

OUTCOME	EXCEPTIONAL	EFFECTIVE	ACCEPTABLE	UNSATISFACTORY
Identify and articulate nature of disability	Extensive research into and command of the neurological basis of disability, analysis of theoretical viewpoints	Clear understanding and working knowledge of disability	Concrete grasp of disability – can name and describe in general terms, knows it’s there	No evidence of insight or interest. Has vague ideas, but are of little or no use
Identify & articulate functional limitations	Identify how & in what settings the disability create limitations, not only for self but for others, has a wider perspective than just personal experience	Clearly identifies how disability limits access for self and can identify personal examples in many areas of life	Demonstrates some awareness that disability limits performance in an academic setting, not sure why. Is able to cite some concrete examples in class setting	Passive awareness that there is a “problem” but demonstrates little or no awareness of the impact on functioning in any setting
Identify strategies addressing limitations	Creative approaches that address specific functional limitations beyond mandated in most areas of life	Identifies how mandated accommodations address specific limitations, develops some personal strategies	Can match accommodations to specific limitations in a rote manner. Unclear on how accommodation addresses limitation	Passive awareness of accommodations, unable to relate them as a strategy to address functional limitations
Describe and adjust self image	Sophisticated insight into how disability has impacted self-image and efforts/plans to adjust	Clear sense of experiences that have impacted self-image	Recalls events that had an impact but doesn’t integrate them into a self-image	Little or no insight into self-image or any sense of how disability has had an impact
Construct and demonstrate self-advocacy strategies	Establishes key points and can adapt them to a variety of situations, uses sophisticated reasoning with clear and articulate language	Presents ideas in a clear and concise manner is able to convey needs and concerns	States case in a formulaic, one - dimensional manner, limited use of language	Rambling unfocused style, does not convey the intent or purpose of the presentation
Demonstrate & defend rights	Demonstrates sophisticated knowledge of disability law and can apply it across many situations	Demonstrates fluency with disability law, can cite relevant Legal points	Shows familiarity with basic concept of disability law and how it applies to academic setting	Demonstrates little or no awareness of disability law or how it may be used
Demonstrate familiarity with assistive technology	Identifies cognitive and sensory barriers that limit access to material and can apply appropriate assistive tools with proficiency	Can use assistive technology to improve accessibility with a clear understanding of why it works	Uses assistive technology for specific tasks but is unsure of how it applies to specific disability	Is not able to identify or use appropriate assistive technology to improve access to material