



**University of Wisconsin-Stevens Point**

College of Professional Studies  
School of Education

## **SYLLABUS**

**Education 356: Individual Assessment Section 01**

**Fall 2018, 3 Credits**

**Tuesdays 2-4:30 PM CPS 230**

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### **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. (7<sup>th</sup> edition)

### **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>
- 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>
- Copyright and File Sharing: Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.
- Exceptional Needs Policy: I'm dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want

(e.g., turning in an assignment late without a penalty, taking an Incomplete in this course) .If I agree that the requirement is unfair, then I am happy to make an accommodation. Here are some exceptional needs that I will accommodate; learning disability, physical disability, chronic illness, death in the family, car accident, sick child. As a teacher, I align my policies and choices with 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 need special accommodations to meet any of the course requirements, please register with the [Disability Services and Assistive Technology Office](#) and contact the instructor at the beginning of the course.

### **LEARNER and COURSE EXPECTATIONS:**


- You are an adult and will be treated as such in this class. As a professional, it is the expectation that you are prepared for the day's content and willingly participate in classroom discussions. We will all learn from one another. I expect you to treat me, your colleagues, and everyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (attendance, assignments, etc.), I expect you to communicate with me and anyone else affected as soon as possible, and to suggest a clear, fair plan to address the problem.
- I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments require this. Be aware that when you use others' work, it must be accurately quoted, cited, or paraphrased. Make sure you give credit where credit is due. I urge you to make intellectual integrity a central part of your professional identity. Accidentally or deliberately leaving off credit is professionally and morally wrong. If you are unclear on how to give proper credit, please ask me prior to turning in the assignment.
- 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.
  - When extreme or unusual circumstances prevail, an exemplary teacher communicates with supervisors and colleagues as soon as possible.
  - If weather or circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend. However, you are responsible for any missed content and activities.
  - In general, the best way to avoid losing points is to contact the instructor before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).
- 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.
- Academic honesty is expected. Please read the Academic Honesty link in D2L Syllabus tab.
- Students are responsible for checking UWSP email regularly.
- Assignments are to be submitted on time. Late assignments will not be accepted without prior approval from the instructor. An assignment completed on time can receive up to 100% of the

points possible. 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.

- **Complete all assigned readings BEFORE class.**
- 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. Please be respectful of the instructor and your peers by refraining from extraneous use of technology. If you need to have your phone available during class time for a specific reason, please contact me to discuss this need. Electronics use that is outside of the course relevant use will negatively impact a student's class attendance and participation grade.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments and discussions.
- All written assignments are to use 'people first' language. Points will be deducted from any assignment not following these directions.
- Type and double-space all written assignments using either Word or pdf format. No other formats will be accepted. Handwritten documents will NOT be read or awarded credit. Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- 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.

### **SOE POLICIES:**

- The School of Education has adopted a model of the dispositions we expect from our students and graduates. 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 ER-1 (Performance).
- 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. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, 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](#) .

## **COURSE REQUIREMENTS/ASSIGNMENTS/GRADING:**

### **1. Attendance and Participation** (maintain grade)

- 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 is 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.
- You are required to attend all scheduled class sessions and be on time. Attendance refers not only to physical presence, but also active mental engagement, participation and professional demeanor.
- Should you have an emergency requiring your absence, please notify the instructor by email prior to the class. One excused absence will be allowed with no grade deduction IF arranged prior to absence.
- Each student is responsible for any missed material.
- Each additional absence (and participation) will be tracked by the instructor. The instructor has sole discretion to make the decision to lower a student's earned grade up to one half letter grade (A to A-) as a result of significant unexcused absences and/or lack of participation in class activities.

### **2. Flipgrid Introduction** (2 points)

- Upload a Flipgrid video that meets the requirements given in D2L.

### **3. Dispositions Self Assessment** (5 points)

- Complete a self assessment of your current skills compared to the UWSP Professional Education Program Teacher Candidate Dispositions document (available in D2L).

### **4. Ethics Dilemma Flipgrid** (5 points)

- Read text and binder regarding educator ethics (see D2L for detailed instructions) then post Flipgrid video detailing steps you would consider taking regarding one of the ethics dilemmas in binder. View the posts of at least 6 peers and post thoughtful replies to at least two.

