



**University of Wisconsin-Stevens Point**  
College of Professional Studies  
School of Education

## **SYLLABUS**

**Education 756: Special Education Assessment Section 71**  
**Fall 2020, 3 Credits**  
**Online Course**

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**Office Hours:** Tuesdays 11:00am-1:00pm or by appointment

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**Required Textbook/Readings:**

Overton, T. (2012). *Assessing learners with special needs: An applied approach*. Boston, MA: Pearson Publishing. (7<sup>th</sup> edition). Other required readings will be posted online. Students are expected to read all required readings prior to the respective activities, Activities will be based in part on the required reading.

**Important Note:**

This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

**Purpose and Description of Course:**

The evaluation process for special education as required by state and federal special education law. Steps in the evaluation process are investigated and applied in a practical setting.

**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 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

**Student Rights and Responsibilities:**

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. You can learn more about your rights and responsibilities on the [UWSP Student Handbook Page](#) through the Dean of Students Website.

**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:**

The objectives of this course follow the [Council for Exceptional Children Initial Teacher Preparation Standards](#), as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

<b>Council for Exceptional Children Initial Teacher Preparation Standards</b>	<b>Signature Embedded Assessment</b>
CEC Standard 1 - 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.	● Specialist’s Report
CEC Standard 4 - Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	● Specialist’s Report

**Academic Expectations and Standards**

Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online courses often require greater time commitment for independent work from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced [Online Student Orientation](#) tool to prepare for online coursework.

**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](http://www.uwsp.edu/canvas). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

**Netiquette**

- Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Working as a community of learners, we can build a polite and respectful course community.
- The following netiquette tips will enhance the learning experience for everyone in the course:
  - Do not dominate any discussion.
  - Give other students the opportunity to join in the discussion.
  - Do not use offensive language. Present ideas appropriately.

- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

*Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm); Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.*

### **Communicating with your Instructor/Office Hours:**

- You can reach me via:
  - Email is the quickest way to reach me at: [rfrancsi@uwsp.edu](mailto:rfrancsi@uwsp.edu)
  - I am available without an appointment on most Tuesdays from 11:00am – 1:00pm. I will let you know via email if my office hours will be cancelled on any day.
  - Call my office at any time (715-346-2820). Leave a voicemail if I do not answer.
  - Individual meetings can be arranged through an email request or phone call.
  - Videoconference is available upon request.
- 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. I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- I will attempt to grade written work within 1 week, however longer written assignments may take longer to read and assess.

### **Building Rapport**

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.

### **Understand When You May Drop This Course**

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours leaving students unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### **Incomplete Policy**

- Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

### **Technology Guidelines**

- **Technology Access:** You will need access to the following tools to participate in this course: webcam, microphone, a stable internet connection (don't rely on cellular).
- **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 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.
- **Technical Assistance:** If you need technical assistance at any time during the course or to report a problem with Canvas you can seek assistance from the
  - [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)
  - UWSP Online Learning Resources: <https://www.uwsp.edu/tlc/online-learning-resources/Pages/default.aspx>

### **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](mailto: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.*

## 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
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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
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### 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](mailto: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](#).

### 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 1<sup>st</sup> 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](#)

### COVID-19 Policies

- **Face Coverings:** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. (This policy is not applicable to our online/virtual classroom course.)
- **Other Guidance:**
  - Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
  - Maintain a minimum of 6 feet of physical distance from others whenever possible.
  - Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
  - Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
  - Please maintain these same healthy practices outside the classroom.

### School of Education Policies

- 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.
- 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.

### Course Requirements/Expectations:

- Complete the assigned readings before participating in the activities corresponding to the readings, videos, power points and/or lectures.

- Participate in class discussions and activities. Active engagement 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.
- 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. 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 prior to turning in the assignment.
- 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.
- 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.
- **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 weekly is essential. Collaboration with your peers outside class is strongly encouraged.
  - Should a situation arise requiring your absence or lack of engagement/participation, please notify the instructor by email as soon as possible. The instructor has the sole discretion to lower a student's final grade in the event of excessive absences/non-participation/lack of engagement. Accommodations can be made at the instructor's discretion for extenuating circumstances.
  - Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation." Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):
    - Attend all your classes regularly. We do not have a system of permitted "cuts."
    - If you decide to drop a class, please do so using accesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

- During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
  - If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
  - If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
  - If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
  - If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
  - If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.
- **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.
    - **Resubmission:** 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 11:59 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. Please ask before the assignment is due if you need an extension; in most cases I will grant one.
    - **Module Assignments:** Throughout the course you will be expected to complete learning activities that correspond with module topics. Types of tasks may include communicating via email, completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, submitting video responses, completing tests online, and participating in asynchronous online discussions. You will earn points for

participating in and submitting various activities. Although the activities are due Sundays, you may work ahead and complete them/turn them in early.

