



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

SYLLABUS

Education 356: Individual Assessment Section 01

Fall 2019, 3 Credits

Tuesdays 2-4:30 PM CPS 230

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Office Hours: Tuesdays 12:00-1:00 PM or by appointment

Intended Learning Outcomes:

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following outcomes:

1. Demonstrate knowledge of basic terminology used in assessment
2. Demonstrate knowledge of the legal regulations and ethics related to individual assessment
3. Distinguish between the various types of tests, their administration and uses.
4. Determine appropriate assessment procedures and tools for specific educational situations
5. Administer, score and interpret tests commonly used in special education
6. Write assessment reports addressing all administered assessments
7. Discuss the issues and concerns related to the assessment of culturally/linguistically diverse students

Required Textbook:

Overton, T. (2012). *Assessing learners with special needs: An applied approach*. Boston, MA: Pearson Publishing. (7th edition)

InTASC Model Core Teaching Standards:

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Performances
 - 2b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rate growth, take demands, communication, assessment, and response modes) for individual students with particular learning differences of needs.
 - 2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
- Essential Knowledge

- 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- Critical Dispositions
 - 2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.
 - 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Performances
 - 6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.
 - 6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
 - 6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.
 - 6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
 - 6h. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessment of testing conditions, especially for learners with disabilities and language learning needs.
 - 6i. The teacher continually seeks appropriate ways to employ technologies to support assessment practice both engage learners more fully and to assess and address learner needs.
- Essential Knowledge
 - 6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
 - 6k. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
 - 6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
 - 6o. The teacher knows when and how to evaluate and report learner progress against standards.
 - 6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.
- Critical Dispositions
 - 6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
 - 6v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and need to promote learner growth.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Performances**
 - 9c. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
 - 9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
 - 9f. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documents of sources and respect for others in the use of social media.
- **Essential Knowledge**
 - 9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
 - 9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
 - 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- **Critical Dispositions**
 - 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
 - 9o. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- **Performances**
 - 10a. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
 - 10d. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
 - 10h. The teacher uses and generates meaningful research on education issues and policies.
- **Essential Knowledge**

- 10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres influence interferes with learning.
- **Critical Dispositions**
 - 10q. The teacher respects families' beliefs, norms, and expectations and seeks to collaboratively with learners and families in setting and meeting challenging goals.
 - 10t. The teacher embraces the challenge of continuous improvement and change.

CEC Content Guidelines - Cross Categorical Special Education:

Philosophical, historical and legal foundations of special education including:

- **The historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.**
- **Current educational terminology and definitions relevant to students who would benefit from an independent curriculum.**
- **The issues related to definitions and identification procedures for student with disabilities including those from culturally and or linguistically diverse backgrounds**

The characteristics of learners including:

- **The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.**

Assessment, diagnosis and evaluation including:

- **The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials.**
- **The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities.**
- **The terminology used in the administration of tests and other evaluation materials.**
- **The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews)**
- **A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches. The accurate development and maintenance of student evaluation records (e.g., summary of findings).**

Instructional content and practice including:

- **Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.**

Planning and managing the teacher and learning environment including:

- **Evaluation, planning and management of procedures that match the learner needs with the instructional environment.**

Managing Student Behavior and Social Skills/Interactions including:

- **Planning, implementing and evaluation group and individual behavior management strategies, that include:**
 - **Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.**
 - **Data collection.**

Communication and collaborative partnerships including:

- **The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.**

Professional and ethical practices including:

- **Personal and cultural biases and differences that affect one's teaching and interactions with others.**
- **The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.**

- Engagement in professional activities that may benefit students with disabilities, their families and or colleagues.

CEC Content Guidelines - Intellectual Disabilities

The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organization for individuals with ID.

Assessment, diagnosis and evaluation of students with ID including:

- Student evaluation that includes observations, background information, learning styles, interviews, case studies and anecdotal records.
- Informal and formal measurements of adaptive skills including selection, administration, interpretation, reporting, and application of assessment data.
- Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with ID.
- Adapting and modifying existing assessment tools/methods to accommodate the unique abilities and needs of students including ecological inventories, portfolio assessments, functional assessments and future-based assessments.
- Decisions about the participation of students with ID in state, district, and other general education assessments and modification of assessment tools or development of an alternate assessment process to meet the specific needs of the student.

Practices in developing, monitoring, and revising appropriate individual education programs for students with ID.

The methods for arranging learning environments to maximize the acquisition of objectives, use of materials, and specially designed and adapted equipment.

