

## Level of Performance Rubric for **DIAGNOSTICIAN** based on Framework

### DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrates and communicates knowledge of local, State, and Federal policies and regulations</b>	Displays little or no understanding of local, State, and Federal regulations and policies and uses little skill in oral and/or written communications.	Displays basic understanding of local, State and Federal regulations and policies and uses basic skill in oral and/or written communications.	Displays a thorough understanding of local, State, and Federal regulations and policies and is skillful in oral and/or written communications. The information is presented in a meaningful and sensitive manner.	Questions, teaches and explains, local, State and Federal regulations and policies and is skillful in oral and/or written communications. The information is presented in a meaningful and sensitive manner. Participates and shares ideas/concerns with team members.
<b>1b: Demonstrates knowledge of characteristics of students with exceptionalities</b>	Displays little/or no understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.	Displays basic understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.	Displays a thorough understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.	Questions, teaches and explains the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.
<b>1c: Demonstrates knowledge of assessment instruments and tools</b>	Displays little/or no ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Uses a limited number of diagnostic instruments to effectively and ethically select and interpret a variety of standardized and non-standardized assessment tools.	Displays a more thorough ability to effectively and ethically select, use, adapt and interpret a variety of standardized and non-standardized assessment tools.	Questions, teaches and explains how to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.
<b>1d: Addressing referral questions</b>	Assessment and consultation do not address referral question/problem. Fails to tailor choice of tools to student's individual, cultural, and linguistic needs.	Assessment and consultation address referral questions/problem as presented. Uses standard test battery with little variation to specific student's individual, cultural, and linguistic needs.	Comprehensively addresses referral question/problem and identifies related issues. Selects and uses a variety of test instruments based on student's individual, cultural and linguistic needs.	Thoroughly responds to referral problems and related issues. Facilitates problem solving, and provides appropriate intervention techniques. Creatively approaches referral questions, using a variety of standardized tests and developing curriculum-based measures.

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### DOMAIN 2: ASSESSMENT ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Interaction with parents and teachers</b>	Interactions are negative, demeaning or inappropriate to the language and culture of the parents.	Interactions are appropriate demonstrating a basic level of respect, or regard for differences in culture, language or values.	Interactions are characterized by civility, mutual respect, give and take, a sense of equal partnership and questions are encouraged and answered with mutual respect, or regard for differences in culture, language or values.	Explains conference procedures. Interviews and feedbacks are timely, respectful, empathetic and collaborative; is clear with a minimal use of technical terms; respects time limitations with mutual respect, or regard for differences in culture or values.
<b>2b: Interaction with students</b>	Interactions are negative, demeaning, or inappropriate to the age, culture and/or language of the student.	Interactions are developmentally, culturally, and linguistically appropriate. Efforts to establish rapport are adequate to ensure validity of assessment results.	Interactions are caring, friendly, respectful, developmentally, culturally, and linguistically appropriate. Questions are answered in accordance with instrument limitations. Uncooperative students are responded to with patience.	Interactions are warm, caring and respectful. Procedures are explained and questions answered within limitations of instruments. Ensures student is at ease as well as comfortable asking and responding to questions. Uncooperative students are responded to with patience, understanding and empathy.
<b>2c: Organizing testing rooms</b>	Does not observe or modify testing room limitations. Does not reduce distractibility stimuli when possible. Does not take steps to ensure safety.	Observes and modifies testing room limitations. Whenever possible reduces distractibility stimuli. Ensures safety and appropriate conditions in testing room. Modifies test administration based on environmental conditions.	Arranges furniture/seating to maximize efficiency of administration, optimize attention/activity level, and maximize safety. Discontinues testing if conditions become adverse or counterproductive.	Consults with building personnel to promote the availability of optimal testing conditions.
<b>2d: Managing student behavior during assessment</b>	Does not monitor or address negative test behaviors.	Is alert to problematic behaviors and takes steps to intervene.	Is sensitive to emerging fatigue and reduced motivation and attention and takes steps to intervene. Addresses uncooperative or disruptive behaviors with gentle but firm limit setting and a sense of humor.	Is alert to and anticipates problematic behaviors and proactively takes steps to intervene. Uses developmentally appropriate encouragement or incentives. Addresses uncooperative or disruptive behaviors with gentle but firm limit setting.

