



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

SYLLABUS

Education 356: Individual Assessment Section 01

Spring 2020, 3 Credits

Lecture: Tuesdays 2-4:30 PM CPS 326

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Required Textbook:

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

Course/Student Learning Outcomes:

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience. 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 and apply basic terminology used in assessment
2. Demonstrate knowledge of the legal regulations and ethics related to individual assessment and apply that knowledge to fictional case studies
3. Distinguish between the various types of tests, their administration, relative strengths and uses in order to make informed decisions when writing a specialist's report that summarizes the results of an initial special education evaluation to determine possible eligibility for special education services.
4. Employ appropriate assessment procedures and tools (including but not limited to progress monitoring, informal assessment, records review, interviews and observation) for specific educational situations
5. Administer, score and interpret tests commonly used in special education
6. Write professional assessment reports that aggregate all administered assessments, address eligibility criteria for specified special education disabilities, and provide evidence of related current classroom performance and behaviors
7. Discuss the issues and concerns related to the assessment of culturally/linguistically diverse students

Wisconsin Administrative Code/PI 34:

PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

(g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

(h) Modifying the regular education curriculum when instructing pupils with disabilities.

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 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 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.

Council for Exceptional Children Standards

CEC Standard 1 - Learner Development and Individual Learner Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC Standard 2 - Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC Standard 7 - Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Communicating with your Instructor/Office Hours:

Email is the quickest way to reach me at: rfrancsi@uwsp.edu

I am available without an appointment on most Wednesdays from 1:00 – 3:00 pm. I will let you know during class or via email if my office hours will be cancelled that day. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

Communicate clearly. Some faculty receive as many as 100 emails per day. You should be clear, concise and professional so your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other email you have sent. Sign off with your first and last name.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that you receive help to find a solution.

Course Structure:

This course will be delivered in a face-to-face method and through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Cell Phone, Laptop and Tablet Usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Using laptops or tablets to take notes in class is acceptable if you do not have other tabs open. However, unless cell phones, laptops or tablets are being used for an immediate class activity, please turn off your phone/laptop/tablet during class. I view technology usage unrelated to current course activities to be inappropriate and will deduct participation points. Thank you for following these guidelines as they help create a positive learning community.

Participation with Online Tools:

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you

have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality:

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Additionally, activities and assignments in this course may ask that you reflect on practicum experiences. When doing so, observe the standards of confidentiality by not using the real names of the individuals you discuss.

Academic Integrity:

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or

other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Other Campus Policies:

FERPA:

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX:

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act:

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act:

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Course Requirements/Expectations:

- Complete the assigned readings before participating in the activities corresponding to the chapters.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Conduct yourself as a professional educator should conduct him/herself.
- Use “people first” language in all interactions.
- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- 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.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
- Make an appointment to discuss questions regarding grades/other concerns privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- Credit Hour Expectations: UWSP standards mandate that this course have a minimum requirement of 45 hours outside of class time for **each** one credit awarded.
- 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.
- **Attendance:**
 - The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance refers not only to timely physical presence, but also to active mental engagement, participation and professional demeanor. In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic

learning community. Your attendance and participation is essential.

Collaboration with your peers outside class is strongly encouraged.

- All students are expected to read the assigned material before each class session. Students will frequently be asked to discuss textbook and lecture material in small groups. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

- Each student is allowed no more than one 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 final grade will be in the event of excessive absences. **On the second absence ("excused" or "unexcused"- I do not differentiate between the two), a student's final grade will be dropped one half letter grade (for example, A- to B+)** At every absence thereafter a student's

letter

grade will be dropped one half letter grade further (for example, on the 3rd absence the earlier mentioned A- dropped to B+ will drop to a B. Please note that failure to complete the assigned activity for any online class will be counted as an absence and participation points for that session will not be earned.

Accommodations can be made at the instructor's discretion for extenuating circumstances (ie: maternity/paternity leave).

- If you will be missing class due to a UWSP-related event, before your absence you must request an alternative assignment you can complete and hand in or your absence will count as one of your two unpenalized ones.

