

CEC Assessment #2 Case Study Project

a. A brief description of the assessment and its use in the program

The Case Study Project is completed during SPED 300, the first special education course taken by all undergraduate students with a concentration in special education. As the initial course, the focus of the Case Study Project is for teacher candidates to demonstrate an understanding of a student with exceptional learning needs, and the system and supports that assist in their learning. An analysis of the environment and supports are observed within the 30 hour practicum placement is linked to course presented information on effective practice. This is the basis for information presented by the teacher candidates in the Case Study Project.

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The classroom structure project relates most directly to the following Council for Exceptional Children Standards:

The Case Study Project requires an analysis of a student with a exceptional learning need within the teacher candidate's assigned practicum classroom. Throughout their 30 hour practicum, the teacher candidates gather information through practicum teacher interview, review of the student's IEP, classroom observation, and analysis of work samples and products.

CEC STANDARD 1: FOUNDATIONS

How assessment aligns with this aspect of CEC Standard #1:

Teacher candidate describe the community, school, and classroom in terms of relevant characteristics, accessing information from the Rhode Island Department of Education state website on schools, school performance, and supports to students (ICC1K3). The supports provided to students within the school (i.e., social, cultural, instructional, transition, health, behavioral) are also identified and related to the unique learning characteristics of student in the classroom (IIC1K3, IIC1K4). This aspect of CEC Standard 1 is assessed under rubric section: Description of Community/School/Classroom.

Teacher candidates describe environmental influences using professional, strength-based language. This description includes the influence of curriculum organization, the instructional approach, the effect on student performance on classroom learning and on state-wide assessment (ICC1K1, IIC1K8, ICC1K10, IIC1K2) The accommodations made for students in the classroom to match student learning is also an important aspect of the Case Study (ICC1K4, ICC1K5). A further analysis of the professional practice of teachers (communication, professional behavior, role of paraprofessionals) is an additional source of discussion (assessed under rubric section: Strength Based Description of Environmental Influences).

The final aspect of the Case Study is a self-reflection by the teacher candidates. The candidate reflects on their practicum experience and identifies their bias and tolerance for difference (ICC1K9, IIC1K6, IIC1K8, ICC1K1). Teacher candidates use this information to begin to construct their own personal preference in the area of special education they feel is best matched to their self reflection and insights gained in this practicum experience (assessed under rubric section: Individualized Education Program for Case Study Student ,Description of Insights and Self-Reflection).

CEC STANDARD 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS.

How assessment aligns with this aspect of CEC standard #2: Teacher candidates provide an in-depth description of the development and characteristics of the student (ICC2K1-K3, ICC2K5-7, IIC2K1-K4). This description must convey strength-based language and present both strengths and areas of need with an acceptable balance. Exceptional conditions are described clearly with a clear overview of the student's ability to meet the curricular and behavioral expectations over the student's school history. Analysis of communication skills and preferences, social behaviors, family characteristics are described and linked to the child's current program (IEP goals, service intensity, and service providers). This is assessed under rubric section: Overview of the Case Study Student, Individualized Education Program for Case Study Student)

CEC STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES

How assessment aligns with this aspect of CEC standard #3: Teacher candidates describe their case study student, documenting their observation of the individual differences. This description includes influences of issues of sensory systems, physical, health, medical, cultural, language difference, and family involvement. (ICC3K1-5, IIC3K1-3). A link between identified learning difference, and the observed educational supports and learning opportunities are compared to effective practice identified in literature (with citations of sources).

These standards are identified primarily under rubric sections: Overview of the Case Study Student, Objectivity of Observation/Professionalism, Observed Characteristics/Analysis Associated with the Disability of the Case Study Student.

c. A brief analysis of the data findings;

Fall 2007 – Fall 2008: At the onset of the program's data collection system from Fall 2007 through Fall 2008, only data on overall performance on the Case Study Project was collected. Of the 28 students in the B.S. in Severe Disabilities, over 90 percent of students either achieve the minimum standard (during this time period the standard was C+ (77)) or higher.

Spring 2009: In Spring 2009, additional data was collected on the Case Study Project at the rubric component level to allow greater analysis of teacher candidate skills. Not all sections reported complete rubric data. Of the 19 students reported by rubric score in one class section, 89% (17/19) achieved the minimum standard (Acceptable = 77/100) with approximately 68% achieving Target level for their overall Case Study Project. The four teacher candidates in the B.S. in Severe Disabilities performed consistent with all students (one teacher candidate achieved Acceptable and three teacher candidates achieved Target).

