

**SHORTWOOD TEACHERS' COLLEGE- EDUCATION DEPARTMENT**  
**TEACHING STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION**  
**RUBRIC- ASSIGNMENT # 2- PORTFOLIO (60%)**

Student: \_\_\_\_\_

Lecturers: \_\_\_\_\_

<b>Assessment Criteria</b>				
<b>Overview</b>	7-8 marks	5-6 marks	3-4 marks	0-2 mark
	A contextual overview of special education in Jamaica is provided. The overview includes: a referenced definition of special needs and an exploration of two (2) current developments in the area.	A satisfactory overview of special education in Jamaica is provided. The overview includes: a referenced definition of special needs and an exploration of at least two (2) current developments in the area.	An adequate overview of special education in Jamaica is provided. The overview includes: a referenced definition of special needs and an exploration of one (1) current development in the area.	An overview is provided however, it does not include all the requirements.
<b>Reflections</b>	14-16 marks	9-13 marks	4-8 marks	1-3 marks
	Four (4) in-depth unit reflections are provided. Each reflection should include: an overview of the unit, changing perceptions relating to your role as a facilitator in an inclusive classroom and actions you will take in light of one specific role as a teacher within the Jamaican context.	Three to four (3-4) unit reflections are provided. Each reflection should include an overview of the unit, changing perceptions relating to your role as a facilitator in an inclusive classroom and actions you will take in light of one specific role as a teacher within the Jamaican context. There are varying degrees of depth and clarity.	Two to three (2-3) unit reflections are provided. Each reflection should include an overview of the unit, changing perceptions relating to your role as a facilitator in an inclusive classroom and actions you will take in light of one specific role as a teacher within the Jamaican context. There are varying degrees of depth and clarity.	One (1) unit reflection is provided. The reflection should include an overview of the unit, changing perceptions relating to your role as a facilitator in an inclusive classroom and actions you will take in light of one specific role as a teacher within the Jamaican context. OR Reflections are provided but they do not meet the requirements of the task.

<b>Lesson Plan</b>	10-12 marks	7-9 marks	4-6 marks	0-3 mark
	Two clear and in-depth lesson plans are provided for two different specified grade levels. Each plan should include a detailed profile of the learner, three specific objectives, developmental activities and assessment task/s relevant to the process, content and product.	Two satisfactory lesson plans are provided for two different specified grade levels. Each plan includes a profile of the learners, at least two (2) specific objectives, developmental activities and assessment task/s relevant to the process, content and product.	One adequate lesson plan is provided for a specific grade level. The plan should include a detailed profile of the learners, three specific objectives, development activities and assessment task/s relevant to the process, content and product.	Lesson plans lacked specificity.
<b>Definition/Identification of Exceptionalities</b>	4 marks	3 marks	2 marks	0-1 mark
	Referenced definition of the term exceptionality <b>OR</b> reasoned definition supported by at least one reference.  Identification of exceptionality indicating 3-4 characteristics from the case relevant to the identified exceptionality.	Reasoned definition of the term exceptionality supported by references.  Identification of exceptionality indicating 2-3 characteristics from the case relevant to the identified exceptionality.	Reasoned definition of the term exceptionality supported by references.  Identification of exceptionality indicating 2-3 characteristics from the case relevant to the identified exceptionality.	Reasoned definition of the term exceptionality without reference.  Identification of exceptionality indicating 1 characteristic from the case relevant to the identified exceptionality.
<b>Referral Process</b>	8-10 marks	6-8 marks	3-5 mark	0-2
	Sequential, full and in-depth description of the steps involved in the development of the Individualized Education Plan for Dwayne.  Full and clear description of the role of individuals,	Sequential and satisfactory description of the steps involved in the development of the Individualized Education Plan for Dwayne.  Satisfactory description of the role of individuals, institutions and agencies in 2-3 of the steps.	Sequential and adequate description of the steps involved in the development of the Individualized Education Plan for Dwayne  Adequate description of the role of individuals, institutions and agencies in 1-2 of the steps. <b>OR</b>	Inadequate description of the role of individuals, institutions and agencies.

	institutions and agencies in 3-4 of the steps.		Description of the process lacks depth and sequence. The information regarding the agencies, individuals and institutions are inappropriate.	
<b>Directory of 3 Agencies</b>	3 marks	2 marks	1 mark	0
	List of three (3) Jamaican agencies with full and in-depth information outlining contact information, the specific age catered to and the specific services that they provide for persons with exceptionalities.	List of two (2) Jamaican agencies with satisfactory information outlining contact information, the specific age catered to and the specific services that they provide for persons with exceptionalities.	List of one (1) Jamaican Agency with adequate information outlining contact information, the specific age catered to and the specific services that they provide for persons with exceptionalities.	No directory was presented.
<b>References</b>	2 marks	1.5 marks	1 mark	0-1/2 mark
	Five (5) or more references are cited. All references are correctly cited and listed according to the APA 6 <sup>th</sup> Edition style	At least (5) references are cited. Three-four (3-4) are listed according to the APA 6 <sup>th</sup> Edition style.	Less than five (5) references are cited but not correctly referenced. One-two (1-2) are listed according to the APA 6 <sup>th</sup> Edition style.	References are cited, but not according to the APA 6 <sup>th</sup> Edition style. <b>OR</b> No references are cited and there is no reference page.
<b>Language</b>	5 marks	3-4 marks	2 marks	1/2- 1 mark
	Work is well written, uses clear and logical paragraphs to present relevant points. Consistently spells and uses grammar and punctuation correctly. Language errors are negligible and do not detract from the overall presentation.	Work is generally well written, ideas are organized in a fairly structured manner. Limited grammatical and spelling errors	Work is adequately written; more effective structuring of ideas is needed in some areas. Less than 10 grammatical and spelling errors.	Work is not well written; ideas are not presented in a structured manner. More than ten (10) grammatical and language errors.

Comments: \_\_\_\_\_  
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