

ALTERNATIVE COMMUNICATION and ACCESS to INSTRUCTIONAL MATERIALS SUPPORT RUBRIC

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| IDENTIFICATION | Educational staff has identified <i>all</i> students in need of Assistive Tech (AT) devices to communicate or interact with instructional materials. | Educational staff has identified <i>most</i> of the students that require AT to communicate or interact with instructional materials. | <i>Few</i> of the students that would benefit from alternative communication or access to instruction have been identified by school staff. | There is <i>little</i> or <i>no evidence</i> that students have been identified as needing alternative access to communication and or educational materials. |
| FACILITATION | Educational staff is <i>effective</i> and <i>consistent</i> in facilitating alternative communication and interaction of the students during instruction. | The educational staff is <i>inconsistent</i> in facilitating effective alternative communication and interaction of the students during instruction. | The educational staff is <i>ineffective</i> in establishing the ability for students to communicate or access educational materials through assistive technology. | The educational staff seems <i>unaware</i> of the use of alternative methods to communicate or access educational materials. |
| ACCESS | The use of UDL methodology is highly evidenced. Programmatic and IEP-mandated equipment is <i>always</i> utilized to assist students in participating in the educational environment. | There is <i>some</i> evidence of UDL methodology. The use of programmatic assistive technology as instructional supports is <i>not always</i> evidenced during instruction. | There is <i>little evidence</i> of UDL methodology. The students have limited access to assistive technology that support communication or access to instruction. | There is <i>no evidence</i> of UDL methodology or the use of alternative access to communication and or educational materials. |
| DOCUMENTATION AND INSTRUCTION | Documentation indicating UDL methodology is <i>clearly indicated</i> within lessons and lesson plans, especially with respect to incorporating alternative communication and access to educational materials. | There is <i>some</i> evidence of planning lessons that incorporate UDL methods, alternative communication, and access to educational materials using assistive technology. | There is <i>limited</i> documentation or evidence of the use and awareness of supports for communication and access to instructional materials. | There is <i>no indication</i> of the use of alternative methods to communicate for those who need it or access to materials for those that require support in that area. |
| COLLABORATION | The educational staff collaborates during <i>all</i> instruction to provide students with the necessary modeling and coaching to use the alternative supports. | The educational staff collaborates <i>only at certain times</i> during the instructional day. They work mostly "side by side" but not always collaboratively. | There is <i>little evidence</i> of collaboration between educational staff during classroom instruction. | There is <i>no evidence</i> of educational staff collaborating to support the students. Students are "pulled out" most of the time for supports which are delivered in a separate location. |