- **Woodcock-Johnson-IV Tests of Achievement (WJ-IV):** A core piece of this course is learning about then implementing proper administration of standardized, normative assessments that can be used for the initial evaluation of a student who has been referred for possible special education needs. After completing activities that will immerse you in the test and build test administration skills, you will administer subtests 1-13 to a typically developing child. Once administration and scoring is completed, you will input scores online, generate a score report and create a related assessment table.
- **Specialist’s Report:** The signature embedded assessment for this course is a Specialist’s Report. The report will be a summary of information that you would share at an IEP Team meeting for an initial evaluation of a fictional student who has been referred for possible Specific Learning Disability and Emotional/Behavioral Disability. Information will be based partly on the WJ-IV scores from your administration of the test. You will also create classroom performance information, use emotional/behavioral disability measures and discuss your IDEA required observation of the fictional child.
- **Practicum:** All students are required to complete a 6 hour practicum. Failure to complete all practicum requirements will result in failure in the course per School of Education policy. A variety of methods will be allowed for completion of the required hours.
- **Comprehensive Portfolio Artifact Reflection:** During the final academic term of their program, master’s degree candidates must submit a comprehensive portfolio. This portfolio will include artifacts and reflections from coursework in the program. It allows students to develop an organized collection of work and thinking that demonstrate content mastery, growth, and evidence that candidates are self-directed and reflective practitioners. (Master of Science in Education Comprehensive Portfolio Guidebook, p. 3) [Master’s of Education Student Resources](#) (Note: If you are currently seeking your first teaching license, you do not need to complete this assignment.)
- **Graduate Student Project:** Research four assessments in a learning domain of your choice. Provide a summary for each assessment that thoroughly addresses the prompts provided. Write a rationale for which assessment you believe best suits your ideal teaching situation. Create a list of the references used to create your summaries.

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-

89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63 & Below	F
79-77%	C+		

**COURSE REQUIREMENTS:**

Graded Assignments (due dates are on Canvas)	Points possible	Score
Flipgrid Introduction	5	
Lino Sticky Note	3	
Types of Assessment activity	8	
Discriminatory Assessment Discussion Board	8	
Ethics Dilemma Flipgrid - optional	5 possible	
Rapport for Testing - Steps to Establish Assessment Rapport	12	
Descriptive Statistics Response	13	
Canvas Quiz Reliability and Validity	10	
IRIS Center Modules	16	
Informal Assessment Search & Share Flipgrid	6	
Reflection on Prior Practice and Future Methods of Informal Formative Assessment	20	
WJ Administration Videos Viewing Guide - optional	5 possible	
WJ-IV Practice Scoring	10	
Documentation of Permission	5	
WJ-IV Tests of Achievement Administration - typical child - Score Report	30	

WJ-IV Assessment Score Table	10	
SLD Criteria Guided Notes	10	
Progress Monitoring Data Charts - Practice for ER-2A	7	
Myth Busters Notes - optional	5 possible	
Professional Report Do's/Don'ts Lino Sticky Notes	4	
Writing Objective Observations - Observation Practice	30	
Draft Academic Domain Paragraphs	18	
Peer Review of Domain Paragraphs	10	
Specialist's Report	60	
Canvas Quiz textbook chapter 9	10	
Sam from "Benny and Joon" EBD Eligibility Checklist	10	
SAED-2 completion	5	
Investigating Current Practice in SPED Assessment	25	
Types of Adaptive Behavior Skills	5	
Autism Internet Modules - Assessment for Identification	7	
HLP Practicum Video Assignment	10	
Practicum Time Log	10	
Practicum Evaluation	10	
Practicum Reflection	16	
Comprehensive Portfolio Artifact Reflection (if needed according to your program)	5	
Graduate Student Project	100	

**COURSE SCHEDULE/MODULES:**

**Course Modules** Some course content is still under revision. Those pieces are highlighted in yellow. You will be notified when each is ready. I apologize in advance for any inconvenience.