In looking at overall data, the areas of strength of teacher candidates are:

Description of Environment (CEC1)	68% of students achieved Target level in this area of analysis
Insights and Self Reflection (CEC 1)	90% of students achieved Target level in this area of analysis

Overview of the Case Study Student (CEC 2)	79% of students achieved Target level in this area of analysis
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No clear areas of weakness were identified in the analysis of data.

An interpretation of how that data provides evidence for meeting standards:

An overall analysis over the past three years identifies only three teacher candidates who performed at an unacceptable level on the Case Study Project (out of 35 total teacher candidates in the B. S. in Severe Disabilities). The overall high performance on the Case Study and the level of support to students in their first semester of classes in special education provides strong evidence that teacher candidates are meeting standard on CEC #1, CEC #2, and CEC #3.

As of Spring 2008, all students must achieve an overall Acceptable (meets standard) in the Case Study to demonstrate achievement of the standards for admission into the B.S. in Severe Disabilities and proceed in the program.

CEC Assessment #2 Case Study Project

Purpose

To promote understanding of students' differences in learning and development, a case study of a student with disabilities is developed in this course. Through development of the case study, prospective special educators demonstrate an understanding of how children learn and develop and how children differ in their approaches to learning. Prospective special educators also assess their interest in working with children with disabilities.

Standards

The Council for Exceptional Children Standards addressed through developing the student case study project:

CEC Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

CEC Standard 2: Development and Characteristics of Learners.

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

CEC Standard 3: Individual Learning Differences.

Special educators understand the effects that an exceptional condition^{2/} can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

The Rhode Island Professional Teacher Standards and Indicators addressed through developing the student case study project follow.

RIPTS Standard 1: Teachers create learning experiences using a broad base of knowledge that reflects an understanding of the nature of the world in which we live

RIPTS Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

RIPTS Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

RIPTS Standard 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation

RIPTS Standard 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

RIPTS Standard 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Product

The primary goals of the case study are to acquaint Rhode Island College special education teacher candidates with the range of characteristics presented by children with disabilities and the array of instructional alternatives, and program options that are provided to these children. This project is an applied learning experience that links and illuminates information discussed in class with real students and actual programs in schools. The case study is intended to provide a foundation of knowledge regarding children with disabilities and their educational programs. The field experience and the case study are also intended to assist candidates in understanding their own personal and emerging professional insights into children with disabilities and the system of special education. A format and evaluation criteria for the case study are provided on the Case Study Project Rubric. The areas assessed in this project are:

Description of Community/School/Classroom (CEC 1,2)

- Descriptive information is provided regarding community/school characteristics (e.g., www.infoworks.ride.ric.edu)
- Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches & materials, staffing configuration, physical layout, teaching styles used).
- Descriptive information is provided regarding student characteristics in the classroom (e.g., number, racial, cultural, & economic composition, number of students with IEPs, other unique learning, language & behavioral characteristics of students).

Description of Child (CEC 2,3)

- Essential descriptive information about child is provided (DOB, gender, race, physical health)
- Clear and succinct overview of child's school history is provided
- Clear presentation of child's current program is provided (IEP goals, service intensity, and service providers)
- Clear presentation of child's social behaviors is provided (both challenging as well as prosocial)
- Clear presentation of academic and/or developmental strengths and needs is provided.
- Child's primary diagnosis or IDEA eligibility category is provided.
- Clear and meaningful description of child's communication skills and preferences are provided.

Strength Based Description of Environmental Influences (CEC 1,3)

- Reports behavior accurately and objectively
- Does not use biased, discriminating language and presumptions
- Does not use pejorative labels or descriptors
- Focuses on child strengths and assets and not deficits

Describes:

- influence of cultural, language, and economic differences on achievement and behavior
- influence of a disability on achievement and behavior
- influence of behavioral organization and task orientation on achievement and behavior
- influence of classroom rules and expectations on child behavior and achievement
- influence of a teacher's words and behaviors on child behavior and achievement
- influence of a paraprofessional's words and behaviors on child behavior and success
- the use of physical space on child achievement and behavior
- influence of curriculum organization and design on child achievement and behavior
- how and why instructional approaches and methods are modified for this child
- how and why assignments are modified for this child
- influence of assigned work on child achievement and behavior

