

# SYLLABUS

University of Wisconsin-Stevens Point

EDUC 356/556

Individual Assessment

Summer 2017

Hybrid Course – June 26 – August 18

Face-to-face sessions CPS 326 10 AM – 2 PM on both Wednesday, July 12 and Wednesday, July 26

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## Course Information:

Description: 3 credits. Prerequisites: Admission to PEP; [EDUC 351](#). Screening, referral and individual assessment relating to M-team procedures; report writing, decision making, and IEP program planning; monitor ongoing progress; learn administration and interpretation of norm-referenced and criterion-referenced individual assessment tests including recording behavioral data, using rating scales and curriculum-based assessment; field experience (not required for summer).

## Required Textbook:

Overton, T. (2012). *Assessing learners with special needs: An applied approach*. Boston, MA: Pearson Publishing. (7<sup>th</sup> edition). ISBN-13: 9780131367104 ISBN-10: 0131367102 The textbook is available through the UWSP bookstore rental system and can be mailed to you for use during the summer term. Contact the bookstore to secure your copy.

## Course Technology Requirements:

Minimum recommended computer and internet configurations for online courses can be found [here](#). The course will be delivered partially through the course management system D2L. In D2L you will access online lessons, course materials and resources. At designated times throughout the summer session, you will participate in a blend of self-paced and group-paced activities using D2L and alternative internet-based technologies. Activities may include discussion forums, video conferencing, online quizzes, journaling and Google-based collaborations for document or slide creating/sharing/commenting/revising. If you need technical assistance at any time during the course or to report a problem with D2L, you can: Visit with a [Student Technology Tutor](#). Seek assistance from the [HELP Desk](#).

## 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 different educational situations
5. Administer, score and interpret tests and assessments 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

## **Course Objectives:**

The objectives of this course follow the InTASC Model Core Teaching Standards are listed below:

**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 professional 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 of influence interferes with learning.

### Critical Dispositions

10q. The teacher respects families' beliefs, norms, and expectations and seeks to work 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**

#### *Philosophical, historical and legal foundations of special education including:*

The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e.g., due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.

#### *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:*

Curriculum materials and systematic instructional methods for teaching basic academic skills and learning strategies in reading, mathematics, and written language; and assignment completion and test taking skills needed to succeed academically.

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

The development and implementation of transition planning.

#### *Planning and managing the teacher and learning environment including:*

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

The principles of physical and health management

#### *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.

#### *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:*

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

colleagues.

## 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: 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. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#). When contacting the instructor 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).
- Accommodation of Religious Beliefs: Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification of the instructor of the specific days/dates on which the student requests relief within the first week of class.

## GENERAL COURSE EXPECTATIONS

- Attendance is required except in cases of serious illness or family emergency. This expectation develops your dispositions toward becoming a competent 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.
- 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 teacher of students with exceptional educational needs.
- Students are responsible for checking UWSP email regularly. Use UWSP email for all course correspondence rather than personal email accounts.
- Assignments for this course will be submitted electronically through D2L or Google drive unless otherwise instructed.
- 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 face-to-face class sessions.
- Laptops/technology devices will be needed during all face-to-face sessions for taking notes and participating. Come with a fully charged device and bring a charging cord.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in written assignments and discussions.
- All written assignments are to use 'people first' language. Up to 25% will be deducted from any assignment not following these directions.
- Type and double-space all written assignments. Only documents created in Word, pdf and Google doc 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.
- All files uploaded to the D2L dropbox should be saved using the following file naming format:  
**lastname\_firstname\_date\_assignmentname**

- 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. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. This course complies with and fulfills all School of Education guidelines for CM courses.

## SCHOOL OF EDUCATION POLICIES

- The School of Education has adopted [a model of the dispositions](#)  we expect from our students and graduates. 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.

## 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 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. Each student is responsible for any missed material.
- Absences and online 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 full letter grade as a result of unexcused absences or significant lack of engagement in class activities.

### 2. Module One

- Flipgrid Introduction (5 points)
- Who Is Involved? (1 point)
- IDEA (1 point)

### 3. Module Two

- Ethics Dilemma Flipgrid (5 points)

### 4. Module Four

- Steps to Establish Assessment Rapport (10 points)

### 5. Module Five

- Insufficient Progress?? (3 points)
- Progress Monitoring Data Charts for ER-2A (5 points)

### 6. Module Six

- WJ Administration Videos Viewing Guide (8 points)
- Practice Scoring Packet [in class activity] (5 points)
- Students administer portions of the WJ-IV standard battery to a classmate. Scoring and interpretation will be done in class (5 points).
- Students administer, score and interpret the WJ-IV standard battery (tests 1-13) to a typically developing child - copy of the complete Score Report from this test administration will be submitted to dropbox (10 points for administration & 10 points for Score Report to dropbox).

### 7. Module Seven

- Reflection on Prior Practice (20 points)

### 8. Module Eight

- Score Table for administration of WJ-IV to typically developing child, using Laura Jakobson referral areas (10 points)
- Specialist Report
  - Draft of academic domain paragraphs - use the WJ-IV information gathered on the typically developing child to write draft academic domain paragraphs (keyed into Laura Jakobson referral areas) (16 points)
  - Peer review of domain paragraphs (8 points)
  - Complete specialist report for initial evaluation IEP team (40 points) due at end of course

**9. Module Nine**

- Complete an assessment used for EBD eligibility determinations (5 points)

**10. Module Ten**

- Review an adaptive skills assessment (5 points)

**11. Online Quizzes** (9 quizzes at 10 points each; 90 points) \*\*89 with revision of Quiz 4

- Complete an online quiz on D2L for each assigned textbook reading.
- Each quiz will be available throughout the course. However, each has a specific due date noted in the Class Modules. 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).

**12. Final Exam** (15 points)

- Students will complete a 30 question 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 until 11:59 PM on August 18. Each question is worth .5 points and there is no retake option.

13. Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

ASSIGNMENT	POINTS POSSIBLE	SCORE
Quizzes	9 x 10 = 90** 89 due to revision of Quiz 4	
Flipgrid Introduction	4	
Who Is Involved?	1	
IDEA	1	
Flipgrid Ethics Dilemma	5	
Steps to Establish Assessment Rapport	10	
Insufficient Progress??	3	
Progress Monitoring Data Charts for ER-2A	5	
WJ Administration Videos Viewing Guide	8	
WJ-IV Practice Scoring Packet (in class activity)	5	
WJ-IV practice administration to classmate	5	
WJ-IV Administration to typically developing child	10	
WJ-IV Score Report (from online scoring)	10	
Reflection on Prior Practice	20	
WJ-IV Score Table	10	
Draft academic domain paragraphs for specialist report	16	
Peer review of academic domain paragraphs	8	
EBD Eligibility Assessment (Behavior/Social Skills)	5	
Adaptive Skills Assessment	5	
Specialist Report for Initial Evaluation IEP Team	40	
Graduate students only – Research paper	20	
Final Exam	15	
<b>Total</b>	<b>EDUC 356 275</b> <b>EDUC 556 295</b>	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-96%	A	76-74%	C
95-90%	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+		