

Peabody College  
Department of Special Education  
Essential Assessments Quality Rubric

<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Parent and Caregiver Interviews</b>	100% of areas listed were completed according to age and ability levels	80% of areas listed were completed according to age and ability levels	50% of areas listed were completed according to age and ability levels	Not addressed
	<b>Birth – 3 Years</b>	<b>3-5 Years</b>	<b>5-22 Years</b>	<b>Multiple Disabilities/ Deafblind</b>
	Interview should include: <ul style="list-style-type: none"> <li>• Type of visual impairment</li> <li>• Onset of visual impairment</li> <li>• Any additional disabilities</li> <li>• ECC area needs/strengths</li> <li>• medical/medication information</li> <li>• Educational strengths/needs</li> <li>• Visual skills</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Type of visual impairment</li> <li>• Onset of visual impairment</li> <li>• Any additional disabilities</li> <li>• ECC area needs/strengths</li> <li>• medical/medication information</li> <li>• Educational strengths/needs</li> <li>• Visual skills</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Type of visual impairment</li> <li>• Onset of visual impairment</li> <li>• Any additional disabilities</li> <li>• ECC area needs/strengths</li> <li>• medical/medication information</li> <li>• Educational strengths/needs</li> <li>• Visual skills</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Type of visual impairment</li> <li>• Onset of visual impairment</li> <li>• Any additional disabilities (i.e., hearing impairment)</li> <li>• ECC area needs/strengths</li> <li>• medical/medication information</li> <li>• Educational strengths/needs</li> <li>• Visual skills</li> </ul>
<b>Teacher and Service Provider (s) Interviews</b>	100% of areas listed were completed according to age and ability levels	80% of areas listed were completed according to age and ability levels	50% of areas listed were completed according to age and ability levels	Not addressed
	<b>Birth – 3 Years</b>	<b>3-5 Years</b>	<b>5-22 Years</b>	<b>Multiple Disabilities/ Deafblind</b>
	Interview should include: <ul style="list-style-type: none"> <li>• Pre-literacy skills</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Pre-literacy skills</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Literacy skills</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Pre-literacy/literacy</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• ECC area strengths/needs</li> <li>• Visual behaviors in natural environment and/or classroom</li> <li>• Other developmental area strength/needs</li> </ul>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• ECC area strengths/needs</li> <li>• Visual behaviors in natural environment and/or classroom</li> <li>• Other educational strengths/concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• ECC area strengths/needs</li> <li>• Visual behaviors in natural environment and/or classroom</li> <li>• Other educational strengths/concerns</li> </ul>	<ul style="list-style-type: none"> <li>• skills</li> <li>• Listening skills</li> <li>• ECC area strengths/needs</li> <li>• Visual behaviors in natural environment and/or classroom</li> <li>• Other educational strengths/concerns</li> </ul>
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	
<b>Child/Student Interviews</b>	100% of areas were completed according to age and ability levels	80% of areas were completed according to age and ability levels	50% of areas were completed according to age and ability levels	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	n/a	Interview should include: <ul style="list-style-type: none"> <li>• Visual, auditory, or tactual difficulties</li> <li>• Educational strengths and needs</li> <li>• ECC strengths/needs</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Visual, auditory, or tactual difficulties</li> <li>• Educational strengths and needs</li> <li>• ECC strengths/needs</li> </ul>	Interview should include: <ul style="list-style-type: none"> <li>• Visual, auditory, or tactual difficulties</li> <li>• Educational strengths and needs</li> <li>• ECC strengths/needs</li> </ul>
<b>Review of Records</b>	100% of areas were completed according to age and ability levels	80% of areas were completed according to age and ability levels	50% of areas were completed according to age and ability levels	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Comprehensive review of records should include: <ul style="list-style-type: none"> <li>• Eye health reports</li> <li>• Clinical low vision evaluation (if available)</li> </ul>	Comprehensive review of records should include: <ul style="list-style-type: none"> <li>• Eye health reports</li> <li>• Clinical low vision evaluation (if available)</li> <li>• ECC information,</li> </ul>	Comprehensive review of records should include: <ul style="list-style-type: none"> <li>• Eye health reports</li> <li>• Clinical low vision evaluation (if available)</li> <li>• ECC information</li> <li>• Academic records</li> </ul>	Comprehensive review of records should include: <ul style="list-style-type: none"> <li>• Eye health reports</li> <li>• Clinical low vision evaluation (if available)</li> </ul>

