

## Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? *Yes (continue) No (can't score)*

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
<p><b>Response (Engagement)</b></p> <p>Mark the highest level achieved.</p>	<p><i>May or may not be aware, but:</i></p> <ul style="list-style-type: none"> <li>Unable to perform any part</li> <li>Unable to demonstrate any knowledge</li> </ul>	<p><i>Attends and can respond:</i></p> <ul style="list-style-type: none"> <li>Indicates some attempt</li> <li>Attends and can respond to task</li> </ul>	<ul style="list-style-type: none"> <li>Responds to most or all of the task</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in task</li> <li>Performing task relatively independently</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in task</li> <li>Performing task independently</li> </ul>
<p><b>Support (Independent)</b></p> <p>Mark the highest level achieved.</p>	<ul style="list-style-type: none"> <li>Requires full physical prompting – teacher assistance required otherwise there would be no response</li> </ul>	<ul style="list-style-type: none"> <li>Requires prompts related to concept throughout the task</li> <li>Physical – teacher assisting through touch</li> <li>Verbal – repetition of the concept to instruct</li> <li>Visual – providing a model or demonstration</li> <li>Other prompting</li> </ul>	<ul style="list-style-type: none"> <li>Prompt student to initiate task</li> <li>Modeling by teacher</li> <li>Model to follow</li> <li>Cueing student to accurate response</li> </ul>	<p><i>Prompting at this level does not involve instruction relating to concept or skill</i></p> <ul style="list-style-type: none"> <li>Prompt to initiate task</li> <li>Prompt to redirect student to task</li> <li>Repeat directions</li> </ul>	<ul style="list-style-type: none"> <li>No prompting other than providing initial instructions</li> </ul>
<p><b>Accuracy</b></p> <p>Mark the highest level achieved.</p>	<p><i>No independent response to activity:</i></p> <ul style="list-style-type: none"> <li>0% without full assistance</li> </ul>	<p><i>Responses may be correct or incorrect:</i></p> <ul style="list-style-type: none"> <li>0-25% if done independently</li> <li>0-100% with prompting</li> </ul>	<p><i>Performance may be inconsistent:</i></p> <ul style="list-style-type: none"> <li>25-49% if done independently</li> <li>25-100% with prompting</li> </ul>	<p><i>Performance is consistent:</i></p> <ul style="list-style-type: none"> <li>50-79% if done independently</li> <li>50-100% with prompting</li> </ul>	<p><i>Performance is consistent:</i></p> <ul style="list-style-type: none"> <li>80-100% independently</li> </ul>
<p><b>Setting</b></p>	<ul style="list-style-type: none"> <li>One Setting <span style="float: right;">→</span></li> </ul>			<ul style="list-style-type: none"> <li>Multiple settings <span style="float: right;">→</span></li> </ul>	
<p><b>Frequency</b></p>	<ul style="list-style-type: none"> <li>Minimum of three trials during the testing window <span style="float: right;">→</span></li> </ul>				

**After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.**