

Aggregated Data Reports

Master of Arts in Special Education			
	Course	Signature Assignment Title	Week Due
PLO 1- Ethics	EDUU 655	Focus Paper on Special Ed. Law	6
PLO 2- Culture	EDUU 519	ELL Lesson	4
	EDUU 560	ELL Lesson	4
PLO 3- Instruction	EDUU 603	Evidence Based Intervention Project	7
PLO 4- Assessment	EDUU 649	Progress Monitoring Assignment	2/8
PLO 5- Behavior	EDUU 602	Social Skills Lesson Plan	8

PLO 1- Ethics – EDUU 655

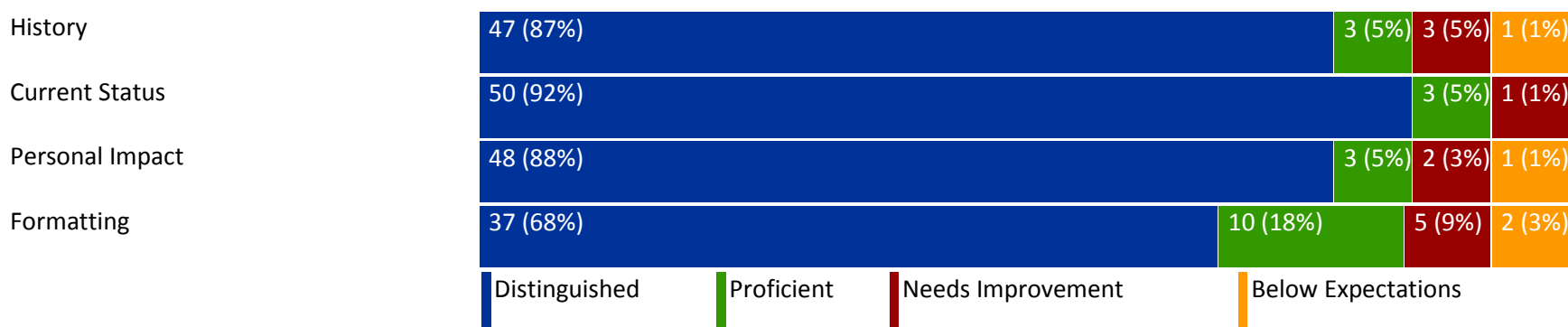
Rubric: EDUU 655: Focus Paper on Special Ed Law

	Distinguished (20 pts)	Proficient (15 pts)	Needs Improvement (10 pts)	Below Expectations (5 pts)	Mean	Mode	Stdev
Introduction	49	4	1	0	19.44	20	1.84
History	47	3	3	1	18.89	20	3.14
Current Status	50	3	1	0	19.54	20	1.74
Personal Impact	48	3	2	1	19.07	20	2.90
Formatting	37	10	5	2	17.59	20	4.05

