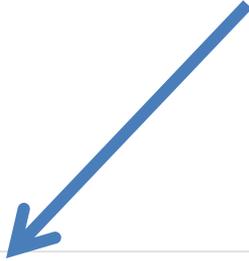


How to associate standards/outcomes with rubrics in LiveText

1. Click on “LiveText Docs” to find the rubric you need or to create a new one.



All Courses

[+ Import/Export Courses](#)

Domain : CO: University of Colorado at Denver: School of Education Term

[Search](#)

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RED = Non-LiveText Member

↑ Term	Course Code	Course Name	Instructor
2017 Fall	CLDE1000 - 001	CLDE1000	JUNIOR REINA-TOC
2017 Fall	CLDE1000 - 002	CLDE1000	Robin Brandehoff Luis Poza Chaila Shannon

2. Select the rubric for which you want to add or change the standards/outcomes.

Documents

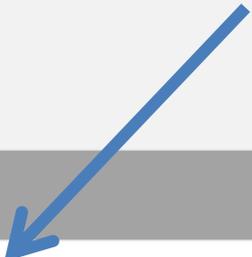
My Work Inbox Sent Trash All Manage My Labels

My Work Search

+ New

Showing 1-100 of 209 1 2 3 ▶

	↑ Title	Type	Date Created	Date Modified
<input type="checkbox"/>	COUN 6100 - Research Paper Rubric	Assessment	Sep 12, 2017 2:35 PM	Sep 12, 2017 3:04 PM
<input type="checkbox"/>	OFFICIAL --CLDE Modified Portfolio Rubric	Assessment	Apr 25, 2017 12:00 PM	Apr 25, 2017 12:08 PM
<input type="checkbox"/>	(FL17) Counseling Program CFT Semester 1 Final Eva...	Assessment	Jul 31, 2017 3:33 PM	Jul 31, 2017 5:01 PM
<input type="checkbox"/>	(FL17) Counseling Program CFT Semester 1 Midterm E...	Assessment	Jul 31, 2017 4:25 PM	Jul 31, 2017 5:00 PM



3. View the standards already attached to the rubric in the standards section.

COUN 6100 - Research Paper Rubric

The screenshot displays a document management interface for an assessment. At the top, there are several action buttons: 'Send this document for review', 'Share this document', 'Save as Template', and 'Document Properties'. Below these is a header for 'Assessment' with a 'Manage Content' button. The main content area is titled 'SEHD Mission and Vision' and contains two sections: 'Mission' and 'Vision'. Below these is a section titled 'Standards', which is highlighted with a blue arrow pointing to the first standard, 'CACREP-2009.INT.2.G.1.b'. The standards listed are:

- CACREP-2009.INT.2.G.1.b professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- CACREP-2009.INT.2.G.1.c counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- CACREP-2009.INT.2.G.1.f professional organizations, including membership benefits, activities, services to members, and current issues;
- CACREP-2009.INT.2.G.1.g professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- CACREP-2009.INT.2.G.1.h the role and process of the professional counselor advocating on behalf of the profession;

4. To add/delete standards/outcomes, click “Edit” under Standards.

COUN 6100 - Research Paper Rubric

The screenshot displays a document editor interface. At the top, there is a toolbar with buttons for 'Send this document for review', 'Share this document', 'Print', 'Share', 'Save as Template', and 'Document Properties'. Below the toolbar, the document title 'Assessment' is shown with an edit icon and a 'Manage Content' button. The main content area is divided into sections. The first section is 'SEHD Mission and Vision', which includes a 'Mission' statement: 'LEADERSHIP FOR EDUCATIONAL EQUITY' and a paragraph: 'Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.' Below this is a 'Vision' statement: 'A leading school of education providing national expertise on educational issues and socially-just solutions for urban and diverse communities. Through innovative research and partnerships, we strive to be passionate agents of change, inspiring upcoming generations to learn from the past and shape the future.' The second section is 'Standards', which lists two items: 'CACREP-2009.INT.2.G.1.b professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;' and 'CACREP-2009.INT.2.G.1.c counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or'. A blue arrow points to the 'Edit' button in the 'Standards' section toolbar.

Send this document for review | Share this document | Print | Share | Save as Template | Document Properties

Assessment Manage Content

SEHD Mission and Vision

Mission

LEADERSHIP FOR EDUCATIONAL EQUITY

Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

Vision

A leading school of education providing national expertise on educational issues and socially-just solutions for urban and diverse communities. Through innovative research and partnerships, we strive to be passionate agents of change, inspiring upcoming generations to learn from the past and shape the future.

