



Element	Approaches	Meets	Exceeds
<input type="checkbox"/> The presentation clearly highlighted who your student is and what you learned about their label. It is clear that this information was informed by empathy interviews and collaboration with ed specialists as well as course readings and classroom content . These resources were cited when appropriate.			
<input type="checkbox"/> The presentation clearly highlighted the student's strengths, assets , and needs in regards to their learning and their disability. It is clear that this information was informed by classroom content. Specific content is referenced.			
<input type="checkbox"/> The presentation clearly highlights what you as an inclusive practitioner did and can do to ensure full inclusion and belonging for this student in your classroom. It is clear that this information was informed by empathy interviews and collaboration with ed specialists as well as course readings and classroom content. Specific content is referenced.			
<input type="checkbox"/> Presentation Includes evidence of the UDL strategies, supports, and/or accommodations you provided to the student <i>based on their strengths, interests, and needs</i> - evidence includes pictures, videos, work samples, etc.			
<input type="checkbox"/> The presentation includes a reflection on how focusing on the inclusion of this one focus student, led to greater inclusion for all students.			
<input type="checkbox"/> The presentation includes a reflection on your growth as an inclusive practitioner; evidence of course readings, activities and learnings are referenced.			

Final Comments:

- Pass
- Resubmit