Introduction

49 (90%)	4 (7%)	1 (1%)
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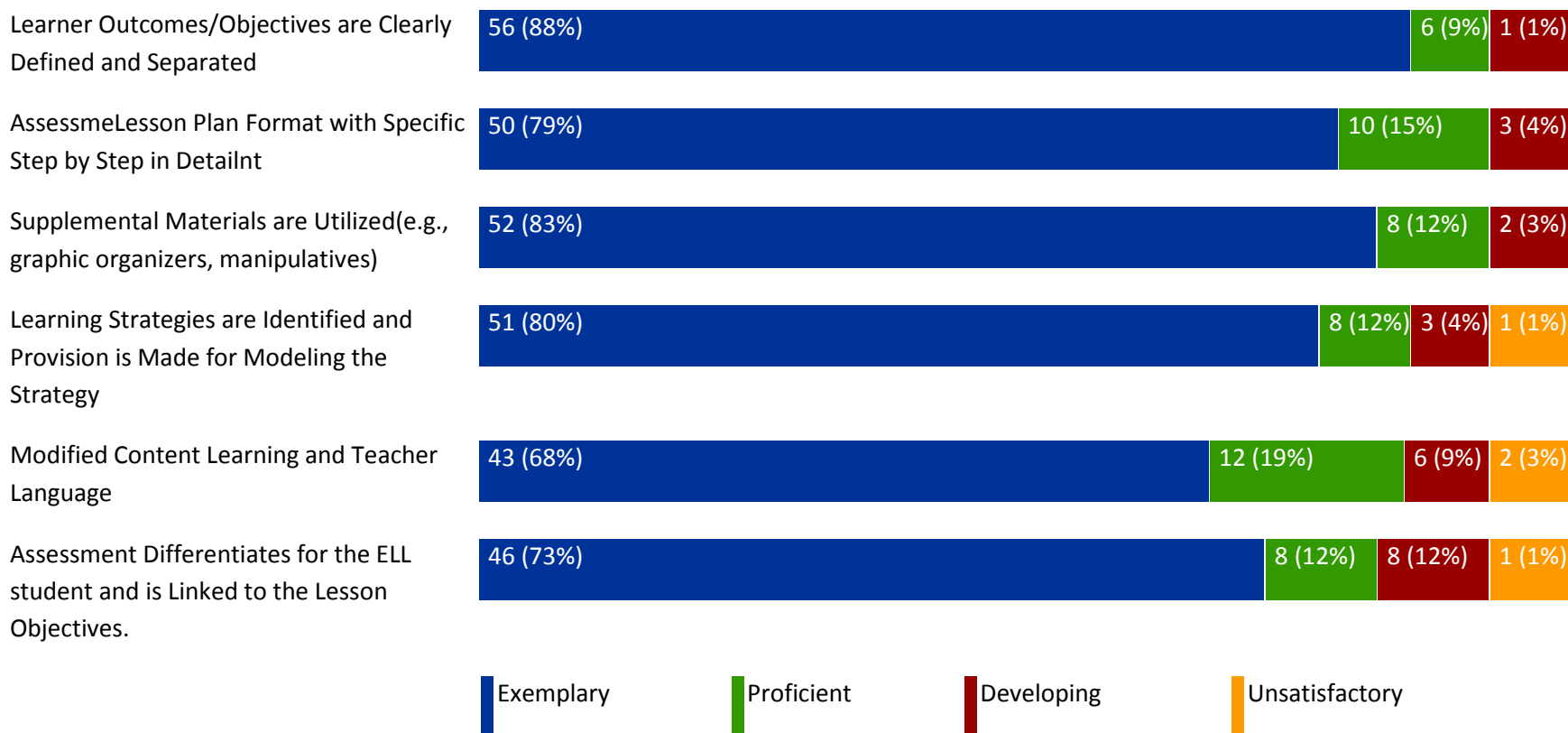
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PLO 2- Culture – EDUU 519 and EDUU 560 ELL Lesson and ELL Lesson

Rubric: EDUU 519: Teaching Students with Mild/Moderate Disabilities - ELL Lesson Plan

	Exemplary (5 pts)	Proficient (4 pts)	Developing (3 pts)	Unsatisfactory (2 pts)	Mean	Mode	Stdev
Learner Outcomes/Objectives are Clearly Defined and Separated	56	6	1	0	4.87	5	0.38
AssessmeLesson Plan Format with Specific Step by Step in Detailnt	50	10	3	0	4.75	5	0.53
Supplemental Materials are Utilized(e.g., graphic organizers, manipulatives)	52	8	2	0	4.81	5	0.47
Learning Strategies are Identified and Provision is Made for Modeling the Strategy	51	8	3	1	4.73	5	0.62
Modified Content Learning and Teacher Language	43	12	6	2	4.52	5	0.79
Assessment Differentiates for the ELL student and is Linked to the Lesson Objectives.	46	8	8	1	4.57	5	0.77









Rubric: EDUU 560: Teaching Students with Moderate/Severe Disabilities - ELL Lesson Plan

