

Evaluation Rubric for Special Education Selective Admission

Evaluator's Name: _____

Student's Name (Last, First) _____ GPA _____ Hours Completed _____

ACT/SAT/PRAXIS I : _____ **Admitted to Prof. Ed.:** Yes No **Block I Status:** No Current Complete

Grades: PSY 101 _____ EDTE 200 _____ EDTE 201 _____ EDTE 202 _____

Recommendation: Admit Admit w/Conditions (specify) Deny (please provide reasons)

Evaluator's Signature _____

SCORES: _____ + _____ + _____ = _____

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Interest in, and commitment to special education	Articulation of interest and commitment to special education is individualized/student-centered and clearly focused on facilitating independence by providing specific examples of how and why	Articulation of interest and commitment to special education is somewhat student-centered but somewhat "me" oriented; generically mentions individual and facilitating independence but lacks specificity	Articulation of interest and commitment to special education is vague and/or general (trite); is more "me" focused; neglects "individual" and/or lacks focus on the importance of facilitating independence
Insight into professionalism (personal accountability; value of working w/ others; recognition of personal biases and their impact)	Depicts self as life- long learner; demonstrates self-efficacy (I can) through reflective understanding of what it means to be a life-long professional including collaboration with others, articulates a mature level of diversity understanding/flexibility through recognizing biases and actions to take	Depicts self as life- long learner in general, and/or demonstrates some self-efficacy (I can) but lacks depth of reflective understanding of what it means to be a professional (value of work w/ others or specifics), and/or articulates some diversity understanding or flexibility but lacks actions to accomplish	Depicts self as a short-term learner; and/or does not demonstrate self-efficacy (I can) or reflective understanding of what it means to be a professional; and/or does not articulate multicultural or diversity understanding/flexibility
Professional presentation of application packet (e.g., spelling, grammar, organization of ideas, timely submission of application)	Professional presentation of application demonstrates high level of quality, attention to details and directions; is complete and submitted by deadline. Writing demonstrates high quality of grammar, meaning, organization and spelling	Professional presentation of application demonstrates fair quality, detail, or completeness. Writing contains minor errors in organization and grammar/spelling	Professional presentation of application demonstrates little attention to directions, details, completeness and/or deadline. Writing demonstrates poor organization and meaning and many errors in grammar/spelling