Standards

CACREP-2009.INT.2.G.1.b
professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

CACREP-2009.INT.2.G.1.c
counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or

5. If you do not want any of the existing standards: check the box next to the standard (a) and then click “Delete” (b). Click “Save & Finish” when you are done deleting standards (c).

Section: Standards

Standards List Add New

+ Add Delete

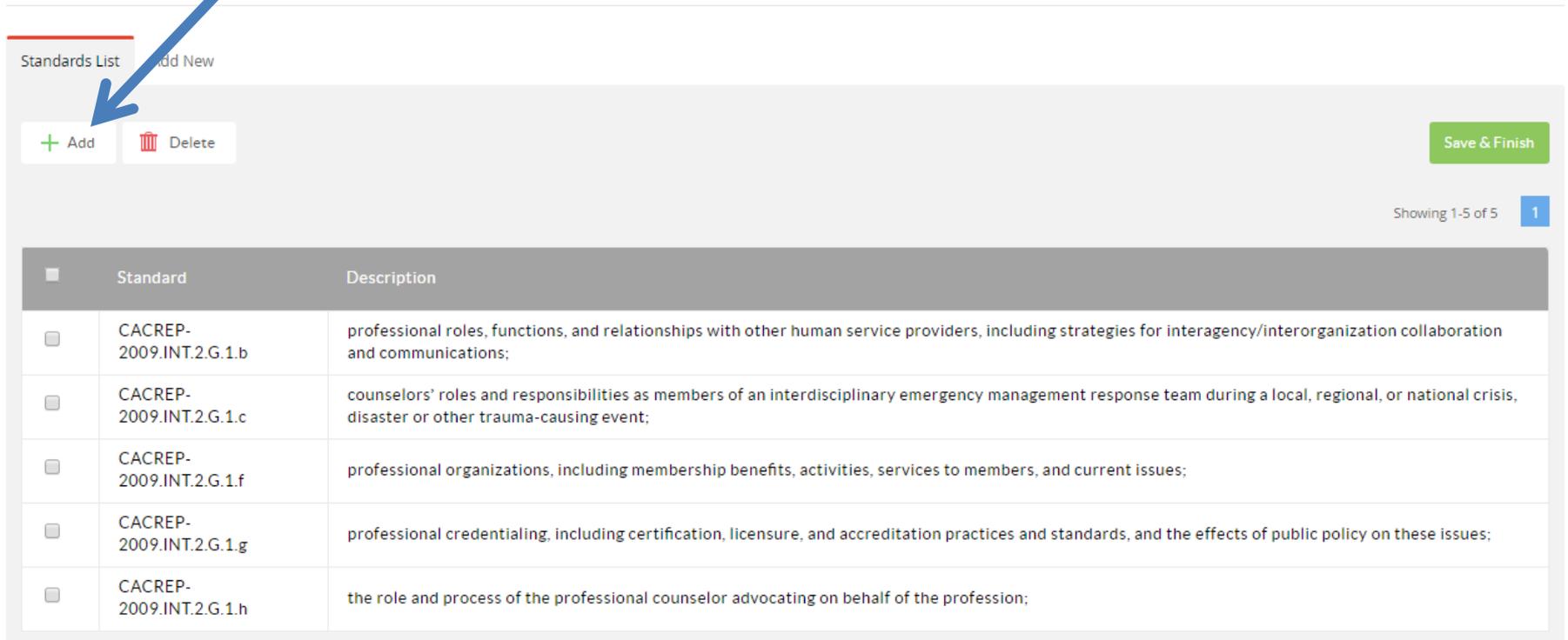
Showing 1-5 of 5 1

<input type="checkbox"/>	standard	Description
<input checked="" type="checkbox"/>	CACREP-2009.INT.2.G.1.b	professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.c	counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.f	professional organizations, including membership benefits, activities, services to members, and current issues;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.g	professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.h	the role and process of the professional counselor advocating on behalf of the profession;