Managing student behavior including:

- Functional behavioral assessment and intervention planning using behavior analysis principles.

Strategies for monitoring instructional effectiveness.

CEC Content Guidelines - Specific Learning Disability

The critical analysis of current issues, trends, theories, and practices in light of research and evidence.

Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.

The ethical use and potential limitations of various assessment methods and tools for meeting the legal requirements for identification of students with disabilities, instructional program planning and ongoing monitoring of student progress, behavioral change and intervention, transition planning, and program evaluation and accountability.

Assessment, diagnosis, and evaluation of students with learning disabilities including:

- Formal and informal measures including standardized test administration, curriculum-based measures, work product analysis, observation, analysis of background information, interviews and anecdotal records.
- Ecological assessment that includes an analysis of student, environment and task
- Selection, administration, and interpretation of valid and reliable instruments and strategies appropriate to the purpose of assessment.
- Adaptation and modification of existing assessment tools to accommodate the unique abilities and needs of students with learning disabilities including skill inventories, portfolio assessments, and classroom tests.
- Adaptation and modification of existing assessment tools to accommodate the unique abilities and needs of students with learning disabilities including skill inventories, portfolio assessments, and classroom tests.
- Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming and placement of individuals with disabilities.
- Decisions about the participation of students with disabilities in state, district and other general Education assessments and modification of assessment tools or development of alternative assessments to meet the specific needs of students with learning disabilities.

Development, monitoring, implementing, and revising appropriate individualized education programs (IEPs) and daily lesson plans for students with learning disabilities including formal transition plans.

Managing student behavior and social interaction skills that lead to the development of student self-awareness, self determination, self-advocacy, and independence as a learner including:

- Functional behavioral assessment and intervention planning using behavior analysis principles.

- Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

CEC Content Guidelines - Emotional Behavioral Disabilities

The philosophical, historical, and legal foundations of special education – ED/EBD including:

- Current educational terminology and definitions of students with ED/EBD including identification criteria and labeling controversies.

The assessment, identification and evaluation of ED/EBD learners including:

- Specialized educational terminology used in ED/EBD as well as terminology commonly used in other systems.
- Assessment of social skills, academics, emotional & behavioral functioning, and transitional needs.
- Interviewing skills, especially related to documentation of behavioral concerns.
- Observation and data collection especially related to documentation of behavioral concerns
- Evaluation of IEP progress, especially in the areas of behavior and social skills.

Instructional content and practice for ED/EBD learners including:

- Early intervention strategies.


Communication and collaborative partnerships including:

- Dealing with conflict, confrontation, compromise and consensus.

Professionalism and ethical practices including:

- Maintaining a professional image (e.g., personal appearance, demeanor/behavior).

UNIVERSITY POLICIES:

- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. The Rights and Responsibilities document is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- Exceptional Needs Policy: The Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#)  If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start. If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center in Albertson Hall (library) as soon as possible DATC can be reached at 715-346-3365 or DATC@uwsp.edu.
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- Religious Accommodations: Relief from any academic requirement due to religious beliefs will be accommodated according to the UWSP Religious Beliefs Accommodations Policy.
- Inclement Weather Policy: Class will be held except in the case of extreme weather as determined by UWSP. The instructor and the university will notify students of cancellations via UWSP email. Use your own judgment and always remember that your safety comes first.
- Credit Hours: UWSP standards mandate that this course have a minimum requirement of 45 hours outside of class time for each one credit awarded.

SOE POLICIES:

- The School of Education has adopted a model of the dispositions we expect from our students. You are not expected to be at the final “Mastering” level in your dispositions. Instead, the model provides a springboard for your own self-evaluation and goal-setting. Be always mindful of those dispositions.
- Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.
- Practicum must be successfully completed to pass this class.
- Every SOE course requires a performance task placed in the student’s portfolio. The performance task for EDUC 356 is the Specialist’s Report.
- The School of Education strives to honor the uniqueness of all learners. I’m dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems. If you feel unwelcome or unsafe in this course, please let me know. We can address the issue together, confidentially. As a teacher, I align my policies and choices with my university’s guidance, including the UWSP Community Bill of Rights and Responsibilities [🔗](#).