### **5. Online Quizzes** (9 quizzes at 10 points each; 90 points)

- Complete an online quiz on D2L for each assigned textbook reading.
- Each quiz will be available for one week, beginning at 5 PM on the day of class 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.
- Each quiz will have 10 questions (1 point per question).
- Students should also be prepared to discuss in class the application of the reading materials to past, present and/or future experience.

6. **Woodcock-Johnson Tests of Achievement IV (WJ-IV) Administration** (50 points)
  - Each student will complete a Practice Scoring Packet (5 points).
  - Each student will complete a WJ III Video Viewing Guide (5 points) .
  - Students administer the WJ-IV standard battery to a classmate. Scoring and interpretation will be done in class (10 points).
  - 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 (20 points).
  - Students will also individually create a WJ-IV Assessment Table (suitable to use in an Evaluation Report) from second WJ-IV administration (10 points).
  
7. **Rtl/Progress Monitoring/Tukey Method** (5 points)
  - With information from class lectures and D2L resources, each student will practice using the Tukey method for progress monitoring (document will be submitted to D2L).
  
8. **Informal Assessment - Table Talk Follow Up Flipgrid** (4 points)
  - After looking at multiple methods of informal formative assessment, each student will post a video that follows up on an in-class activity.
  
9. **Observation as Part of the SPED Eligibility Process** (30 points)
  - As detailed on the Google doc for this assignment, you will go through learning activities in the Writing Objective Observations and submit the OBSERVATION PRACTICE document to D2L. (10 points).
  - 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 an ER-1 (20 points).
  
10. **Evaluation Report (ER-1) – Performance** (100 points)
  - Academic Domain Paragraphs
    - Students use the WJ-IV information gathered on the typically developing child for the ER-1 to write draft academic domain paragraphs (10 points).
    - Each student will evaluate the draft academic domain paragraphs of a peer (5 points).
  - Behavior/Social Skills/Adaptive Skills Domain
    - Based in part on viewing movie “Benny and Joon” and taking notes on specified character, each student will administer/complete behavioral survey(s)/assessment(s), score and interpret per examiner’s manual and in-class directions (5 points).
  - Using the WJ-IV standard battery administered to a typically developing child as a starting point, each student write a complete evaluation report with all required forms (requirements will be provided and report will be done in sections) and submit both a hard copy and an electronic version to D2L dropbox (80 points).
  
11. **Practicum/Field Experience** (60 points: 20 points for Cooperating Teacher Practicum Evaluation and Time Log & 8 points each/24 points total for Practicum Reflections)
  - Observe UWSP Practicum Etiquette and Experience Protocol (on D2L).



- A hard copy of the Practicum Agreement signed by both the cooperating teacher and you should be secured at the start of your practicum. Scan and upload to dropbox.
- 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.
- Practicum Time Log, signed by the cooperating teacher at each visit to verify the clock hours you were at the placement, must be submitted with the Cooperating Teacher Practicum Evaluation. (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 by date established by professor (electronic version to D2L dropbox). This evaluation must also be uploaded to the Credentials tab of your portfolio. (Same one used for EDUC 364.) Retain hard copy in case of questions.
- Standards-based Practicum Reflections on three different inTASC Standards written per D2L instructions will be submitted (submit electronic version to D2L dropbox) by dates determined by the professor.
- Practicum **MUST** be successfully completed in all aspects to pass this course.

12. ePortfolio Performance Task (5 points)

- Your portfolio must contain a copy of your ER-1 (Performance) assignment and a reflection on that task as the embedded signature assessment for the course. You will also upload your Practicum Evaluation under the Credentials tab of your portfolio. Once those items are uploaded to your portfolio, follow the instructions to submit via D2L.

13. Final Exam (30 points)

- Students will complete a final quiz covering all concepts of the course. It will include a combination of earlier quiz questions and new questions related to course content. This quiz will be available on D2L from the last day of class until the end of the final exam time. This quiz will be 30 questions with no retake option.