Save & Finish

6. To add standards to the list, click “Add.”

Section: Standards



Standards List Add New

+ Add Delete

Save & Finish

Showing 1-5 of 5 1

<input type="checkbox"/>	Standard	Description
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.b	professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.c	counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.f	professional organizations, including membership benefits, activities, services to members, and current issues;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.g	professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
<input type="checkbox"/>	CACREP-2009.INT.2.G.1.h	the role and process of the professional counselor advocating on behalf of the profession;

7. Select “All Sets” from the pull down menu (1) to search for the standard you need and select the set you want (2) (example: CAEP-2013) to get a full list of all the standards under CAEP-2013

OR

Select “All Sets” and type into the search bar (3) the standard you are looking for and click “Search” (4)



*If the set of standards you need is not included in the list “All Sets”, please submit a request to add standards via email to sehdhelp.ucdenver.edu

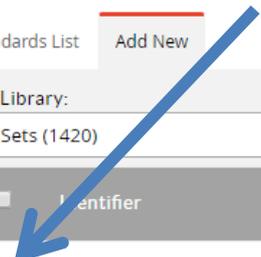
8. Select the standard(s) you want to add to your rubric.

Section: Standards

Standards List Add New

Set Library: All Sets (1420) Set: CAEP-2013 Search by Identifier, Keyword, or Level

<input type="checkbox"/>	Identifier	Description
<input checked="" type="checkbox"/>	CAEP-2013.1	Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools: This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.
<input checked="" type="checkbox"/>	CAEP-2013.2	Data drive decisions about candidates and programs: This standard addresses CAEP's expectations regarding data quality and use in program improvement. The education preparation provider (EPP) must provide evidence that it has a functioning quality control system that is effective in supporting program improvement. Its quality control system must draw on valid and reliable evidence from multiple sources.



9. Scroll down to the bottom of the page and click “Add.”

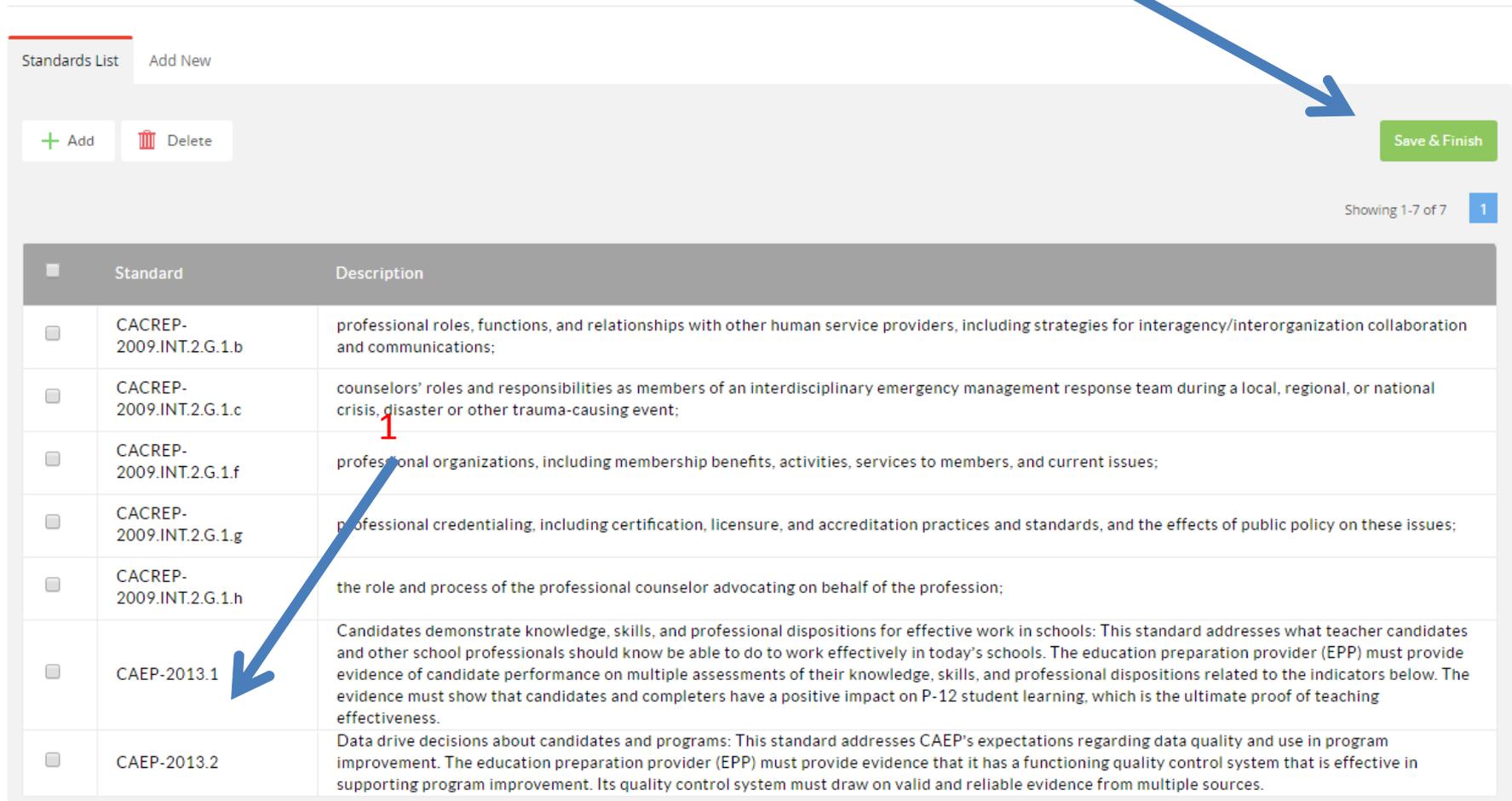
<input type="checkbox"/>	CAEP-2013.TC.1.4	use technology to enhance their teaching, classroom management, communications with families and assessment of student learning
<input type="checkbox"/>	CAEP-2013.TC.1.5	work collaboratively with the community and other school personnel to support student learning
<input type="checkbox"/>	CAEP-2013.TC.1.6	engage in ongoing learning that improves practice