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### DOMAIN 3: ASSESSMENT PRACTICE

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating Clearly and Accurately with Student</b>	Does not communicate clearly and accurately.	Uses basic skill in communicating.	Communicates information in a manner sensitive to cultural and linguistic traditions.	Communicates clear, concise and explicit information in manner highly sensitive to cultural and linguistic traditions and handicapping conditions.
<b>3b: Following best practice standards for assessment</b>	Does not follow practices for test administration.	Displays ability to follow practice for test administration.	Is skillful in following practices for test administration.	Is highly skillful and explicitly follows best practices for test administration.
<b>3c: IEP development</b>	Does not select appropriate IEP draft goals to meet student's needs and align with Illinois State Learning Standards.	Select suitable IEP draft goals for most students to meet needs and align with Illinois State Learning Standards.	Selects suitable IEP draft goals for most students to meet needs and align with Illinois State Learning Standards. Recommends some curriculum and instructional adaptation necessary to meet the needs of individual students.	Is skillful and reflective in evaluating, and selecting developmentally appropriate IEP draft goals that are aligned with District curriculum framework and Illinois State Learning Standards. Is skillful in recommending curriculum and instructional adaptation necessary to meet the needs of individual students.
<b>3d: Providing feedback to parent / student/ teacher</b>	Does not communicate in an effective manner.	Complies with School/District procedures to communicate assessment results.	Reflects and provides effective communication and feedback in a manner sensitive to linguistic and cultural traditions.	Reflects and provides concise insightful and accurate feedback. Communicates key concepts in a manner highly sensitive to linguistic and cultural traditions.
<b>3e: Demonstrating flexibility and responsiveness</b>	Does not demonstrate flexibility and responsiveness with Student/Team.	Displays ability to collaborate and/or respond to Student/Team needs.	Participates, collaborates and responds to Student/Team needs. Uses standard assessment.	Actively participates and collaborates. Is highly responsive to Student/Team needs. Determines flexibility in choice of assessment instruments tailored to questions raised in referral process.

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### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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<b>4a: Reflecting on Practice</b>	Does not reflect accurately nor pose ideas of how to improve.	Reflection is accurate; yet makes few suggestions.	Reflection is accurate and perceptive, citing general characteristics. Draws upon some resources to suggest alternative strategies that refine their performance.	Reflection is highly accurate and perceptive, citing specific examples. Draws on extensive resources and constructive criticism to suggest alternative strategies that refine his/her performance.
<b>4b: Maintaining and using appropriate data to determine assessment procedures</b>	Does not maintain and submit records/reports in a timely manner. Does not use current data to determine assessment procedures.	Maintains and submits records/reports in a timely manner.	Maintains and submits records/reports and uses data to determine assessment procedures.	Maintains and submits efficient and effective records/reports in a timely manner which conforms to standards and school district procedures. Regularly reflects on data and uses it to determine assessment procedures.
<b>4c: Participating in a professional community</b>	Relationships with staff are negative. Is not involved in professional development.	Relationships with staff are professional and productive. Participates in professional events and activities that are requested.	Cultivates relationships with staff that are professional and productive. Is actively engaged in school and district initiatives, events and activities.	Demonstrates substantial leadership and contributions to school and district initiatives, events and projects by working cooperatively and respectfully with all stakeholders. Actively supports and implements the school/district improvement plans.
<b>4d: Growing and developing professionally</b>	Does not actively participate in required or optional professional development activities.	Attends and participates in required professional development activities.	Participates actively in a variety of professional development activities and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and the profession by pursuing and engaging in a variety of professional development activities. Responsibilities go beyond primary assignments and assist others in implementing strategies to improve and enhance school/district programs.
<b>4e: Showing professionalism</b>	Sense of professionalism is low, and contributes to practices that are self-serving or harmful to students.	Attempts to serve students based on the best information.	Makes genuine and successful efforts to ensure that all students are well served by the school. Maintains a level of confidentiality and meets professional responsibilities.	Treats students, staff, and parents with respect and maintains sensitive information with confidentiality. Models high standards of attendance and punctuality, advocating for students, and precision in meeting professional responsibilities.