**Scoring Rubric for Critical Assignment EEX 6259**

***Cognitive and Metacognitive Strategies Intervention***

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Points Earned:\_\_\_/\_\_\_\_ This Critical Assignment: \_\_\_ Exceeds Expectations \_\_\_ Meets Expectation \_\_\_ Does not Meet Expectations**

**Critical Assignment Title: *Strategies Manual***

**Florida Educator Accomplished Practice:** **EAP a.3.b; a.1.f**

**Description of Critical Assignment:** A Strategies Manual, containing strategies gathered from sources outside of the textbook, and/or written by the student, will be developed. An introduction to the manual providing information to familiarize others (ESE teachers, general educators, parents, adminis­trators, and/or students) with the philosophy, goals, and rationale of the cognitive/metacognitive strategies approach to intervention shall be included. The manual will provide strategies in the following areas: reading, written language expression, mathematics, independent study skills or independent living (transition) skills, and social/behavioral skills. Note: One strategy in each section will be an original strategy. A short intro­duction to each section will be included. Each section will contain a minimum of **five (5)** cognitive or metacognitive strategies. At least three of the five per section shall be from the literature.

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **Exceeds Expectations**  **92-100%** | **Meets Expectations**  **91- 84%** | **Does Not Meet Expectations**  **<83%** |
| **Content of Strategies Manual**  Value = 80%  Points\_\_\_\_\_ | * All parts of the strategy manual are present: * introduction * steps of strategy * rationale * generalization plan * reference section   The required numbers of strategies are provided with no more than three in each section coming from the text or instructor provided resources.   * Original strategies are included in the manual. * Student exceeds expectations by including the following components in their strategy manual: * student products are included * instructional activities or plans for teaching at least one lesson in each section are provided | All parts of the strategy manual are present:   * introduction * steps of strategy * rationale * generalization plan * reference section   The required numbers of strategies are provided with no more than three in each section coming from the text or instructor provided resources.  Original strategies are included in the manual. | Parts of the manual are missing and/or understanding the plan of use or rationale for the strategy requires inference on the reader’s part. |
| **Mechanics**  Value = 20%  Points\_\_\_\_\_ | Text is written with no errors in grammar, capitalization, punctuation, and spelling. | Text is clearly written with little or no editing required for grammar, capitalization, punctuation, and spelling. (no more than 3 errors) | Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required. |