Description of Insights and Self-Reflection (CEC 1)

- Understands his/her own biases and tolerance for differences in children (behaviorally, academically/developmentally, physically)
- Understands his/her own comfort level in working with children with disabilities
- Has learned to communicate effectively with children with disabilities, both verbally and non-verbally
- Has learned to establish a meaningful, appropriate relationship with children with disabilities
- Understands the influence of race, culture, gender, and economic status on communication and expectations

Rubric for Case Study		Evaluation Criteria									
Evaluation Component		Target		Acceptable			Approaches Standard			Unacceptable	
I Presentation: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, and capitalization <input type="checkbox"/> Ideas and observations presented are clear <input type="checkbox"/> Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations <input type="checkbox"/> Citation of references and quotations throughout paper follows APA format <input type="checkbox"/> References section of paper complies with APA format <input type="checkbox"/> Paper is doubled spaced using 12 point font <input type="checkbox"/> Paper is appropriately bound together 		Presentation of paper is highly professional. The layout, references and language used throughout the paper are consistent with professional practice		Presentation of paper is professional with few errors noted. The layout, references and language used are generally consistent with professional practice			The presentation, layout, references and/or language used have noted errors.			The presentation, layout, references and/or language used have many noted errors. The layout, references and/or language used require significant revisions.	
ICC9S8 ICC9S10		10 9		8 7 6			5 4 3			2 1	
II. Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher interview <input type="checkbox"/> IEP <input type="checkbox"/> Classroom observations <input type="checkbox"/> Summary of Special Education Folder, i.e., evaluations, IEPs, correspondence, etc. <input type="checkbox"/> Student work samples and products are provided <input type="checkbox"/> Direct contact and experience with student is evident <input type="checkbox"/> Log of hours completed during the Case Study is provided with initials of Cooperating Teacher for each session 		Sources of evidence are documented and include input from all sources. All components are well documented and complete.		Sources of evidence are documented and include input from a variety of sources. All components are well documented and generally complete.			Sources of evidence are documented and include input from some of the required sources. Some documentation is incomplete or provides little detail			Little documentation of sources of evidence is included.	
ICC3K1 ICC5K1		5		4			3 2			1	
III: Objectivity of Observation/Professionalism <ul style="list-style-type: none"> <input type="checkbox"/> Reports behavior accurately and objectively <input type="checkbox"/> Does not use biased, discriminating language and presumptions/pejorative labels or descriptors <input type="checkbox"/> Focuses on child strengths and assets and not deficits <input type="checkbox"/> Understands influence of cultural, language, and economic differences on achievement and behavior <input type="checkbox"/> Understand the influence of a disability on achievement and behavior <input type="checkbox"/> Understands the influence of behavioral organization and task orientation on achievement and behavior 		Professional, strength based language is used throughout the paper. Information on the influences on student learning/behavior is included from all required perspectives.		Professional, strength based language is used throughout most of the paper. Information on the influences on student learning/behavior is included from multiple perspectives.			Professional language and/or strength based language is used inconsistently throughout the paper. Information on the influences on student learning/behavior is included but lacks detail or is provided from limited perspectives.			Language used conveys information in a non professional tone. Influences on student learning are incomplete or superficial.	
ICC1K10, ICC2K1-3, ICC2K5-K6 ICC3K1-K5	IIC3K1-K3; IIC1K1	9 8		7 6 5			4 3			2 1	