	<ul style="list-style-type: none"> <li>ECC information,</li> <li>Records from other service providers</li> </ul>	<ul style="list-style-type: none"> <li>Readiness skills information</li> <li>Records from other service providers</li> </ul>	<ul style="list-style-type: none"> <li>District-wide assessment results</li> <li>Records from other service providers</li> </ul>	<ul style="list-style-type: none"> <li>ECC information</li> <li>Academic records</li> <li>District-wide assessment results</li> <li>Records from other service providers</li> </ul>
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Student Observations</b>	100% of areas were completed according to age and ability levels in multiple environments	80% of areas were completed according to age and ability levels in multiple environments	50% of areas were completed according to age and ability levels in multiple environments	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Observations should note: <ul style="list-style-type: none"> <li>Lighting</li> <li>Physical arrangement of natural environment(s)</li> <li>Visual clutter</li> <li>Visual behaviors</li> <li>Learning styles</li> <li>Access to media</li> <li>Home, caregivers, or classroom behaviors</li> </ul>	Observations should note: <ul style="list-style-type: none"> <li>Lighting</li> <li>Physical arrangement of natural environment(s)</li> <li>Visual clutter</li> <li>Visual behaviors,</li> <li>Learning styles,</li> <li>Access to media</li> <li>Classroom behaviors</li> </ul>	Observations should note: <ul style="list-style-type: none"> <li>Lighting</li> <li>Physical arrangement of natural environment(s)</li> <li>Visual clutter</li> <li>Visual behaviors,</li> <li>Learning styles,</li> <li>Access to media</li> <li>Classroom behaviors</li> </ul>	Observations should note: <ul style="list-style-type: none"> <li>Lighting</li> <li>Physical arrangement of natural environment(s)</li> <li>Visual clutter</li> <li>Visual behaviors,</li> <li>Learning styles,</li> <li>Access to media</li> <li>Classroom behaviors</li> </ul>
<b>Appearance of Eyes</b>	Appearance of eyes was addressed in the EA report			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Note any atypical appearance of eyes	Note any atypical appearance of eyes	Note any atypical appearance of eyes	Note any atypical appearance of eyes
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>

<b>Functional Peripheral Field</b>	Preferred visual quadrants was noted in the EA report as appropriate			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Confrontation noted preferred visual quadrants	Confrontation noted preferred visual quadrants	Confrontation noted preferred visual quadrants	Confrontation noted preferred visual quadrants
<b>Color Discrimination</b>	Color discrimination was noted in the EA report			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Informal identification and/or matching was completed	Informal identification and/or matching was completed	Informal identification and/or matching was completed	Informal identification and/or matching was completed
<b>Light Sensitivity</b>	Light sensitivity was noted in the EA report as appropriate			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Observation noted any light sensitivity	Observation noted any light sensitivity	Observation and Student questioning noted any light sensitivity	Observation noted any light sensitivity
<b>Developmental Visual Perception Skills associated with a visual impairment</b>	100% of areas were completed according to age and ability levels	80% of areas were completed according to age and ability levels	50% of areas were completed according to age and ability levels	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind

	n/a	If the student is having difficulty processing information as a result of a visual impairment the following developmental visual perception skills should be assessed: <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Form perception</li> <li>• Figure ground perception</li> <li>• Eye-hand coordination</li> <li>• Imitation of actions</li> <li>• Visual closure</li> <li>• Visual sequencing</li> </ul>	n/a	If the student is having difficulty processing information as a result of a visual impairment the following developmental visual perception skills should be assessed: <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Form perception</li> <li>• Figure ground perception</li> <li>• Eye-hand coordination</li> <li>• Imitation of actions</li> <li>• Visual closure</li> <li>• Visual sequencing</li> </ul>
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Near Acuity and Discrimination</b>	Both functional and formal assessment data was collected according to age and ability level		Only functional assessment data was collected to age and ability level	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Functional near measures should be obtained from objects in the environment and note the following areas: <ul style="list-style-type: none"> <li>• Color of items</li> <li>• Contrast</li> <li>• Size</li> <li>• Distance</li> </ul> Formal Near acuity assessment data should	Functional near measures should be obtained from objects in the environment and note the following areas: <ul style="list-style-type: none"> <li>• Color of items</li> <li>• Contrast</li> <li>• Size</li> <li>• Distance</li> </ul> Formal Near measures should be collected using	Functional near measures should be obtained using textbooks and classroom materials and note the following areas: <ul style="list-style-type: none"> <li>• Distance</li> <li>• Color</li> <li>• Contrast</li> <li>• Size</li> </ul> Formal near measures should be collected using	Functional near measures should be obtained from objects in the environment and note the following areas: <ul style="list-style-type: none"> <li>• Color of items</li> <li>• Contrast</li> <li>• Size</li> <li>• Distance</li> </ul> Formal Near measures should be collected (as