***Personal Grade Tracker:***

<b>Assignment</b>	<b>Points possible</b>	<b>Score</b>
Attendance and Participation	Maintain grade earned or decrease by ½ letter grade	
Flipgrid Introduction	2	
Dispositions Self Assessment	5	
Ethics Dilemma Flipgrid	5	
Quizzes	9 x 10 = 90	
WJ-IV Practice Scoring Packet	5	

WJ-III Video Viewing Guide	5	
WJ-IV Administration to class peer	10	
WJ-IV Administration to typically developing child	20	
WJ-IV Assessment Table	10	
Rtl/Progress Monitoring/Tukey Method	5	
Observation as Part of SPED Eligibility Process (Writing Objective Observations-OBSERVATION PRATICE)	10	
Observation as Part of SPED Eligibility Process (practicum observation of a student)	20	
ER-1 – draft academic domain paragraphs	10	
Peer review of ER-1 academic domain paragraphs	5	
Behavior/Social Skills/Adaptive Skills assessments	5	
ER-1 - Performance	80	
Practicum Reflections	3 x 8 = 24	
Cooperating Teacher Practicum Evaluation & time log	20	
ePortfolio Performance Task reflection & upload	5	
Final Exam	30	
<b>Total</b>	<b>370</b>	


<b>Grading Scale</b>			
<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>
<b>100%-96%</b>	<b>A</b>	<b>76-74%</b>	<b>C</b>
<b>95-90%</b>	<b>A-</b>	<b>73-70%</b>	<b>C-</b>
<b>89-87%</b>	<b>B+</b>	<b>69-67%</b>	<b>D+</b>
<b>86-84%</b>	<b>B</b>	<b>66-64%</b>	<b>D</b>

<b>83-80%</b>	<b>B-</b>	<b>63 &amp; Below</b>	<b>F</b>
<b>79-77%</b>	<b>C+</b>		

### **Tentative Schedule of Class Topics, Assignments and Required Readings**

The schedule is subject to change!! Changes will be based on the needs of the class and any unforeseen factors. Read and review the Google Slides for each class for any changes.

<b>Fall 2018 - Tentative Schedule - subject to change - EDUC 356: Individual Assessment</b>			
<b>Class #</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments due for class session (due by <u>1 PM</u> on date listed unless otherwise noted)</b>
<b>1</b>	Sept. 4	Course overview. Introduction to Assessment. IDEA. Referral/Assessment Timelines. Initial vocabulary.	
<b>2</b>	Sept. 11	Laws/Ethics/Issues. Referral Process & R-1. Ch. 1-2 vocab. Types of Tests. Ethics Dilemma. SLD criteria & ER-2A.  Bring hard copy ER-2A to class.	Intro Flipgrid (D2L) Name card response ready Dispositions Self-Assessment (D2L) Read text Ch. 1 & 2 Review CH. 1-2 vocabulary (in Class 1 slides)  Practicum CT Agreement ASAP
<b>3</b>	Sept. 18	SLD Criteria & Eligibility. Rapport for Testing. Frontload Ch. 5 vocab.	Quiz 1/2 by 1 PM today Ethics Dilemma Flipgrid (D2L) Rapport for Testing (D2L) – read/consider both documents Review IDEA slides. View NASET Assessment slides (embedded in Class 2 Google slides) Practicum CT Agreement ASAP
<b>4</b>	Sept. 25	SLD Criteria & Eligibility. Norm-Referenced Assessment. Woodcock-Johnson Tests of Achievement IV (WJ-IV). Frontload Ch. 6 vocab.	Read text Ch. 5 PM Data Charts for ER-2A (pairs – hard copy p. 2, 3, 4 only)  Practicum CT Agreement ASAP

