

Evidence-Based Practice Assignment Rubric

	Best Practice is Not Evident 1 PT.	Best Practice is Emerging 2 PT.	Best Practice is Somewhat Evident 3 PT.	Best Practice is Clearly Evident 4 PT.	SCORE
READING (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rationale provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
WRITING (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rationale provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
MATH (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rationale provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	

SPEAKING/ LISTENING (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; assessment; strongly aligns with ongoing instruction and the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
SPEECH/ LANGUAGE (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
SOCIAL (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
MOTOR SKILLS / O.T. (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and	

	ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
ADAPTIVE P.E. (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
DAILY LIVING SKILLS (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not included or does not support the choice of this EPB.	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the Benchmark/Short Term Obj..	
BEHAVIOR (2 EBPs)	Identified EBP does not align with curriculum and student's Benchmark/Short Term Obj.s; does not align with ongoing instruction and assessment; practice is incompletely described; appropriate rationale is not	Identified EBP somewhat aligns to the student's Benchmark/Short Term Obj.s; somewhat aligns with ongoing instruction and assessment; practice is minimally described; rationale is limited and somewhat supports the choice of the EPB for the Benchmark/Short	Identified EBP is aligned to the student's Benchmark/Short Term Obj.s; aligns with ongoing instruction and assessment; the EBP is described; rational provided supports the choice of the EPB for the Benchmark/Short Term Obj.	Identified EBP is strongly aligned to the student's Benchmark/Short Term Obj.s; strongly aligns with ongoing instruction and assessment; the EBP is thoroughly described; the rationale comprehensively supports the choice of the EPB for the	

	included or does not support the choice of this EPB.	Term Obj.		Benchmark/Short Term Obj..	
TOTAL					MAX: 40 pts.

38 - 40 A

35 - 37 A-

32 - 34 B+

29 - 31 B

26 - 28 B -

25 - Below F