School and Post-Secondary Services:**
 - Identify a minimum of **two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board).
 - Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT).

- **Rationale:**
 - In addition to identifying goals, objectives, activities, and services, you are required to write a **DETAILED** analysis within the Transition Plan document (i.e., the right-hand column labeled “Rationale”) which outlines a comprehensive, longitudinal individualized program for your secondary student, including:
 - A justification for the services selected. Relate the level of support to the needs of the student. Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
 - Do you recommend a job coach? Enclave? Any other special support?
 - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.
 - A detailed explanation of resources, techniques, and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
 - Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

***NOTE:** All materials for this assignment will be posted on Blackboard for your reference.

College Wide Common Assessment (TK20 submission required): N/A

Performance-based Common Assignments (No Tk20 submission required.):
N/A

Other Assignments: N/A

ASSESSMENT 2: Site Visit to a Community Agency or School Resource That Facilitates Transition Skills (15 points)

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your “lens” for this visit should be, *“What opportunities exist for youth with mild disabilities through this avenue during and/or after high school?”* Include copies of materials available at the center, agency, or office. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor.

Your write up **MUST** include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

NOTE: Please use the template provided on Blackboard to complete your paper. It may be helpful to write-up your questions ahead of time and have them available to submit with your paper. The length of this paper should range between **6-8 pages double-spaced** (not including references and appendices).

Other Assignments/Fieldwork Experience

ASSESSMENT 3: Quiz on Online Modules (15 points) – In class quiz, review modules according to syllabus.

The Center for Change in Transition Services training modules will give you a comprehensive knowledge base to develop IEPs that are in compliance with state and federal regulations and to develop transition plans that will help students achieve their goals. The modules offer practitioners an opportunity to examine current IEPs using the Indicator 13 Checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC), review the seven

components required for transition services, view examples of each component and see suggestions for documentation in an IEP.

Directions:

Go to <http://nextsteps-nh.org/transition-iep-requirements/> and click on each of the 7 modules listed below. Each module is listed on the left hand side of the screen. After reviewing all 7 modules (reading text and watching videos on each page), you will **complete a quiz** on in class which will assess your understanding of the text and videos posted. Feel free to bring notes from your review to utilize in class.

The 7 modules are as follows:

- ~ Age Appropriate Transition Assessments
- ~ Measurable Postsecondary Goals
- ~ Courses of Study
- ~ Transition Services
- ~ Annual IEP Goals
- ~ Student Invitation
- ~ Invitation of Agency Representative

ASSESSMENT 4: Transition Assessment Presentations (20 points)

Each group will present on one of the following topics covering alternative and alternate assessments. Presentations should provide a detailed overview of the topic as well as examples. Each group presentation should last approximately 40 minutes in length. Topics will be assigned by the instructor.

Topics will include:

- ~ Virginia Alternate Assessment Program (VAAP)
- ~ Virginia Substitute Evaluation Program (VSEP)
- ~ Virginia Grade Level Assessment (VGLA)
- ~ Virginia Modified Achievement Standards Test (VMASST)*
- ~ Armed Services Vocational Aptitude Battery (ASVAB)

ASSESSMENT 5: Attendance, Participation, and Reading Checks (15 points)

Participation includes the asking of questions and participation in interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings.

Reading checks may be given during any class session to assess your preparation for that day's discussion. Be aware that any points earned through classroom activities during a time of absence will **NOT** be earned and cannot be made up.

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **One absence will result in 0 points deducted from your overall grade. Two absences will result in a loss of 11 points; three or more absences will result in a loss of 21 points. Repeated tardiness and/or leaving early will result in a loss of 3 points per incidence. If you have perfect attendance throughout the semester, you will receive 1 extra credit point.** Please notify me *in advance* by email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, tweeting, working on documents, etc. Please be *fully* present in class ☺

Participation.