It has come to my attention that some students will have the 7th edition of the textbook while others may have the 8th edition. Any page numbers listed first in this document refer to the 7th edition. 8th edition pages will be given in parentheses immediately after the 7th edition pages wherever links to the chapters are not given.

**Note related to Canvas:** Safari - recent updates to Safari have broken most images in Canvas. Security improvements to the Safari browser have caused Canvas to lose the ability to display any images embedded in course materials by the instructor. Though it has not been removed from the Canvas compatible browser list yet, you should choose a browser other than Safari for viewing Canvas materials.

## **Course Title: Special Education Assessment - EDUC 756**

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

### **Module 1 – Introduction to Assessment in Special Education**      **DUE: September 6**      **except those assignments noted below in purple**

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

#### Module 1 – Learning Outcomes

Upon completion of this module, students will:

1. Understand class requirements and grading through the syllabus and course modules.
2. Understand and apply basic assessment vocabulary.
3. Demonstrate knowledge of laws governing special education assessment and current issues/concerns related to the assessment of children with a possible disability who are culturally/linguistically/socioeconomically diverse (nondiscriminatory assessment).
4. Analyze an ethical dilemma related to assessment and provide possible approaches to the problem.

#### Module 1 – Assignments and Instructions:

Assignment #1: **Due September 6.** Familiarize yourself with the course syllabus and look over the course modules. Email professor with any questions or concerns. Acquaint yourself with:

- Canvas contents: syllabus, announcements (will post as needed), assignments, calendar (left navigation bar)
- Course Modules. This provides a visually different layout of the course from the syllabus.
  - Due dates for each module are at the top of the module. Assignments are due by 11:59 PM on the date listed. If some elements within a module have different due dates, those will be noted next to the assignment in red bold font.
  - Any blue underlined text are links to outside resources including Google slides & docs, pdfs and videos. Click on the blue text to open the links.

Assignment #2: **Due September 6.** Create and post your Flipgrid Introduction video. As a courtesy after peers have posted their videos, watch the clips to acquaint yourself with classmates.

- In this course you will use the Flipgrid app to create short videos to complete some assignments. You will also give video feedback to peers in some instances. If you have never used the app, please sign up for a free account. You must use your UWSP email address when creating your account. To access our class grid, use this Flip Code: b68ba9. You can also access the grid with this URL: <https://flipgrid.com/b68ba9>. Here is a direct link to the Introduction Topic: <https://flipgrid.com/ec9f4c68>

Assignment #3: **Due September 6.** Read textbook Chapter 1. Read pages 3-18 and 21-25. Skim pages 19-21 and 26-29. Here are links for [Ch. 1 p. 3-17](#) and [Ch. 1 p. 18-28](#).

- Suggested self-check (optional): Reread the brief case study info at bottom of p. 12-13. Answer the three questions.

Assignment #4: **Due September 13.** Carefully go through [Google slides Module 1 - Part 1 Introduction to Assessment in Special Education and Referral Process](#).

- Using the Lino app link on Canvas, add a sticky note to the [Referral Process/Procedural Safeguards board](#) sharing one thing you did not previously know about the referral process or procedural safeguards. Be sure to include your name on the note.
- Optional further practice. Try putting the steps ([Referral flow chart steps bank.docx](#)) of the referral process in the correct spots on the [blank referral process flow chart](#).

Assignment #5: **Due September 13.** To learn about the next topic, view [Google slides Module 1 Part 2 Types of Assessment](#).

- Types of Assessments assignment. Follow these [Types of Assessment Activity Instructions](#). The links for the 16 artifacts are included on the Canvas assignment page (you will only examine 4 each). You will add your responses to the Google doc linked for each group in the instructions Google doc.
- Optional. Try your hand at the [Maze Cloze Passage example from textbook.pdf](#). The [textbook paragraph](#) from which it was taken is included for your comparison.

Assignment #6: **Due September 13.** Read textbook Chapter 2 pages 34 – 74. This chapter contains much substantive information and merits thoughtful attention. Here are links to the material: [Chapter 2 p. 34-56](#) and [Chapter 2 p. 57-74](#).

Assignment #7: **Due September 13.** View [Google slides Module 1 Part 3](#) Special Education Laws and Current Issues.

- Complete the Nondiscriminatory Assessment Discussion Board assignment on Canvas.

Assignment #8: **Due September 13.** Optional for up to 5 points toward your semester grade. Read the information, including the linked articles, and follow all instructions on the Google doc [A Sampling on the Topic of Ethics in Special Education and Assessment](#). Complete the Ethics Dilemma Flipgrid: <https://flipgrid.com/517153>.