	be collected (as appropriate): <ul style="list-style-type: none"> <li>• Symbol chart,</li> <li>• Preferential looking paddles</li> <li>• Chart/puzzles/cards</li> </ul>	standardized symbol or letter charts (as appropriate)	standardized near letter charts and/or continuous text cards	appropriate): <ul style="list-style-type: none"> <li>• Symbol chart,</li> <li>• Preferential looking paddles</li> <li>• Chart/puzzles/cards</li> </ul>
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Distance Acuity and Discrimination</b>	Both functional and formal assessment data was collected according to age and ability level		Only functional assessment data was collected to age and ability level	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Functional distant measures should be obtained from objects in the environment and note the following areas: <ul style="list-style-type: none"> <li>• Color of items</li> <li>• Contrast</li> <li>• Size</li> <li>• Distance</li> </ul> Formal distant measures should be collected (as appropriate): <ul style="list-style-type: none"> <li>• Symbol chart,</li> <li>• Preferential looking paddles</li> <li>• Chart/puzzles/cards</li> </ul>	Functional distant measures should be obtained from objects in the environment and note the following areas: <ul style="list-style-type: none"> <li>• Color of items</li> <li>• Contrast</li> <li>• Size</li> <li>• Distance</li> </ul> Formal distant measures should be collected using standardized symbol or letter charts (as appropriate)	Functional distant measures should be obtained using various objects in all educational environments and note the following areas: <ul style="list-style-type: none"> <li>• Object</li> <li>• Distance</li> <li>• Color</li> <li>• Contrast</li> <li>• Size</li> </ul> Formal distant measures should be collected using standardized distant letter charts	Functional distant measures should be obtained from objects in the environment and note the following areas: <ul style="list-style-type: none"> <li>• Color of items</li> <li>• Contrast</li> <li>• Size</li> <li>• Distance</li> </ul> Formal distant measures should be collected (as appropriate): <ul style="list-style-type: none"> <li>• Symbol chart,</li> <li>• Preferential looking paddles</li> <li>• Chart/puzzles/cards</li> </ul>
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Depth Perception</b>	Depth perception is noted on the EA report			Not addressed

	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Depth perception is documented through observation and/or demonstration (as appropriate)	Depth perception is documented through observation and/or demonstration (as appropriate)	Depth perception is documented through observation and/or demonstration (as appropriate)	Depth perception is documented through observation and/or demonstration (as appropriate)
	Picks up objects and places in container	Picks up objects and places in container	Mobility observation	Mobility observation (include any mobility device used)
	Catches a ball	Catches a ball	Picks up objects and places in container	Picks up objects and places in container
	Kicks a ball	Kicks a ball	Catches a ball	Catches a ball
		Pours from containers	Kicks a ball	Kicks a ball
			Pours from containers	
<b>Contrast Sensitivity (CS)</b>	CS was assessed and documented on the EA report (normal, decreased, or NA)			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Pediatric contrast test documents CS (as appropriate)	Pediatric contrast test documents CS (as appropriate)	Sensitivity chart documents CS (as appropriate)	Pediatric contrast test documents CS (as appropriate)
<b>Current Media Functioning</b>	100% of areas were completed according to age and ability levels			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Documented assessment results for primary learning skills (auditory, visual,	Documented assessment results for primary learning skills (auditory, visual, tactual) to help	Documented formal assessment (LMA) to access effectiveness and efficiency in	Documented assessment results for primary learning skills (auditory, visual, tactual)

	tactual) and secondary learning skills (gustatory, olfactory, & kinesthetic) to help predict and determine primary mode of learning	predict and determine primary mode of learning	<ul style="list-style-type: none"> <li>• Regular print</li> <li>• Large print</li> <li>• Braille</li> <li>• Use of optical devices</li> <li>• Use of technology</li> </ul>	and secondary learning skills (gustatory, olfactory, & kinesthetic) to help predict and determine primary mode of learning
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Formal Reading and Listening Skills</b>	100% of required areas were completed according to age and ability level	80% of required areas were completed according to age and ability level	50% of required areas (2/4) were completed according to age and ability level	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	n/a	n/a	Informal reading inventory documented: <ul style="list-style-type: none"> <li>• Grade level reading</li> <li>• Words read per minute</li> <li>• Reading comprehension level</li> <li>• Listening comprehension level</li> </ul>	n/a
<b>Functional Reading and Writing</b>	Both near and distant functional reading and writing was assessed		Only one area (near or distant) was assessed	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	n/a	Near and distant assessment is conducted to: Determine what assistive technology or technology is needed to assist	Near and distant assessment is conducted to: document time needed to copy from textbooks, handouts and/or whiteboard (letters, words, sentences, or	Near and distant assessment is conducted to: Determine what assistive technology or technology is needed to