- **Assignments:**

- **No Google doc links:** Do not submit Google doc links for your assignments except when the instructor shares an editable Google doc for a particular assignment.
- In general, resubmission of assignments to earn a higher score is not allowed.
- **Late Work:** Submit all assignments by the posted due date to the appropriate location by 1:00 PM on the due date. An assignment completed on time can receive 100% of the points possible. Under extenuating circumstances, an assignment can be turned in late for full credit if the student has obtained permission from the instructor ahead of the due date and the assignment is turned in on the agreed upon extended due date. Without prior approval, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. Assignments turned in after one week of the due date will earn zero points.
- **Participation:** Students will earn participation points for in-class activities. (3 points per class X 13 face-to-face classes and 2 online classes.) I will deduct points for cell phone use or inappropriate laptop/tablet use during class time. Communicate with me before class if there is a reason that you will need to have your cellphone visible during class. Participation points cannot be earned for an absence and/or for non-completion of online class activity.

- **Formative Assignments:**

- **Flipgrid Introduction:** Upload a Flipgrid video that meets the requirements given on Canvas and Flipgrid.
- **Dispositions Self Assessment:** Complete a self assessment of your current skills compared to the UWSP Professional Education Program Teacher Candidate Dispositions document.
- **IDEA:** Answer the prompts related to IDEA.
- **Quizzes/Learning Checks:** Complete an online quiz for designated assigned textbook readings and related course topics.
 - Learning Checks will be given in class on
 - Assessment RIOT
 - SLD Criteria chart
 - EBD Eligibility parameters
 - 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.
- **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.
 - Submit photo evidence of permission from parent/guardian to test child and also photo evidence of administration of WJ-IV (pix of child with part of test materials).
 - 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.
- **Descriptive Statistics:** Work through the guided learning activity on this topic and upload the completed response sheet to Canvas.
- **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.
- **Observation and the SPED Eligibility Process:**
 - As detailed on the Google doc for this assignment, you will review all the resources, 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 might provide relevant information within a Specialist's Report
- **Specialist's Report (Signature Embedded Assessment):**
 - 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 for Specialist's Report
 - Adaptive Skills Assessment
 - Students will complete an adaptive skills assessment, score and interpret per examiner's manual to post to Canvas.
 - Using the WJ-IV standard battery administered to a typically developing child as a starting point, each student writes a complete Specialist's Report
 - Students will complete in class the related ER-2A and Eligibility for EBD Checklist.
- **Summative Assessments:**
 - **Practicum/Field Experience: Practicum MUST be successfully completed in all aspects (including required forms, journals and reflections) 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 for placements that have been arranged by your professors. Since the practicum for EDUC 356 dovetails with the practicum for EDUC 364, the attendance dates will be the same for both classes.
 - Observe UWSP Practicum Etiquette and Experience Protocol.
 - Practicum Time Log signed by the cooperating teacher at each visit to verify the instructional clock hours you were at the placement. (Same one used for EDUC 364.) Retain hard copy.
 - Cooperating Teacher Practicum Evaluation completed by cooperating teacher, signed by both the CT and you, must be submitted to Canvas. Retain hard copy in case of questions.

Practicum Assignment	Complete a 30-hour practicum in a <u>special education classroom setting or an inclusion setting</u> under the direction of a special education teacher. After completing your practicum, write the Practicum Reflection Paper. (Practicum Assessment Journal = 10 points Reflection Paper = 20 points Evaluation Form = 20 points Time Log = 10 points)	60	6. 7
Final Exam	Questions that gauge knowledge of course concepts	30	1, 2, 3, 4, 5, 7
Attendance	Attend class regularly and be on time. See attendance policy for how absences may result in semester grade reduction.		1, 2, 3, 4, 5, 6, 7
Total points		515	

Grading Scale:

94-100% = A	77-79% = C+	60-63% = D-
90-93% = A-	74-76% = C	below 60% = F
87-89% = B+	70-73% = C-	
84-86% = B	67-69% = D+	
80-83% = B-	64-66% = D	

Inclement Weather Policy:

Class will be held except in the case of extreme weather. The instructor and/or university will notify students of cancellations via your UWSP email account. The class attendance policy is in effect unless the instructor or UWSP cancels class. Use your own judgment and always remember your safety comes first.

Absences due to Military Service:

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other

course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation:

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success.

Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Course Schedule - Tentative Schedule

Spring 2020 - 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	Jan. 21	Course overview. Introduction to Assessment. Referral/Assessment Process & Timelines. Initial vocabulary.	
2	Jan. 28	SPED Law, IDEA. Ethics in SPED and Assessment. Types of Assessments.	Intro Flipgrid Dispositions Self-Assessment Read text Ch. 1 & 2
3	Feb. 4	Norm-Referenced Assessment. Rapport for Testing. Test administration best practice. Woodcock-Johnson IV Tests of Achievement (WJ-IV) - videos.	Quiz 1/2 by 1 PM today IDEA assignment Review Class 2 Google slides including embedded links Read Rapport for Testing docs Read text Ch. 5

4	Feb. 11	WJ-IV scoring basics. Distribute & discuss & practice WJ-IV administration. Score WJ-IV writing samples and fluency tests. WJ-IV Practice Scoring pkt. Practicum Journal and Reflection overview.	WJ Video Viewing Guide
5	Feb. 18	WJ-IV Scoring Packet discussion. SLD Criteria & Eligibility.	WJ-IV Practice Scoring pkt (hard copy to class) Administering WJ-IV to classmate – due March 3
6	Feb. 25	SLD Criteria & Eligibility. CBM & Progress Monitoring. ER-2A Prog Monitoring charts. Written Lang probes. SLD Learning Check.	SLD Areas slides due for class. ER-2A Prog Monitoring charts Read text Ch. 6 (select pages - see Canvas) & 7 Administering WJ-IV to classmate – due March 3
Class	Date	Topics	Assignments due for class session (due by 1 PM on date listed unless otherwise noted)
7	March 3	WJ-IV online scoring w/ peer administration. Assessment of Behavior. EBD criteria/eligibility/qualification. Annotated Specialist's Report. Assessment RIOT Learning Check.	Read text Ch. 9 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 March 24). Upload documentation of parent permission and test administration. <u>Bring laptop/tablet.</u>

8	March 10	WJ-IV Score Report analysis. ER-2A. Review EBD eligibility criteria. EBD Eligibility Checklist work time. SAED-2 w/"Benny and Joon". Specialist's Report examples & work time.	"Benny and Joon" notes using EBD Checklist Quiz 9 by today Administering WJ-IV to typically developing child - due March 24.
	March 13-22	Spring Break	Administering WJ-IV to typically developing child - due March 24.
9	March 24	Academic domain paragraph foundations. Domain paragraph analysis. Specialist's Report examples & work time. Do Re Mi Lala read & take notes w/o technology.	WJ-IV administered to typically developing child due today. Complete the online scoring, create and save a Score Report & upload to Canvas.
10	March 31	Class will not meet. Alternate class meeting will take place via Google slides and related assignments. Topics to be covered: Informal Formative Assessment. Descriptive Statistics. Reliability and Validity.	WJ-IV Assessment Score Table SAED-2 Read text Ch. 8 Work on Specialist's Report - Academic Domain paragraphs with partner
Class	Date	Topics	Assignments due for class session (due by <u>1 PM</u> on date listed unless otherwise noted)
11	April 7	Class will not meet. Alternate class meeting will take place via Google slides and related assignments. Topics to be covered: Observation and the SPED Eligibility Process and Specialist's Report components.	Informal Assessment Search & Share Flipgrid Descriptive Statistics response sheet Reliability and Validity Canvas quiz Work on Specialist's Report - Academic Domain paragraphs w/ partner
12	April 14	EBD Learning Check. Peer Review of draft academic domain paragraphs. Observation & Data to Functional Performance Info. Xenia. Specialist's Report work time.	OBSERVATION PRACTICE due Specialist's Report Academic Domain paragraphs drafts due Work on Specialist's Report w/ partner

13	April 21	Academic Assessment Exploration. Ellie Case Study. Specialist's Report work time.	Peer Review of Draft Academic Domain Paragraphs Quiz 8 by today Work on Specialist's Report w/ partner
14	April 28	ID qualification. Measures of Intelligence and Adaptive Behavior/Skills. Autism and OHI & slides work time.	Read text Ch. 10 Specialist's Report due
15	May 5	Mini Case Studies. Review of course vocabulary and concepts.	Quiz 10 by today ASD & OHI slides due Practicum Observation Written Report (part of Observation and the SPED Eligibility Process) Adaptive Skills Assessment
	May 12	Finals Week	Practicum Journal Practicum Reflection Practicum Time Log Practicum Evaluation (signed by CT & student to Canvas)
Final Exam	Thurs. May 14	Final Exam – 8:00 AM - 10:00 AM	Final Exam on Canvas