## Module 2 – Norm-Referenced Assessments, Descriptive Statistics, Reliability & Validity

**DUE: September 20**

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Module 2 –Learning Outcomes

Upon completion of this module, students will be able to:

1. Use and apply vocabulary related to special education assessment including the areas of normative assessment, descriptive statistics and reliability and validity.
2. Understand the significance of adhering to norm-referenced test administration guidelines.
3. Develop multiple strategies to establish rapport with students for optimal assessment outcomes.

Module 2 – Assignments and Instructions:

Assignment #1: **Due September 20.** Read [Norm-Referenced & Standardized Assessments Google slides](#) as an alternative to reading the majority of Ch. 5.

Assignment #2: **Due September 20.** Read [textbook chapter 5 just p.132-140 and 146-148](#).

- Suggested self-checks: related Check Your Understanding Activities

Assignment #3: **Due September 20.** Read the document [Rapport for Testing - Steps to Establish Assessment Rapport](#) then complete the activity and upload to Canvas.

Assignment #4: **Due September 20.** Carefully review [Descriptive Statistics Google slides](#). As you view the slides, enter your responses on the [Descriptive Statistics Response sheet](#) then upload to Canvas.

Assignment #5: **Due September 20.** Reliability and Validity in Normative Assessment

- Watch the Reliability and Validity video.
- Carefully read through the [Reliability and Validity Google slides](#) to reinforce your learning.
- Take the Reliability and Validity Quiz on Canvas.

## Module 3 – Academic Assessment, Curriculum-Based Assessment and Other Informal Measures

**DUE: September 27** ■

Assignments are due by 11:59 PM on date listed, unless otherwise noted.



## Module 3 –Learning Outcomes

Upon completion of this module, students will be able to:

1. Develop general knowledge of academic assessment measures including informal assessments to aid in the determination of appropriate assessment procedures and tools for different educational situations..

### Module 3 – Assignments and Instructions:

Assignment #1: **Due September 27.** Read textbook chapter 8 pages 222-271 (8th ed. p.154-187). Pages 223-224 read carefully (8th ed. p.154-156). Skim pages 224-243 (8th ed. p.156-165) that provide succinct information about the most used achievement batteries. Skim p. 243-265 (8th ed. p. 165-185) covering some of the most common academic assessments that can be used diagnostically. Look more carefully at p. 265-269 (8th ed. p.184-187) - the Research & Issues section and Table 8.5 as a summary of the chapter information.

Assignment #2: **Due September 27.** You will complete two training modules from the [IRIS Center](#) and submit to Canvas one reflection sheet for the two modules.

- [IRIS Progress Monitoring: Mathematics](#)
- [IRIS Progress Monitoring: Reading](#)
- [IRIS Center Modules - response sheet](#)

Assignment #3: **Due September 27.** Read textbook Chapter 6 only pages 191-201 (8th ed. p.133-138).

Assignment #4: **Due September 27.** Investigate [Informal Formative Assessment Google slides](#) and complete the Informal Assessment Search & Share activity that includes a Flipgrid post. Please note that some of the links do not readily open in Canvas. If that happens, click on the **title** of the document above the gray square (often includes a frown face in the square) and the site will load. Here is the link for the [Flipgrid topic](#) and the Flip Code 585ad333.

Assignment #5: **Due September 27.** [Reflection on Prior Practice and Future Methods of Informal Formative Assessment assignment.](#) Write or create a video response to prompts related to your use of informal formative assessments with children. Upload to Canvas.

## Module 4 – Woodcock-Johnson IV Tests of Achievement **This module is still being updated; I will post a Canvas announcement when it is complete. Due dates are accurate.**

**DUE: October 4** except those assignments noted below in purple

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

## Module 4 –Learning Outcomes

Upon completion of this module, students will be able to:

1. Administer, score and interpret the results of a leading norm-referenced assessment (Woodcock-Johnson Tests of Achievement IV).

### Module 4 – Assignments and Instructions:

Assignment #1: **Due October 4.** View [WJ-IV Test Administration Google slides](#) to get an overview of how to administer this standardized assessment.

Assignment #2: **Due October 4.** Becoming familiar with the Woodcock-Johnson IV Tests of Achievement.

- Optional activity to build your test administration skills. If you choose to complete it, you can earn up to 5 points toward your semester grade. WJ Administration Videos Viewing Guide - see Canvas for complete instructions.