LEARNER and COURSE EXPECTATIONS:

- Attendance: Attendance is required except in the rare instance of serious illness or family emergency. This expectation develops your dispositions toward becoming a teacher. A professional is at school daily, fully prepared and with a strong sense of personal responsibility. Please honor your responsibility as a student enrolled in this class and plan to attend every session.
 - Each student is allowed no more than one excused absence per semester. Should you have an emergency requiring your absence, please notify the instructor by email prior to the class (as soon as possible).
 - The instructor has the sole discretion to lower a student’s earned semester grade up to one half letter grade (A to A- for example) as a result of more than one absence.
 - Any student who misses a class is responsible for any missed content and activities.
 - Attendance refers not only to timely physical presence, but also to active mental engagement, participation and professional demeanor.
 - When extreme or unusual circumstances (including severe weather) prevail, an exemplary teacher communicates with supervisors and colleagues as soon as possible.
 - In general, the best way to avoid negative consequences is to contact the instructor before an absence.
- Participation: Students will earn participation points for in-class activities - up to 3 points for each face-to-face session. You are expected to be prepared for each class session’s content and willingly participate in classroom discussions. Active participation in class is an important part of the learning process and development of educational professionalism. Each student is expected to participate in all activities to grow skills as a pre-service teacher. Collaboration with your peers outside of class is strongly encouraged.
 - Laptops/technology devices are allowed and encouraged for taking notes and participating during class activities. Emailing, texting, surfing, cell phone use, or other non-class activities do not exemplify the dispositions of a member of the teaching profession. I will deduct participation points for cell phone use or inappropriate

laptop/tablet use during class time. If you need to have your phone available during class time for a specific reason, please contact me to discuss this need.

- Assignments are to be submitted on time (11:59 PM on date posted) to the appropriate location.
 - Follow the complete instructions for each assignment as posted on Canvas.
 - Late assignments will not be accepted without prior approval from the instructor. With prior instructor approval, an assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, usually no credit will be given.
 - In general, resubmission of assignments to earn a higher score is not allowed.
 - All written assignments are to use “people first” language.
 - Type and double-space all written assignments using. *Handwritten documents* will NOT be read or awarded credit. Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
 - Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments and discussions.
- Students are responsible for checking UWSP email regularly.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- Discuss questions regarding grades privately with the instructor.
- This class is a Communication in the Major (CM) course and, as such, complies with and fulfills all School of Education guidelines for CM courses. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. Both written expression and content will be graded on all written assignments. Oral communication on Flipgrid assignments and in class participation will also count toward your final grade. Please take this requirement seriously and participate to your fullest potential.

COURSE REQUIREMENTS/ASSIGNMENTS/GRADING:

1. Attendance and Participation

- The course requirements are designed to help you foster proficiencies for successful teaching as stated in the InTASC Model Core Teaching Standards. This course will also strengthen your abilities to collaborate with peers and become a contributing member of a dynamic learning community. Your attendance and participation are essential. Collaboration with your peers outside of class is strongly encouraged. When you do collaborate, give proper credit for work that is not your own. Policies for attendance and participation are in the section just above this one. **Please note that the completion of the required special education practicum hours and submission of Practicum Hours Log/Evaluation Form are requirements to pass this course.**

2. Flipgrid Introduction

- Upload a Flipgrid video that meets the requirements given on Canvas and Flipgrid.

3. Dispositions Self Assessment

- Complete a self assessment of your current skills compared to the UWSP Professional Education Program Teacher Candidate Dispositions document.

5. Quizzes/Learning Checks

- Complete an online quiz for designated assigned textbook readings and related course topics.
 - Each online quiz will be available for one week, beginning at 5 PM on the day of class it is assigned and ending at 1 PM on the due date. Each student is allowed one retake of each quiz within the open period. Your final score for each quiz will be either the score on your initial attempt (if only one attempt) or an average of the two attempts.
 - Online quiz questions are worth 1 point per question.
- Learning Checks will be given in class on
 - Assessment RIOT
 - SLD Criteria chart
 - EBD Eligibility parameters

6. Woodcock-Johnson Tests of Achievement IV (WJ-IV) Administration

- Complete a Practice Scoring Packet.
- Complete a WJ Video Viewing Guide.
- Students administer the WJ-IV standard battery to a classmate.
- Students administer, score and interpret the WJ-IV standard battery to a typically developing child - hard copy of the complete Score Report from this test administration will be submitted.
- Students individually create a WJ-IV Assessment Table (suitable to use in a Specialist's Report/Evaluation Report) from second WJ-IV administration.

9. Informal Assessment - Follow Up Flipgrid

- After looking at multiple methods of informal formative assessment, each student will post a video that follows up on in-class activities.