	Exemplary (5 pts)	Proficient (4 pts)	Developing (3 pts)	Unsatisfactory (2 pts)	Mean	Mode	Stdev
Learner Outcomes/Objectives are Clearly Defined and Separated	22	1	0	1	4.83	5	0.62

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Lesson Plan Format with Specific Step by Step in Detail	20	4	0	0	4.83	5	0.37
Supplemental Materials are Utilized(e.g., graphic organizers, manipulatives)	21	3	0	0	4.88	5	0.33
Learning Strategies are Identified and Provision is Made for Modeling the Strategy	23	1	0	0	4.96	5	0.20
Modified Content Learning and Teacher Language	18	5	0	1	4.67	5	0.69
Assessment Differentiates for the ELL student and is Linked to the Lesson Objectives.	19	2	1	1	4.70	5	0.75

Learner Outcomes/Objectives are Clearly Defined and Separated							
Lesson Plan Format with Specific Step by Step in Detail							
Supplemental Materials are Utilized(e.g., graphic organizers, manipulatives)							
Learning Strategies are Identified and Provision is Made for Modeling the Strategy							
Modified Content Learning and Teacher Language							
Assessment Differentiates for the ELL student and is Linked to the Lesson Objectives.							



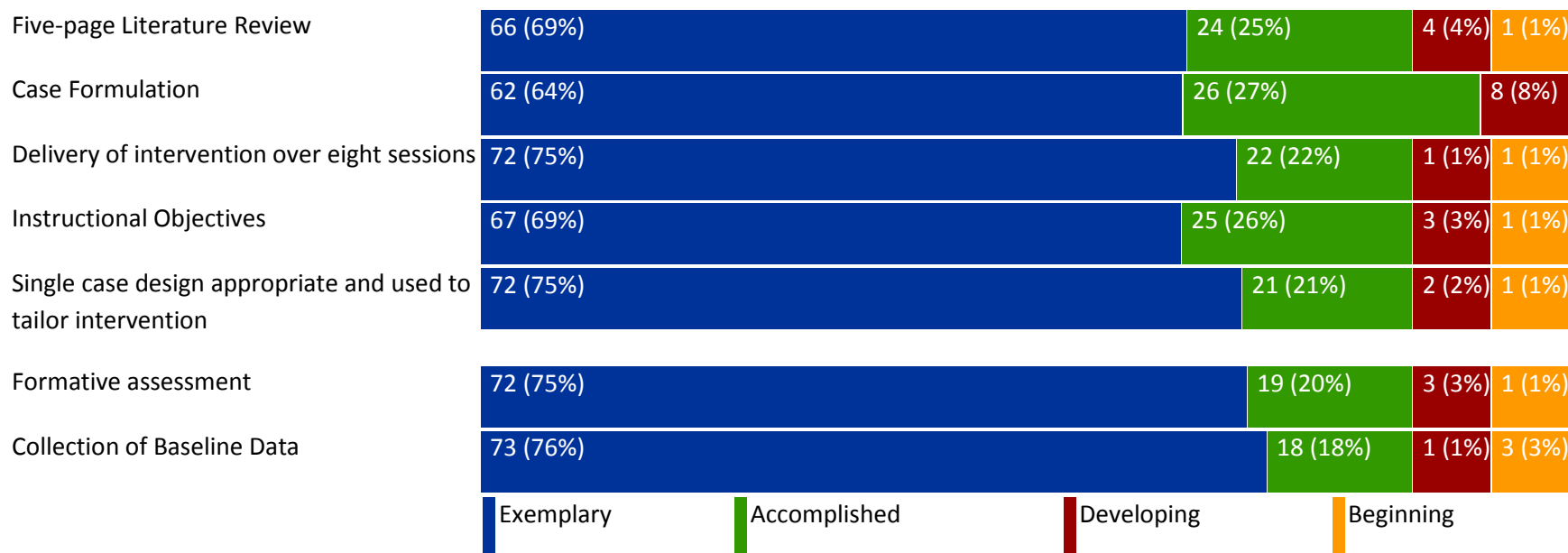
PLO 3- Instruction - EDUU 603 Evidence Based Intervention Project