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities can not be made up.**

Quality participation includes:

- (a) Arriving on time, including back from break(s),
- (b) Staying in the classroom/activity area for the duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means)
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus

Points for class attendance and participation are positively impacted by:

1. Attending class and being psychologically available to learn,
2. Completing and handing in all class assignments,
3. Participating in class discussions/activities,
4. Thoughtfully contributing to class discussions,
5. Listening to the ideas of other peers, and
6. Demonstrating an enthusiasm for learning.

Participation points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are also deducted for a lack of digital etiquette during class sessions.

***NOTE:** All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you will be required to document your work with the GMU Writing Center during this course to improve your skills

SUMMARY OF ASSESSMENTS

Assessment	Requirement	Individual	Small Group	Total Points	Due Date
1	Transition Plan		X	40	5/15
2	Site Visit	X		15	5/1
3	Quiz on Online Modules	X		15	5/8
4	Presentations		X	20	4/10& 4/17
5	Attendance, Participation, Reading Checks	X		10	Throughout
Total Points: 100					

Late Work

All assignments are due on the dates indicated. Consult with me *in advance* if there is an emergency. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension.

Other Requirements: N/A

Grading Scale

95-100% = A
90-94% = A-
80-89% = B
70-79% = C
< 70% = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Be sure to come to class prepared with the week’s handouts electronically downloaded or as hard copies (whichever works best for you).

<u>Meeting & Date</u>	<u>Topic</u>	<u>Readings to be done in advance of <i>this</i> class</u>	<u>Assignments Due on Blackboard by 4:30pm on <i>this</i> date</u>
<u>1</u> <u>3/13</u>	<u>Be prepared to review syllabus</u>	<u>None</u>	<u>None</u>

<u>Meeting& Date</u>	<u>Topic</u>	<u>Readings to be done in advance of <i>this</i> class</u>	<u>Assignments Due on Blackboard by 4:30pm on <i>this</i> date</u>
<u>2</u> <u>3/20</u>	<u>From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond*</u> <u>Career goals</u> <u>Foundations of Transition Planning Students and Families</u>	<u>Test 1, Wehman 1,2, &3</u>	
<u>3</u> <u>3/27</u>	<u>NO CLASS</u>		
<u>4</u> <u>4/3</u>	<u>Transition Assessment</u> <u>Career goals, diploma options, curriculum, post school options</u> <u>Transition team Data collection, writing the plan, community considerations, informal/formal assessment</u>	<u>Wehman 4, 5& 6, Test 2</u>	
<u>5</u> <u>4/10</u>	<u>Interagency planning, cooperative collaborations, student focused planning</u>	<u>Wehman 7, Test 5</u>	<u>Transition Assessment Presentations</u>
<u>6</u> <u>4/17</u>	<u>Employment, community based choices, vocational education</u>	<u>Wehman 8, Test 6</u>	<u>Transition Assessment Presentations</u>
<u>7</u> <u>4/24</u>	<u>TRANSITION ASSESSMENT</u>	<u>Independent work on transition assessment/Take module assessment</u>	
<u>8</u> <u>5/1</u>	<u>Funding resources, community training and employment support programs, life skills</u>	<u>Test 7</u>	<u>Site Visit Paper</u>
<u>9</u> <u>5/8</u>	<u>Modules Quiz- in class</u>	<u>Review 7 modules</u> <u>http://nextsteps-nh.org/transition-iep-requirements</u> <u>'You may bring notes to class upon review of the modules for the in class quiz</u>	<u>Remember: You will review modules ahead of this class and bring any notes helpful to you for the in class quiz</u>

<u>Meeting& Date</u>	<u>Topic</u>	<u>Readings to be done in advance of <i>this</i> class</u>	<u>Assignments Due on Blackboard by 4:30pm on <i>this</i> date</u>
<u>10 5/15</u>	<u>Group Presentations</u>	<u>None</u>	<u>Transition Plan</u>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix
Assessment Rubric(s)