10. Observation as Part of the SPED Eligibility Process

- As detailed on the Google doc for this assignment, you will review all the resources and complete the Writing Objective Observations activity and submit the OBSERVATION PRACTICE document to Canvas.
- Following the instructions on the Google doc for this assignment, you will observe one student in your practicum setting and write an observation report that would provide relevant information within a Specialist's Report.

11. Specialist's Report [Evaluation Report (ER-1)]

- Academic Domain Paragraphs for Specialist's Report
 - Students use the WJ-IV information gathered on the typically developing child to write draft academic domain paragraphs related to child's initial referral.
 - Each student will evaluate the draft academic domain paragraphs of a peer.
- Behavior/Social Skills/Adaptive Skills Assessment for Specialist's Report
 - Students will complete behavioral survey(s)/assessment(s), score and interpret per examiner's manual and in-class directions.
- Using the WJ-IV standard battery administered to a typically developing child as a starting point, each student writes a complete Specialist's Report
 - Separately students will submit the related ER-2A and Eligibility for EBD Checklist.

12. Practicum/Field Experience

- Practicum MUST be successfully completed in all aspects to pass this course.

- Complete a 15-hour practicum with students with exceptionalities under the direction of a special education teacher. The intent of this practicum experience is for you to assist and observe students with special needs and their teachers. Please note: You are strongly urged to complete more hours of practicum than the minimum requirement.
- You will sign up for a practicum with the Nekoosa School District, which will occur every other Friday, during the first week of class. Since the practicum for EDUC 356 dovetails with the practicum for EDUC 364, the attendance dates will be on the sign-up sheet shared by Dr. Logan.
- Observe UWSP Practicum Etiquette and Experience Protocol.
- Practicum Time Log signed by the cooperating teacher at each visit to verify the clock hours you were at the placement, uploaded to Canvas. (Same one used for EDUC 364.) Retain hard copy in case of questions.
- Cooperating Teacher Practicum Evaluation completed by cooperating teacher, signed by both the CT and you, must be submitted to Canvas by date established by professor. Retain hard copy in case of questions.
- Practicum Journal and Practicum Reflection.
 - After attending practicum visits 2, 3 and 4 you will create journal entries that address course topics and outcomes. A journal format will be provided. Submit your three journal entries as one document to Canvas.
 - Then use those entries as a starting point for a standards-based reflection focused on two inTASC Standards written per Canvas instructions. You will address Standard 6 and one other inTASC standard of your choice. Upload your reflection to Canvas.

14. Final Exam (30 points)

- Students will complete a final quiz of 30 questions covering concepts of the course that include a combination of earlier quiz questions and new questions related to course content. This quiz will be available on Canvas from the last day of class until the end of the final exam time. This quiz has no retake option.

Assignment	Points possible	Score
Attendance	Maintain grade earned or decrease by ½ letter grade	
Participation	3 x 15 = 45	
Flipgrid Introduction	5	
Dispositions Self Assessment	8	
IDEA	8	
WJ-IV Practice Scoring Packet	20	

WJ Video Viewing Guide	9	
WJ-IV Administration to class peer	20	
WJ-IV Permission & Administration to typically developing child documentation	5	
WJ-IV Score Report for 2nd administration	20	
WJ-IV Assessment Table	20	
Quizzes (Ch. 1-2, Reliability and Validity, Ch. 8, 9, 10)	48 total	
Assessment RIOT Learning Check	4	
SLD Criteria Chart Learning Check	8	
EBD Eligibility Criteria Learning Check	8	
Descriptive Statistics Activity	13	
Informal Assessment Search & Share Flipgrid	5	
Observation as Part of SPED Eligibility Process (Writing Objective Observations-OBSERVATION PRACTICE)	30	
Observation as Part of SPED Eligibility Process (practicum observation of a student and written Observation Report)	20	
Specialist's Report – draft academic domain paragraphs	30	
Assignment	Points possible	Score
Peer review of Specialist's academic domain paragraphs	10	
Behavior/Social Skills assessment	10	
Adaptive Skills assessment	10	
ER-2A for ER-1	10	

EBD Eligibility Checklist for ER-1	10	
Specialist's Report	60	
Practicum Assessment Journal	12	
Practicum Reflection	20	
Practicum Time Log	10	
Cooperating Teacher Practicum Evaluation	20	
Final Exam	30	
Total	528	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63 & Below	F
79-77%	C+		

Tentative Schedule of Class Topics, Assignments and Required Readings

Schedule is subject to change.

Due dates are not yet included on the schedule below for: Observation Report (part of Observation as Part of the SPED Eligibility Process), Practicum Journal and Practicum Reflection. Once the dates have been set for this semester's Nekoosa practicum and the sign-up is complete, the due dates for those assignments will be shared.