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable
<p>V. Description of Community/School/Classroom</p> <ul style="list-style-type: none"> ❑ Descriptive information is provided regarding community/school characteristics/general education and special education populations, programming and staffing ❑ Performance of school on State assessments is provided with chart and written summary ❑ Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches & materials, staffing configuration, physical layout, teaching styles used, location of classroom within the school, size, storage areas, windows, doors, instructional materials used in the classroom). ❑ Blueprint/diagram of classroom that demonstrates the arrangement of physical space ❑ Descriptive information is provided regarding student characteristics in the classroom 	<p>Descriptive information is provided to consider the community, school and classroom factors. Information is detailed and conveys a strong understanding of physical, organizational, and testing performance factors.</p>	<p>Descriptive information is provided to consider the community, school and classroom factors. Information conveys a general understanding of physical, organizational, and testing performance factors.</p>	<p>Descriptive information is provided but multiple factors are not fully described. Information conveys a superficial understanding of physical, organizational, and testing performance factors. Details are lacking in descriptions.</p>	<p>Minimal descriptions of community, school and classroom factors are included.</p>
<p>ICC2K5-6; ICC5S4-S6 ICC5S12; ICC5S15</p>	<p>IIC1K3-4 IIC5S1; IIC5S12</p>	<p>10 9 8 7 6 5</p>	<p>4 3</p>	<p>2 1</p>
<p>V. Individualized Education Program for Case Study Student</p> <ul style="list-style-type: none"> ❑ Academic areas student receives special education Current grade levels of student in the areas student is receiving special education /specially designed instruction ❑ IEP Goals and Objectives clearly abstracted ❑ Amount of time per week student receives specially designed instruction ❑ Related services received by the student ❑ Accommodations received by the student ❑ Modifications made to the curriculum for the student ❑ Settings in which student receives special education/specially designed instruction ❑ Description of the specially designed instruction received by the student specific to his/her disability and IEP goals and objectives (academic, behavioral) ❑ Anticipated outcomes, at the end of the IEP year, regarding specially designed instruction, and related services the student is receiving this year 	<p>A summary of the case study student's IEP is detailed and provides information from all the required areas.</p>	<p>A summary of the case study student's IEP provides information (some areas are detailed) from all the required areas.</p>	<p>A summary of the case study student's IEP provides information on the child's needs, services, and instructional supports but some information is limited or missing in the required areas.</p>	<p>Minimal information is provided from the case study student's IEP.</p>
<p>ICC7K2-K5; IIC7K1; ICC7S8, ICC1K6</p>	<p>IIC1K6-8, IIC7S1-S8</p>	<p>10 9 8 7 6</p>	<p>5 4 3 2</p>	<p>1</p>

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable	
<p>VI: Overview of the Case Study Student</p> <p>Essential descriptive information about child is provided (DOB age, gender, race, economic status, physical health, physical size and appearance, school attendance) Clear and succinct overview of child's school history is provided Clear presentation of child's social behaviors is provided (both challenging as well as prosocial) Clear presentation of academic and developmental strengths and needs is provided. Child's primary diagnosis/ IDEA eligibility category is provided. Clear and meaningful description of child's communication skills and preferences are provided.</p>	<p>Overview of the Case Study Student includes detailed descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are fully described.</p>	<p>Overview of the Case Study Student includes descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are described.</p>	<p>Overview of the Case Study Student includes some information that describes the student's areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis. Some information is missing or limited.</p>	<p>Overview is largely incomplete or superficial.</p>	
ICC7K2-K4; ICC3K1	IIC7K1; IIC3K2-3	10 9	8 7 6 5	4 3	2 1
<p>VII: Factors Influencing Delivery of IEP Services in Classroom Environments</p> <p>Description of influence of classroom rules and expectations on child behavior and achievement Description of the influence of a teacher's words and behaviors the student's behavior and achievement Description of the influence of physical space on the student's achievement and behavior Discussion of the influence of curriculum organization and design on achievement and behavior Discussion of how and why instructional approaches and methods are modified for the student Discussion of how and why assignments are modified for the student</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are fully described, conveying strong observation skills of classroom environments.</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described based on observations of the classroom environment.</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described. Some areas omit details to fully convey influences of the classroom environment.</p>	<p>Description of the classroom environment and its influences is largely incomplete or superficial.</p>	
ICC5K1-K7		9 8	7 6 5	4 3	2 1

