

M.Ed. Advanced Studies

Critical Assessment # 6: Teacher Inclusion Checklist Grading Rubric  
Final Project.

The purpose of this final project is to apply the knowledge and skills you have learned to prepare you for future work in the classroom. Create a realistic inclusion checklist that can be used by both general education and special educators to help better instruct student with disabilities in included classrooms. This checklist should have about 15-20 items. Pilot your checklist and get feedback from a special educator, general educator and principal and then report your results in a one-page reflection paper. Please make sure you include questions from the following course discussion and chapter topics.

- a. Assessment strategies
- b. Curricular Modifications
- c. Assistive Technology Strategies
- d. Colleague review

Dimension	Target (3)	Acceptable (2)	Unacceptable (1)
1. Assessment Strategies	Clearly depicts the diverse assessment strategies used for including students with disabilities.	Depicts some of the assessment strategies used to include students with disabilities.	Unclear or Missing.
2. Curricular Modifications	Clearly depicts the curricular modifications used for including students with disabilities.	Depicts some of the curricular modifications used for including students with disabilities.	Unclear or missing.
3. Assistive Technology	Clearly discussed the types of Assistive Technology used in the inclusive classroom.	Depicts a few of the assistive technologies being used in the classroom.	Unclear or missing.
4. Reviewed by Principal, General and Special Education Teachers	Stated the suggestions given by the principal, special education, and general education teacher.	Omitted one of the reviewers and stated the others' suggestions.	Did not have the checklist reviewed.
5. Critique on the lesson plan process	Clearly critiqued in a one-page paper the process involved in the creation of the inclusion checklist.	Critiqued the process involved but left out pertinent facts.	Minimally critiqued the process involved.

5 components are described. A score of 1, 2, or 3 may be given for each component. This would result in an overall score of 5-15 points. A total score of 13-15 is considered Target; a score between 9 - 12 is considered Acceptable; and a score of 8 or below is considered Unacceptable.

**Scoring Criteria**

**13 - 15 points = Target      9 – 12 points = Acceptable      < 9 points = Unacceptable**

**Rubric Key**

1. Learner Characteristics
2. Learning Goals
3. Assessment