10. The standards selected now appear on the master list for the rubric (1). Click “Save & Finish” to return to the rubric (2).

Section: Standards

2



The screenshot shows a web interface for managing standards. At the top left, there are tabs for "Standards List" and "Add New". Below these are buttons for "+ Add" and "Delete". On the right side, there is a green "Save & Finish" button. A blue arrow labeled "2" points to this button. Below the buttons is a table with two columns: "Standard" and "Description". The table contains seven rows of standards. A red number "1" is placed above the second row of the table, and a blue arrow labeled "1" points to the checkbox in the first column of that row. The table data is as follows:

Standard	Description
<input type="checkbox"/> CACREP-2009.INT.2.G.1.b	professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
<input type="checkbox"/> CACREP-2009.INT.2.G.1.c	counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
<input type="checkbox"/> CACREP-2009.INT.2.G.1.f	professional organizations, including membership benefits, activities, services to members, and current issues;
<input type="checkbox"/> CACREP-2009.INT.2.G.1.g	professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
<input type="checkbox"/> CACREP-2009.INT.2.G.1.h	the role and process of the professional counselor advocating on behalf of the profession;
<input type="checkbox"/> CAEP-2013.1	Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools: This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.
<input type="checkbox"/> CAEP-2013.2	Data drive decisions about candidates and programs: This standard addresses CAEP's expectations regarding data quality and use in program improvement. The education preparation provider (EPP) must provide evidence that it has a functioning quality control system that is effective in supporting program improvement. Its quality control system must draw on valid and reliable evidence from multiple sources.

11. You will see an updated list of standards on the main page for the rubric

Standards



CACREP-2009.INT.2.G.1.b

professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

CACREP-2009.INT.2.G.1.c

counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

CACREP-2009.INT.2.G.1.f

professional organizations, including membership benefits, activities, services to members, and current issues;

CACREP-2009.INT.2.G.1.g

professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

CACREP-2009.INT.2.G.1.h

the role and process of the professional counselor advocating on behalf of the profession;

CAEP-2013.1

Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools: This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.

CAEP-2013.2

Data drive decisions about candidates and programs: This standard addresses CAEP's expectations regarding data quality and use in program improvement. The education preparation provider (EPP) must provide evidence that it has a functioning quality control system that is effective in supporting program improvement. Its quality control system must draw on valid and reliable evidence from multiple sources.