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable	
<p>VIII: Observed Characteristics/Analysis Associated with the Disability of the Case Study Student:</p> <p><i>This section is a short APA reference paper that addresses the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A description, using three references in addition to your class text and notes, of the particular disability with your student has been identified, i.e. a reading leaning disability with significant difficulties in phonemic awareness and reading comprehension. <input type="checkbox"/> A review of the literature, using three references in addition to your class text and notes, that explains best teaching intervention practices to address the disability you student has been identified. <input type="checkbox"/> A discussion, based upon your descriptive notes taken from your observations in the classroom, of how your case study student’s particular disability manifests itself in the classroom. <input type="checkbox"/> Does the student’s disability manifest itself in the academic setting the way you presented what the literature described? <input type="checkbox"/> A discussion, based upon the descriptive notes taken from your observations in the classroom, of the educational practices being implemented in the classroom to address your student’s needs based on his disability <input type="checkbox"/> A referenced discussion (using three references in addition to your class text and notes), with specific examples, of specially designed instruction (special education) that answers the following questions: <input type="checkbox"/> Is specially designed instruction (special education) being provided, or is the student being instructed in the same manner as all other students despite his/her disability? <input type="checkbox"/> Is the instruction provided consistent with how your text and three additional text references indicate best practice is delivered in special education to a student with the disability like your Case Study student has been identified? 	<p>A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. APA style documents all references.</p>	<p>A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. Some areas of analysis present detailed descriptions that support concepts conveyed. APA style documents most references.</p>	<p>A description of the observed characteristics associated with the disability of the case study student is missing some areas of analysis. Some analysis is linked to references in literature, class text, and class notes, but some may not document references, are not clearly described, or do not use APA style to document references.</p>	<p>Description of the observed characteristics associated with the disability of the case study student is largely incomplete or superficial.</p>	
<p>ICC1K1, ICC1K4 ICC3K1</p>	<p>IIC1K2, IIC3K1-3</p>	<p>30 - 21</p>	<p>20 - 11</p>	<p>10 - 6</p>	<p>5 - 1</p>

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable	
<p>IX: Conclusion/reflection/Insights</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of the impact of his/her words and behaviors on the Case Study student's achievement, behavior, motivation, and attitude <input type="checkbox"/> Description of his/her initial biases and tolerance for differences in students (i.e., academically, behaviorally, physically) <input type="checkbox"/> Description of comfort level in working with students with disabilities <input type="checkbox"/> Discussion of how practicum student learned to communicate effectively with students with disabilities, both verbally and non-verbally <input type="checkbox"/> Discussion of how practicum student learned to establish a meaningful relationship with a student with a disability <input type="checkbox"/> Summary of what practicum student learned about him/herself through the Case Study process working with a student with special needs 	Teacher Candidate's conclusions, reflections, and/or insights convey a strong understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Teacher Candidate's conclusions, reflections, and/or insights convey a beginning understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Teacher Candidate's conclusions, reflections, and/or insights convey a minimal understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Teacher Candidate's conclusions, reflections, and/or insights is largely incomplete or superficial.	
ICC9S11; ICC9S13	ICC9S6, ICC1K10	7 6 5	4 3	2	1

Rubric score: **Target** **Acceptable** **Approaches Standard** **Unacceptable**

Teacher Candidate's Name: _____

Faculty Signature: _____ **Date:** _____

REMINDER: This Case Study is an APA Style report.

Case Study

	Fall 2007 n=7 (S/D)			Spring 2008 n=8 (S/D)			Summer 2008 n= 5 (S/D)			Fall 2008 n=65 (8 S/D)			Spring 2009 n=56 (19)			Fall 2009 n=3		
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
Description of Community/School/ Classroom <i>IIC1K3-4; ICC2K5-6; ICC5S4-S6; ICC5S12; ICC5S15; IIC5S1; IIC5S12</i>													16% (3)	5% (1)	79% (15)		67% 2	33% 1
Description of Child <i>IIC1K6-8, ICC1K6 ICC7S8 ICC7K2-K5; IIC7K1; IIC7S1-S8</i>													11% (2)	11% (2)	79% (15)		67% 2	33% 1
Strength Based Description of Child Influences <i>ICC7K2-K4; IIC7K1; ICC3K1, IIC3K2-3</i>													11% (2)	26% (5)	63% (12)		67% 2	33% 1
Strength Based Description of Environ. Influences <i>ICC5K1-K7</i>													16% (3)	16% (3)	13 68%		33% 1	67% 2
Description of Insights and Self-Reflection <i>ICC9S11; ICC9S13 ICC9S6, ICC1K10</i>													5% (1)	5% (1)	90% (17)			100% 3
Sources of Evidence <i>ICC3K1 ICC5K1</i>													11% (2)	5% (1)	84% (16)		67% 2	33% 1
Presentation <i>ICC9S8 ICC9S10</i>													32% (6)	21% (4)	47% (9)		67% 2	33% 1
Overall Evaluation										9 14%	34 52%	22 34%	2 11%	4 21%	13 68%		67% 2	33% 1
Overall Evaluation Candidates in S/D	1 14%	4 58%	2 28%	2 25%	4 50%	2 25%		3 60%	2 40%		4 50%	4 50%		1 25%	3 75%		67% 2	33% 1