Transition Plan Rubric

<i>Component</i>	<i>Points</i>
PLOP Summary	/3
Use of Transition Assessment and Testing Data to Justify Decisions	/5
Postsecondary Transition Goals 3 total: Employment, Education/Training, and Independent Living.	/5
Short Term Transition Objectives 3 total: Employment, Education/Training, and Independent Living.	/5
Evidence-Based Practices to Support All 3 Goals Taken from at least 2 peer-reviewed journal articles	/5
Recommended Experiences & Activities Within the school and the community	/4
School and Post-Secondary Services 2 post-secondary resources AND 1 in-school employment preparation option	/4
Assistive Technology Incorporation 2 Short-Term Transition Objectives must have an A.T. component	/3
Rationale for Decisions and Depth of Analysis The Right-Hand Column of the TP Form	/6
TOTAL	/40

Site Visit Rubric

<u>COMPONENT</u>	<u>DESCRIPTION</u>	<u>POINTS</u>
Clear description of facility & populations served	<ul style="list-style-type: none"> → What opportunities does this site offer? → What are the facilities like? → How many individuals attend the site? → What populations does the site serve? → How does an individual gain access to the site? → What are some of the unique features of the site? 	/ 2
Contact person identified & rationale of interview questions asked	<ul style="list-style-type: none"> → Name → Position Held → How long have they worked at the site? → Explain your rationale for selecting the questions that you asked 	/ 1
Description of services offered at the site	<ul style="list-style-type: none"> → What services are available at the site? Give a description of each. 	/ 2
Impressions of utility for Students/adults with disabilities	<ul style="list-style-type: none"> → In your opinion (with details to substantiate your views), is this site providing something useful to students/adults with disabilities? → If yes, describe what you believe the utility to be. → If no, describe why not and state what you would change in order to make it more useful and effective. 	/ 1
Samples of materials from site visit are included	<ul style="list-style-type: none"> → Include any brochures or other materials that you can pick up. 	/ 1

<p>Explicit linkages made to course content/text</p>	<p>→ How do the services offered at this site fit into the programs and options we have discussed thus far?</p> <p>→ You should make at least three specific references to the textbook AND course content (a total of three which can be a combination of textbook and course lectures). All references MUST be accompanied with citations.</p>	<p>/ 4</p>
<p>Synthesis</p>	<p>→ What did you think was being done well at the site? Why?</p> <p>→ What did you think needed to be improved upon at the site? Why?</p>	<p>/ 4</p>
<p>TOTAL</p>		<p>/ 15</p>

Group Presentation Rubric

COMPONENT	DESCRIPTION	POINTS
Assessment Description	<p>(NOTE: 1 point each)</p> <p>Clear and accurate description of the assessment including:</p> <ol style="list-style-type: none"> 1) Eligible students 2) Conditions for administration 3) Scoring procedures 4) Research behind this option (does the assessment reflect current and confirmed research in transition and alternative assessment?) 5) What the results mean 6) Strengths and weaknesses of this assessment 7) What type of instruction is required to be prepared for this assessment, if any? 	/ 7
Collaborative Effort	<p>(NOTE: 1½ point each)</p> <p>-Each group member has a clear and important role for the presentation and demonstrates full knowledge of the assessment content with explanations and elaboration.</p> <p>-All group members reflect poise, clarity, knowledge and enthusiasm</p>	/ 3
Class Handout	Provide a handout to the class which includes a summary of information on salient points from your assessment	/ 3

COMPONENT	DESCRIPTION	POINTS
Presentation	<p>(NOTE: ½ point each)</p> <ul style="list-style-type: none"> -Presentation includes a unique, visually memorable mode of presentation (power-point, role play, video, game, mnemonics, activity, music, or any combination of these or other). Be creative! -Presentation involves at least one interactive activity which promotes whole class participation and discussion. -Presentation is clear, cohesive, accurate, and presents information in a logical sequence. -Presentation is 40 minutes in length 	/ 2
TOTAL		/ 15