Assignment #3: **Due October 25.** Between September 27 and October 25, you will administer the Woodcock-Johnson IV Tests of Achievement to a typically developing child between the ages of 5 - 15 (use the Response Booklet and Test Record that will be mailed to you to mark student answers). Online learning and COVID-19 create some challenges for this (which is required as part of our DPI approved special education program).

1. First read [WJ-IV\\_Caro document \(need updated link\)](#) that provides synopsis of each test within the WJ-IV.

2. Log into the wjscore.com website using the auto-generated user name and the password you chose.
  - a. If you provided your Gmail address, you will have been added to the scoring site as an examiner and would have received an email from Riverside Insights providing an auto-generated user name and temporary password. You need to log into the site using the email link to change your password to one you remember. You must use the auto-generated user name as well.
  - b. Click on Resources tab. There you will find the Manual (Examiner's Manual) for test administration and scoring. This file will not open in Google Chrome; use an alternate browser.
    - i. \_\_\_\_\_.
    - ii. **Due October 11.** WJ-IV Practice Scoring set. See Canvas for complete instructions and materials.
3. You need photo evidence of signed parent/guardian permission uploaded to Canvas.
4. Administer tests 1 - 13 according to Examiner's Manual instructions. Score each subtest to determine raw score, basal and ceiling. The Examiner's Manual (on wjscoreonline.com) provides details and procedures.
5. **Due October 25.** Transfer the child's WJ-IV scores to the online scoring program. Use the [WJ-IV Online Scoring guide](#) for instructions. Once all scores and identifying information are entered successfully, generate a Score Report as detailed in the instructions, using the scoring website, and submit to Canvas.
6. **Due October 25.** Once you've generated and saved a copy of the Score Report, you will create an Assessment Score Table that can later be added to your Specialist's Report. Follow the instructions and the example provided in [Creating an Assessment Table](#). It will also be helpful to review the [Creating a Score Table for WJ-IV slides](#).

## Module 5 – Specific Learning Disabilities Criteria and Determination of Eligibility

**DUE: October 11**

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Upon completion of this module, students will be able to:

1. Apply the WI definition of Specific Learning Disabilities and SLD criteria to assist the IEP team decision-making process in determining SLD eligibility.

### Module 5 – Assignments and Instructions:

Assignment #1: **Due October 11.** Slowly and thoughtfully go through the [Module 5 Google slides](#) that present the WI SLD criteria. As you go through the slides, fill in a copy of [SLD Criteria Guided Notes](#). Upload to Canvas.

Assignment #2: **Due October 11.** Reinforcing your understanding. Read WI DPI's brief document (one and a half pages) [Specific Learning Disabilities \(SLD\) in Plain Language](#) for a bare bones summary of how SLD eligibility is determined.

- Optional. Read the [SLD Guidelines - Madison 2015](#) to review important SLD criteria info. The most relevant pages are: 3-6, 11, 17, 23-27 and 32-33.
- **Due October 11.** Assignment for submission: Complete and upload the activity [Progress Monitoring Data Charts - Practice for ER-2A](#).

Assignment #3: **Due October 11.** Optional for up to 5 points toward your semester grade. Watch/listen to the video [Myth Busters Truths about Specific Learning Disabilities and WI's SLD Rule](#) (59:42). Though not visually compelling (screenshots of documents), the content is provided by a former SLD coordinator for WI DPI. Deb Heiss covers many important topics touched upon in this class and toward the end of the video shows some excellent teacher and family resources. While viewing, create a notes sheet of new knowledge you gained and info you would like to remember. There is no format or length requirement; the notes can be done on a computer, written by hand or created using pictures and visual representations. Upload either the file, the scanned document or a clear photo of your notes to Canvas.

## Module 6 – Writing Professional Reports **This module is still being updated; I will post a Canvas announcement when it is complete. Due dates are accurate.**

**DUE: October 18** except those assignments noted below in purple

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Upon completion of this module, students will be able to:

1. Write professional assessment reports addressing all administered assessments to assist the IEP team decision-making process in determining eligibility for special education programming.

#### Module 6 – Assignments and Instructions:

Assignment #1: **Due October 18.** Carefully read [Professional Reports in Special Education](#).