		student in functional reading and writing tasks Is this NA?	paragraphs) How fast student is able to read own handwriting	assist student in functional reading and writing tasks
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>ECC Needs Assessment</b>	100% of areas (3/3) were completed according to age and ability levels	80% of areas (2/3) were completed according to age and ability levels	50% of areas (1/3) were completed according to age and ability levels	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	ECC Needs Assessment has the following components: <ul style="list-style-type: none"> <li>• Input from all team members</li> <li>• Strengths and needs were addressed</li> <li>• Priority areas were identified</li> </ul>	ECC Needs Assessment has the following components: <ul style="list-style-type: none"> <li>• Input from all team members</li> <li>• Strengths and needs were addressed</li> <li>• Priority areas were identified</li> </ul>	ECC Needs Assessment has the following components: <ul style="list-style-type: none"> <li>• Input from all team members</li> <li>• Strengths and needs were addressed</li> <li>• Priority areas were identified</li> </ul>	ECC Needs Assessment has the following components: <ul style="list-style-type: none"> <li>• Input from all team members</li> <li>• Strengths and needs were addressed</li> <li>• Priority areas were identified</li> </ul>
<b>ECC Assessments</b>	100% of ECC priority areas were assessed with a formal assessment tool	Only 1 of the identified ECC priority areas was assessed with a formal assessment tool	ECC priority areas were assessed with teacher observation or checklists only	Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	A valid and reliable assessment tool was used to assess identified ECC priority areas	A valid and reliable assessment tool was used to assess identified ECC priority areas	A valid and reliable assessment tool was used to assess identified ECC priority areas	A valid and reliable assessment tool was used to assess identified ECC priority areas
<b>Measurable Goals (IFSP/IEP)</b>	100% of measurable goal matrix areas were completed according to age and ability levels	80% of areas were completed according to age and ability levels	50% of areas (were completed according to age and ability levels	Not addressed

	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Measurable IFSP goals have 7 required areas: <ul style="list-style-type: none"> <li>• Conditions:               <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Situation</li> <li>○ materials</li> </ul> </li> <li>• Behavior</li> <li>• Criterion</li> <li>• Student</li> <li>• ECC content area</li> </ul>	Measurable IEP goals have 7 required areas: <ul style="list-style-type: none"> <li>• Conditions:               <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Situation</li> <li>○ materials</li> </ul> </li> <li>• Behavior</li> <li>• Criterion</li> <li>• Student</li> <li>• ECC content area</li> </ul>	Measurable IEP goals have 7 required areas: <ul style="list-style-type: none"> <li>• Conditions:               <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Situation</li> <li>○ materials</li> </ul> </li> <li>• Behavior</li> <li>• Criterion</li> <li>• Student</li> <li>• ECC content area</li> </ul>	Measurable IEP goals have 7 required areas: <ul style="list-style-type: none"> <li>• Conditions:               <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Situation</li> <li>○ materials</li> </ul> </li> <li>• Behavior</li> <li>• Criterion</li> <li>• Student</li> <li>• ECC content area</li> </ul>
<b>Category</b>	<b>Accomplished (4)</b>	<b>Proficient (3)</b>	<b>Emergent (2)</b>	<b>Not Evident (1)</b>
<b>Criteria for Certification Statement</b>	Criteria for certification statement was included on the EA report for all age (if required) and ability areas			Not addressed
	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Criteria for certification statement is developed for all students although some state do not require certification as visual impairment to receive part C services	Criteria for certification statement was developed to satisfy IDEA requirement to document a disability	Criteria for certification statement was developed to satisfy IDEA requirement to document a disability	Criteria for certification statement was developed to satisfy IDEA requirement to document a disability
<b>Recommendations/ Educational Implications</b>	Recommendations and educational implications are included in the EA report for all age and ability levels		Recommendations were developed but educational implications were not included in the EA report for all age and ability levels	Not addressed

	Birth – 3 Years	3-5 Years	5-22 Years	Multiple Disabilities/ Deafblind
	Recommendations and educational implications were addressed on the IFSP in the context of routines and adhere to family centered practices	Recommendations and educational implications were addressed as part of the IEP and satisfy the requirement of IDEA to document impact of disability on the educational program	Recommendations and educational implications were addressed as part of the IEP and satisfy the requirement of IDEA to document impact of disability on the educational program	Recommendations and educational implications were addressed as part of the IEP and satisfy the requirement of IDEA to document impact of disability on the educational program