Rubric: EDUU 603 Rubric

	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Final paper with results included and correctly formatted.	59	26	10	1	3.49	4	0.72
Figures developed and placed appropriately in paper	73	18	4	3	3.64	4	0.70
Five-page Literature Review	66	24	4	1	3.63	4	0.62
Case Formulation	62	26	8	0	3.56	4	0.64
Delivery of intervention over eight sessions	72	22	1	1	3.72	4	0.53
Instructional Objectives	67	25	3	1	3.65	4	0.59
Single case design appropriate and used to tailor intervention	72	21	2	1	3.71	4	0.56
Formative assessment	72	19	3	1	3.71	4	0.58
Collection of Baseline Data	73	18	1	3	3.69	4	0.65



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 appropriately in paper



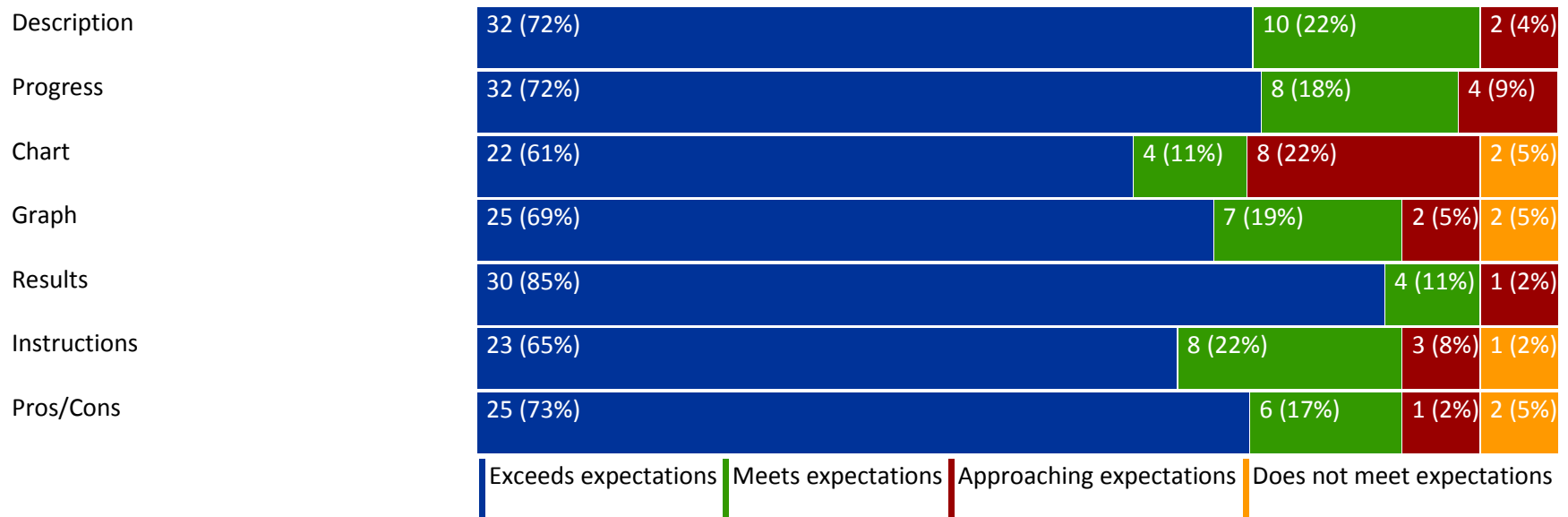
PLO4- Assessment - EDUU 649 Progress Monitoring Assignment

