

**Cooper  
Self Advocacy Rubric**

Performance Areas	“3” – Exceeds Expectations	“2” - Meets Expectations	“1” – Needs Improvement
Utilizes strategies to recognize and handle anxieties.	Student utilizes strategies without reminders. This keeps his anxiety at a manageable level 8 out of 8 periods of the school day, 5 days per week.	With regular reminders, student is willing to utilize strategies including: (1) writing down or drawing concerns & anxieties (2) asking for help or clarification (3) requesting a break (4) accepting accommodations such as shortened assignments (5) Use 1-2-3 or count to 10 to self-monitor behavior. These strategies keep his anxiety at a manageable level at least 6 out of 8 periods of the school day, 5 days per week. 2 periods per day he may need to be removed from a class to calm down.	Student does not remember strategies that he has been taught and/or refuses to utilize them. He will eventually shut down or get aggressive when feeling overly anxious. He denies the need for strategies.
Describes his disability.	Student describes his learning difficulties accurately and at appropriate times, to appropriate people in regular education and the community.	Student describes his learning difficulties to his special education teacher, following rehearsal.	Student is unable to describe his learning difficulties, even with rehearsal.
Advocates for himself in regular education and work settings.	Student requests needed accommodations independently, at the appropriate time, from regular education teachers. He does the same with his employer.	Student requests accommodations such as (1) written instructions or task lists (2) frequent breaks (3) extended time to complete a task, with the support of his special education teacher, job coach, or work experience coordinator.	Student denies the need for any accommodations.