12. To add/delete standard(s) to a rubric criteria, click “Edit.”

COUN 6100 - Research Paper Rubric 

 Edit
 



COUN 6100 - Research Paper Rubric

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)
<p>Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. (6.000, 60%) CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g CACREP-2009.INT.2.G.1.h</p>	<p>Assigned information extremely well-articulated & explained.</p>	<p>Assigned information generally well-articulated & explained.</p>	<p>Assigned information generally not well articulated or poorly explained.</p>	<p>Assigned information not explained or articulated, or missing.</p>
<p>Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society. (4.000, 40%) CACREP-MCFC-2009.G.2</p>	<p>Extremely well written, minimal to no errors in APA, grammar, or clarity.</p>	<p>Generally, well written, few errors in APA, grammar, or clarity.</p>	<p>Generally, not well written, many errors in APA, grammar, or clarity.</p>	<p>Poorly written, excessive errors in APA, grammar, or clarity.</p>

13. Double click on the rubric criteria you wish to edit and a menu will appear with all of the standards attached to the rubric (1). Click on the standard you want (2) (example: CAEP-2013.1) and then click “add” (3).

Document: COUN 6100 - Research Paper Rubric > Page: Assessment

Section: COUN 6100 - Research Paper Rubric

Section title: COUN 6100 - Research Paper Rubric

	Distinguished (4 pts)	Proficient (3 pts)	Basic
Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducation and personality assessments. 6/10 (60%) CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g	Element: Knows principles and models Weight: 6 Position: 1 Assigned Standards: CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g CACREP-2009.INT.2.G.1.h	Element: Knows principles and models Weight: 6 Position: 1 Assigned Standards: CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g CACREP-2009.INT.2.G.1.h CAEP-2013.1 CAEP-2013.2	Element: Knows principles and models Weight: 6 Position: 1 Assigned Standards: CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g

Buttons: remove, delete, insert, << add

14. To delete a standard from the rubric criteria, select the standard (1) and click “remove” (2).

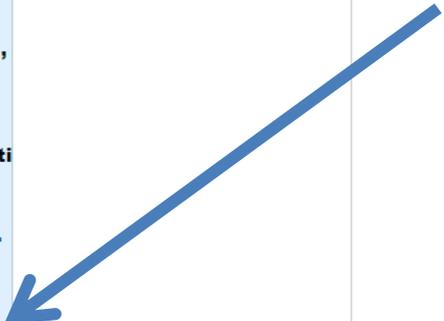
Section: COUN 6100 - Research Paper Rubric

Section title: COUN 6100 - Research Paper Rubric

	Distinguished (4 pts)	Proficient (3 pts)
Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducation and personality assessments. 6/10 (60%) CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g CACREP-2009.INT.2.G.1.h	<p>Element: Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducation and personality assessments. 1</p> <p>Weight: 6</p> <p>Position: 1 <input type="button" value="move"/></p> <p>Assigned Standards:</p> <ul style="list-style-type: none">CACREP-2009.INT.2.G.1.b 1CACREP-2009.INT.2.G.1.cCACREP-2009.INT.2.G.1.fCACREP-2009.INT.2.G.1.gCACREP-2009.INT.2.G.1.h <p><input type="button" value="remove"/> 2</p>	<p>Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducation and personality assessments. 1</p> <p>Available Standards:</p> <ul style="list-style-type: none">CACREP-2009.INT.2.G.1.bCACREP-2009.INT.2.G.1.cCACREP-2009.INT.2.G.1.fCACREP-2009.INT.2.G.1.gCACREP-2009.INT.2.G.1.hCAEP-2013.1CAEP-2013.2 <p><input type="button" value="add"/></p>
	<p><input type="button" value="delete"/> this element</p> <p><input type="button" value="insert"/> new element here</p>	

15. You will see your updated list of standards for each rubric criteria.

	Distinguished (4 pts)	Proficient (3 pts)
Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. 6/10 (60%) CACREP-2009.INT.2.G.1.b CACREP-2009.INT.2.G.1.c CACREP-2009.INT.2.G.1.f CACREP-2009.INT.2.G.1.g CACREP-2009.INT.2.G.1.h CAEP-2013.1	Assigned information extremely well-articulated & explained.	Assigned information generally well-articulated & explained.



16. Click “Save & Finish” when you are done adding or deleting standards to your rubric to return to the main page for the rubric

Document: COUN 6100 - Research Paper Rubric > Page: Assessment

Section: COUN 6100 - Research Paper Rubric



Section title:

Save Changes Cancel Save & Finish

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	Add
Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic	Assigned information extremely well-articulated & explained.	Assigned information generally well-articulated & explained.	Assigned information generally not well articulated or poorly explained.	Assigned information not explained or articulated, or missing.	