Rubric: EDUU 649: Progress Monitoring Assignment

	Exceeds expectations (5 pts)	Meets expectations (4 pts)	Approaching expectations (3 pts)	Does not meet expectations (1 pts)	Mean	Mode	Stdev
Description	32	10	2	0	4.68	5	0.55
Progress	32	8	4	0	4.64	5	0.64
Chart	22	4	8	2	4.22	5	1.13

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Graph	25	7	2	2	4.47	5	1.01
Results	30	4	1	0	4.83	5	0.45
Instructions	23	8	3	1	4.49	5	0.87
Pros/Cons	25	6	1	2	4.53	5	1.01



PLO 5- Behavior- EDUU 602 Social Skills Lesson Plan

Rubric: EDUU 602 Rubric

	Exemplary (40 pts)	Satisfactory (30 pts)	Emerging (20 pts)	Unsatisfactory (10 pts)	Mean	Mode	Stdev
Explanation: The writer explains rationale for social skills intervention selected relative to specific course materials, ideas, and concepts gleaned from literature review and why these are valid; this work illustrates the writer's general understanding of the basic components used in the selection of evidence-based interventions. The paper follows the current APA formatting. The BODY is 4- 5 pages (not including the cover sheet and reference page).	48	3	0	0	39.41	40	2.35
Behav Obj Target and Functionally Equivalent Replacement Behavior Defined in Objective & Measureable Terms: The writer identifies a single target behavior using objective, measureable terminology AND a functionally equivalent replacement behavior.	40	16	0	0	37.14	40	4.52
Progress Progress Monitoring: The writer applies course information through formative assessment of identified social skill deficit AND functionally equivalent replacement behavior.	45	9	1	0	38.00	40	4.43
Objectives and Benchmarks: One specific instructional objective is included with three short term incremental benchmarks.	39	15	1	0	36.91	40	5.00
Expected Criterion for Replacement Behavior and Conditions Under Which it is Expected: The paper includes explicit, measureable criterion for replacement behavior AND environments and conditions under which it is expected.	43	12	0	0	37.82	40	4.13
Reinforcement Instructional Sequence & Reinforcement: Includes appropriately sequenced instruction AND use of antecedent and consequences (i.e., corrective feedback and reinforcement).	46	9	0	0	38.36	40	3.70

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New Skill Generalization of Newly Acquired Skill: A specific plan, including strategies, is narrated for teaching the child to use the replacement behavior in all relevant environments.

47

7

1

0

38.36 40

4.16

Explanation: The writer explains rational for social skills intervention selected relative to specific course materials, ideas, and concepts gleaned from literature review and why these are valid; this work illustrates the writer's general understanding of the basic components used in the selection of evidence-based interventions. The paper follows the current APA formatting. The BODY is 4- 5 pages (not including the cover sheet and reference page).

48 (94%)

3 (5%)

Behav Obj Target and Functionally Equivalent Replacement Behavior Defined in Objective & Measureable Terms: The writer identifies a single target behavior using objective, measureable terminology AND a functionally equivalent replacement behavior.

40 (71%)

16 (28%)

Progress Progress Monitoring: The writer applies course information through formative assessment of identified social skill deficit AND functionally equivalent

45 (81%)

9 (16%)

1 (1%)

replacement behavior.

Objectives and Benchmarks: One specific instructional objective is included with three short term incremental benchmarks.

39 (70%)	15 (27%)	1 (1%)
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Expected Criterion for Replacement Behavior and Conditions Under Which it is Expected: The paper includes explicit, measureable criterion for replacement behavior AND environments and conditions under which it is expected.

43 (78%)	12 (21%)
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Reinforcement Instructional Sequence & Reinforcement: Includes appropriately sequenced instruction AND use of antecedent and consequences (i.e., corrective feedback and reinforcement).

46 (83%)	9 (16%)
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New Skill Generalization of Newly Acquired Skill: A specific plan, including strategies, is narrated for teaching the child to use the replacement behavior in all relevant environments.

47 (85%)	7 (12%)	1 (1%)
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