- After reading about report writing, you will post one sticky note to two different Lino boards. On [Professional Report DO's](#) (Prof Rprt DO's), write one thing you need to remember to do when writing a professional report. Also put your name on the sticky note. On [Professional Report DON'Ts](#) (Prof Rprt DON'T), create a sticky note (include your name) that tells one thing to avoid when writing professional reports.

Assignment #2: **Due October 18.** Complete the [Observation and the SPED Eligibility Process](#) readings and Writing Objective Observations activities - see Canvas page for complete instructions. When finished, upload your [OBSERVATION PRACTICE](#) to Canvas dropbox.

Assignment #3: Your embedded assessment for the course is the Specialist's Report. The information from administration of the Woodcock Johnson IV Tests of Achievement will be combined with student classroom functioning information that you develop. See Canvas page for more detailed information.

- Draft academic domain paragraphs for Specialist Report **due November 8** must be Microsoft Word format. **Need to add Zoom conferences into this to occur prior to November 8.**
- Peer review of academic domain paragraphs **due November 15** also must be Microsoft Word format.
- Complete Specialist's Report **due November 22.** Microsoft Word format preferred.

#### Module 7 – Assessment of Behavioral/Emotional Disabilities **This module is still being updated; I will post a Canvas announcement when it is complete. Due dates are accurate.**

**DUE: October 25** except those assignments noted below in purple

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Upon completion of this module, students will be able to:

1. Apply the WI definition of Emotional/Behavioral Disabilities to assist the IEP team decision-making process in determining EBD eligibility.

#### Module 7 – Assignments and Instructions:

Assignment #1: **Due October 25.** Read textbook Chapter 9 pages 272-306 (8th ed. p.188-211) .

- **Due October 25.** Take textbook [chapter 9 Quiz](#).

Assignment #2: **Due October 25.** Thoughtfully review [EBD Eligibility Criteria Google slides](#).

Assignment #3: **Due October 25.** Watch the movie "Benny and Joon." Take notes on Sam using the form which has been adapted from the WI DPI Eligibility Checklist Emotional Behavioral Disability. Complete instructions are on Canvas.

Assignment #5: **Purple November 1.** Complete one assessment for EBD eligibility, the SAED-2, with Sam as the student. Complete instructions are on Canvas. **Add piece on how this melds with Functional Performance to become part of Specialist's Report**

Assignment #5: **Purple November 1.** Conduct the two interviews outlined in [Investigating Current Practice in SPED Assessment](#) and post to the discussion board. Respond to two peers as detailed on the discussion board instructions.

#### Module 8 – Measures of Intellect, Adaptive Behavior Assessment, Autism and Other Health Impairments **DUE: November 15**

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Upon completion of this module, students will be able to:

1. Apply the WI definition of Intellectual Disability, Other Health Impaired and Autism to assist the IEP team decision-making process in determining special education eligibility.

## Module 8 – Assignments and Instructions:

Assignment #1: **Due November 15.** In lieu of textbook readings, carefully go over the Google slides for [Intellectual Disability](#).

- Complete the [Types of Adaptive Behavior Skills](#) activity and submit to Canvas.

Assignment #2: **Due November 15.** Review the content of [OHI and Autism slides](#) in lieu of textbook or other reading.

- Go to the [Autism Internet Modules - Assessment for Identification](#). You may need to create an account to get access. Watch the video. Complete the Post Assessment, take a screenshot of your responses and post to Canvas.

## Module 9 – Practicum

**Due: December 6**

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Assignment #1: **Due December 6.** [Practicum Assignment Description](#). Complete the [HLP Practicum Video Assignment](#) and upload the documents to Canvas.

Assignment #2: **Due December 6.** Complete the required 6 5 hours of practicum as described on Canvas.

- **Due December 6.** Submit your [Practicum Time Log](#) to Canvas.
- **Due December 6.** Submit the completed and signed [Practicum Evaluation form](#) to Canvas.
- **Due December 6.** Write your [Practicum Reflection](#) and submit to Canvas.

## Module 10 – Graduate Student Project and Comprehensive Portfolio Artifact Reflection

**Due: December 6**

Assignments are due by 11:59 PM on date listed, unless otherwise noted.

Assignment #1: See the complete [Graduate Student Project](#) instructions on Canvas. The project will be worth up to 100 points toward your course grade.

Assignment #2: If you are in a program that requires a comprehensive portfolio, you must complete a reflection on one artifact from this course. If you are not in such a program, simply submit a note on Canvas telling the program of which you are a part. Refer to the [Comprehensive Portfolio Artifact Reflection](#) assignment for details.