Fall 2019 - Tentative Schedule - subject to change - EDUC 356: Individual Assessment			
Class	Date	Topics	Assignments due for class session (due by <u>1 PM</u> on date listed unless otherwise noted)
1	Sept. 3	Course overview. Introduction to Assessment. Referral/Assessment Process & Timelines. Initial vocabulary.	
2	Sept. 10	SPED Law, IDEA. Ethics in SPED and Assessment. Types of Tests.	Intro Flipgrid Dispositions Self-Assessment Read text Ch. 1 & 2
3	Sept. 17	Norm-Referenced Assessment. Test administration best practice. Rapport for Testing. Woodcock-Johnson Tests of Achievement IV (WJ-IV). Practicum Journal and Reflection overview.	Quiz 1/2 by 1 PM today IDEA assignment Review Class 2 Google slides including embedded links Read Rapport for Testing (2 docs) Read text Ch. 5
4	Sept. 24	WJ-IV scoring basics. Distribute & discuss & practice WJ-IV administration. WJ-IV Practice Scoring pkt. Descriptive Statistics.	Quiz 5 by 1 PM today WJ Video Viewing Guide
5	Oct. 1	Score WJ-IV writing and fluency samples. SLD Criteria & Eligibility. Observation as Part of the SPED Eligibility Process.	WJ-IV Practice Scoring pkt (hard copy to class) Descriptive Statistics Response sheet Administering WJ-IV to classmate – due Oct. 15

Class	Date	Topics	Assignments due for class session (due by <u>1 PM</u> on date listed unless otherwise noted)
6	Oct. 8	SLD Criteria & Eligibility.	Writing Objective Observations - Observation Practice Administering WJ-IV to classmate – due Oct. 15
7	Oct. 15	WJ-IV online scoring. CBM & Progress Monitoring. Written Lang probes. Informal Assessment. Writing Professional Reports in SPED (Google slides).	Read text Ch. 6 & 7 Administering WJ-IV to classmate – due today - bring scored protocol & response bklt - with raw scores, ceilings & basals clearly marked Administering WJ-IV to typically developing child (due Oct. 29). Upload documentation of parent permission and test administration. Bring laptop/tablet.
8	Oct. 22	Assessment of Behavior. EBD criteria/eligibility/qualification. Discuss “Benny and Joon” viewing w/ EBD checklist. Reliability and Validity.	CBM Written Expression (peer scoring) - bring to class Informal Assessment Search & Share Flipgrid Read text Ch. 9 Administering WJ-IV to typically developing child - due Oct. 29.
9	Oct. 29	WJ-IV Score Report analysis. ER-2A. Academic domain paragraph foundations. Specialist’s Report examples & work time.	Reliability and Validity Canvas quiz Quiz 9 by today WJ-IV administered to typically developing child due today. Complete the online scoring, create and save a Score Report & upload to Canvas. Bring laptop/tablet. Return all WJ-IV materials.

Class	Date	Topics	Assignments due for class session (due by <u>1 PM</u> on date listed unless otherwise noted)
10	Nov. 5	Review EBD eligibility criteria. EBD Eligibility Checklist work time. SAED-2 w/“Benny and Joon”. Specialist’s Report examples & work time.	WJ-IV Assessment Score Table “Benny and Joon” notes using EBD Checklist Work on Specialist’s Report
11	Nov. 12	Peer Review of Specialist’s Report academic domain paragraphs. Specialist’s Report work time.	Specialist’s Report Academic Domain paragraphs drafts Work on Specialist’s Report
12	Nov. 19	Academic Assessment Exploration. Domain paragraph analysis. Observation & Data to Writing Functional Performance Info in Specialist’s Report. Specialist’s Report work time.	Read text Ch. 8 Work on Specialist’s Report
13	Nov. 26	Ellie Case Study. Specialist’s Report work time.	Quiz 8 by today Work on Specialist’s Report
14	Dec. 3	Measures of Intelligence and Adaptive Behavior. ID qualification. Autism.	Read text Ch. 10 Specialist’s Report due
15	Dec. 10	Mini Case Studies. Review of course vocabulary and concepts.	Quiz 10 by today
Final Exam	Wed. Dec. 18	Final Exam – 2:45 PM - 4:45 PM	Final Exam completed via Canvas by 4:45 PM Practicum Time Log (upload to Canvas) Practicum Evaluation (signed by CT & student then uploaded to Canvas)