		<b>PLEASE NOTE: <u>Practicum Cooperating Teacher Agreements are due ASAP</u></b>	<b>PLEASE NOTE: <u>Practicum Reflections (1, 2 &amp; 3)</u> (D2L) should be submitted within one week of each practicum visit.</b>
<b>5</b>	Oct. 2	Distribute & discuss & practice WJ-IV administration. WJ-IV scoring basics. Practicum Reflections overview.	Quiz 5 by 1 PM today Read text Ch. 6 WJ Video Viewing Guide (D2L)
<b>6</b>	Oct. 9	Progress Monitoring. Informal Assessment. CBM. DIBELS. Written Language probes. Discuss WJ-IV administration/scoring - Practice Scoring pkt . Frontload Ch. 3 vocab.	Quiz 6 by today Read text Ch. 7 WJ-IV Practice Scoring pkt (hard copy to class) Administering WJ-IV to peer – due next class
<b>7</b>	Oct. 16	Descriptive Statistics. Score WJ-IV writing and fluency samples. Online scoring of WJ-IV. Evaluation Report (ER-1) overview.	Quiz 7 by today Read text Ch. 3 CBM Written Expression (peer scoring) WJ-IV done w/ classmate – bring scored protocol & response bklt - with raw scores, ceilings & basals clearly marked <b><u>Bring technology to score WJ-IV</u></b>
<b>8</b>	Oct. 23	Class will not meet. <ul style="list-style-type: none"> <li>Go the the D2L tab: Observation as Part of the SPED Eligibility Process. Read through <u>all</u> the items. Take time to think about how the observation of a student within his/her typical classroom setting can provide valuable information to the IEP Team during the EEN eligibility decision-making process. Complete listed activities for Writing Objective Observations.</li> <li>“Benny and Joon” movie viewing</li> </ul>	<b>Administering WJ-IV to typically developing child</b> (due November 6)  See notes to left for additional expectations for this week.  PLEASE NOTE: Observation as Part of the SPED Eligibility Process (done during practicum on Nov. 2 or 9) is due Nov. 20.

9	Oct. 30	Observation as Part of the SPED Eligibility Process. Evaluation Report (ER-1) writing. WJ-IV Score Report interpretation. RtI/PM/Tukey Method activities. Frontload Ch. 4 vocab.	Quiz 3 by today. RtI/PM/Tukey Method activities (hard copy for class & D2L) Table Talk Follow Up Flipgrid Writing Objective Observations (D2L) Administering WJ-IV to typically developing child (due November 6)
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<b>Fall 2018 - Tentative Schedule - subject to change - EDUC 356: Individual Assessment</b>			
Class #	Date	Topics	Assignments due for class session
10	Nov. 6	Validity and Reliability. Assessment Table for WJ-IV & work time. Evaluation Report (ER-1) writing & work time.  PLEASE NOTE: Observation as Part of the SPED Eligibility Process (done during practicum on Nov. 2 or 9) is due Nov. 20.	Read text Ch. 4 WJ-IV done w/ typical child—bring scored protocol & response bklt & hard copy Score Report (standard score version) (keep copy Score Report for your use) Read D2L Evaluation Reports tab – all 4 binder book excerpts
11	Nov. 13	Academic Assessment. Peer Review of ER-1 academic domain paragraphs. ER-1 writing practice. Assessment of Behavior. EBD qualification. “Benny and Joon” discussion. SAED-2.  PLEASE NOTE: Observation as Part of the SPED Eligibility Process (done during practicum on Nov. 2 or 9) is due Nov. 20.	Quiz 4 by today Read text Ch. 8 ER-1 Academic domain paragraphs drafts (hard copy) WJ-IV Assessment Table for typical child administration (D2L dropbox)
12	Nov. 20	Assessment of Behavior. EBD criteria/eligibility. Work time on ER-1.	Quiz 8 by today Read text Ch. 9 SAED-2 (for Sam from “Benny and Joon”) Observation as Part of the SPED Eligibility Process (D2L - hard copy & dropbox)

<b>13</b>	Nov. 27	Measuring Behavior Case Studies. Observation & Data to Writing Behavior ER-1. SSIS and Other Assessments of Behavior and Social Skills. Work time on ER-1.	Quiz 9 by today
<b>Fall 2018 - Tentative Schedule - subject to change - EDUC 356: Individual Assessment</b>			
<b>Class #</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments due for class session</b>
<b>14</b>	Dec. 4	Measures of Intelligence and Adaptive Behavior. ID qualification. Bias in Assessment.	Read text Ch. 10 ER-1 Performance (hard copy and dropbox)
<b>15</b>	Dec. 11	Other Standardized Assessment Measures. Review of course vocabulary and concepts.	Quiz 10 by today
<b>Final Exam</b>	Dec. 17	Final Exam – 10:15AM - 12:15PM	Final Exam completed via D2L by 12:15 PM Practicum Time Log (upload to dropbox) Practicum Evaluation (signed by CT & student then uploaded to dropbox) ePortfolio Performance Task upload