



**Education Specialist Program**  
*Signature Assignment for EDSP 550*  
*Exam Rubric*

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

SLO #2: Candidate will analyze and synthesize research in special education through written communication.

**Description of the Signature Assignment**

Candidates will respond in writing to an essay-type question that requires them to identify, discuss, and synthesize information regarding key issues in research and practice in the field of special education from across course readings.

**Directions for Students**

The signature assignment will comprise of a non-cumulative essay-type exam at the end of the semester. The exam will cover content from course readings and discussion related to key issues in the field of special education. The exam will be an in-class closed book exam, but students will have access to the assigned course reading list to assist with correct citations.

## Scoring Rubric:

Criteria	5 = Exceeds expectations	4 = Meets expectations	3 = Meets some expectations	2 = Does not meet expectations	1 > Unable to score; incomplete or missing work	Final Score
Critical thinking	Strong analysis and synthesis of key ideas across multiple readings and perspectives, and demonstrates in depth knowledge of major concepts, contributors, and controversies	Evidence of analysis and synthesis across multiple readings and perspectives, and demonstrates in depth knowledge of major concepts, contributors, and controversies,	Some evidence of analysis and synthesis across readings, demonstrates basic knowledge of major concepts, contributors, and controversies	Superficial understanding of content, summary of individual articles with minimal synthesis, minimal knowledge of key issues evidenced	Incorrect or inadequate understanding of the question evidenced	
Supporting evidence from readings	Uses multiple current, relevant sources to support thesis statement and assertions, balanced used of primary and secondary sources including articles and books, supports arguments using appropriate examples/elaboration from readings	Uses appropriate current sources of literature to support thesis statement and assertions, balanced used of primary and secondary sources, supports arguments using examples and elaboration from readings	Thesis statements and arguments are based in the literature. Some seminal citations are missing, and/or uses many secondary and few primary sources	Thesis statements and arguments are not based in the literature, and/or minimal use of evidence, examples, and key ideas from readings, uses many secondary and few primary sources	No evidence of having completed the readings	
Answer related to question	Directly and completely addresses all parts of the question as asked	Addresses all parts of the question	Addresses most but not all parts of the question	Partially addresses the question	Off-topic and incomplete answer	
Writing style	Comprehensive, concise, and well-organized response with minimal grammatical errors. Thesis statement clearly stated with strong, logical arguments presented early in the response. Appropriate use of APA format.	Clearly organized and comprehensive response, uses appropriate APA format with minimal grammatical errors. Includes thesis statement with clear, logical supporting arguments	Some coherence in organization of the response, several grammatical and APA errors. Thesis statement and arguments can be followed.	Poorly organized response, and/or several grammatical and APA errors. Unclear thesis statement with weak supporting arguments.	Numerous grammatical and APA errors; difficult to follow	
<b>Total</b>						

## Legend

Total Points	College of Education Assessment Scale Equivalent
18 - 20	4 (Exceeds Expectations)
16 – 17.9	3 (Meets Expectations)
14 – 15.9	2 (Meets Some Expectations)
12 – 13.9	1 (Does Not Meet Expectations)
< 11.9	0 (Can't Score)