



## **Education Specialist Program**

*Preliminary Credential*

*Signature Assignment for EDSP 480*

*Legal/Historical & Philosophical Exam*

### **Student Learning Outcome(s) Assessed:**

SLO #1: Describes legal, ethical, and historical foundations of special education in a multicultural society.

### **Description of the Signature Assignment**

Candidates will respond in writing to essay-type question/s that require them to identify, discuss, and synthesize information regarding historical foundations, ethical standards, and legal mandates.

### **Directions for Students**

Candidates will respond in writing to an essay-type exam covering historical foundations, ethical principles, and legal mandates. Candidates will have access to course notes and readings as they complete the exam.

Each exam question will be evaluated for evidence of:

- Critical thinking and organization of each response. Answers should cover all components of the question.
- Supporting evidence from reading, lecture and videos. All major points must be cited using APA references within the body of the response. Attach reference list.
- Effective writing style with minimal grammatical errors and use of people first language.
- Final exam must not exceed five pages, typed double spaced. Each response should be clearly labeled.

**Scoring Rubric:**

Student ID No. \_\_\_\_\_

<b>SLO Criteria</b>	<b>4 = Exceeds expectations</b>	<b>3 = Meets expectations</b>	<b>2 = Meets some expectations</b>	<b>1 = Does not meet expectations</b>	<b>0 = Unable to score; incomplete or missing work</b>	<b>Points</b>
<b>Describes historical foundations of special education</b>	Strong analysis and synthesis of 4 historical events or foundations and their impact on special education policy/practices in diverse schools 20 - 16points	Clear and accurate explanations of 4 major historical events or foundations; describes their impact on special education practices in diverse schools 15 - 12 points	Explains at least 4 major historical events or foundations; states or lists their impact on special education practices in diverse schools 11 - 8 points	Lists a few historical events and/or foundations; does not clearly articulate how these impact special education practices 7-4 point	Incorrect or inadequate understanding of the question evidenced 3-0 points	
<b>Describes ethical standards in special education based on 8 CEC principles</b>	Strong and comprehensive demonstration of knowledge of 2 or more CEC ethical principles, and application of these to diverse school settings 20-16 points	Demonstrates knowledge of 2 or more CEC ethical principles; applies these principles to diverse school settings 15-12 points	States or lists 2 or more CEC ethical principles; limited application to diverse school settings 11-8 points	Demonstrates limited knowledge of 1 CEC ethical principle; no application to school settings 7-4 point	Incorrect or inadequate understanding of the question evidenced 3-0 points	
<b>Describes federal legislation (IDEIA, ADA, Section 504 of Vocational Rehabilitation Act, Bilingual Education Act, NCLB)</b>	Demonstrates in-depth knowledge of 5 pieces of federal legislation that impact special education in a multicultural society; clearly articulates the influence of ongoing case law and litigation on federal and state legislation and policies 40 - 32 points	Demonstrates appropriate knowledge of 5 pieces of federal legislation that impacts special education in a multicultural society; discussion of influence of ongoing case law and litigation on federal legislation 31 - 24 points	Demonstrates limited knowledge of 5 pieces of legislation; lists case law and litigation and states its impact on legislation 23 -16 points	Demonstrates limited knowledge of less than 5 pieces of federal legislation; unclear articulation of the role of case law and litigation and its impact on legislation 15-8 points	Incorrect or inadequate understanding of the question evidenced 7-0 points	
<b>SLO Total</b>						<b>/80</b>

Other Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Points
<b>Quality of Writing</b>	Minimal grammatical errors and use of people first language. All major ideas are referenced using APA format. Adherence to 4-5 page double spaced limit. 9-10 points	Few grammatical errors and use of people first language. Most ideas are presented with APA reference. Adherence to 4-5 page double spaced limit. 8-7 points	Few errors in grammar and writing mechanics in every response. Few APA references for ideas presented. Adherence to 4-5 page double spaced limit. 6-5 points	Numerous errors in grammar and writing mechanics. Only one APA reference for each response. 4-3 point	Poor writing quality interferes with the content. No APA references for responses. 2-1 points	
<b>Other Total</b>						/10
<b>Final Total</b>						<b>/ 90</b>

**Legend:**

Total Points	College of Education Assessment Scale Equivalent
<b>64-80</b>	4 (Exceeds Expectations)
<b>48-63</b>	3 (Meets Expectations)
<b>32-47</b>	2 (Meets Some Expectations)
<b>16-31</b>	1 (Does Not Meet Expectations)
<b>15 or below</b>	0 (Can't Score)

**Important Note:** For assessment reporting purposes, "Quality of Writing" is not included in the total 0-4 score calculation.