SYLLABUS

Education 756: Special Education Assessment Section 71

Summer 2019, 3 Credits

Hybrid Course - May 28 - July 19

Two face-to-face sessions in CPS 326

Thursday, June 13 10AM-2PM & Thursday, June 27 10AM-2PM

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Intended Learning Outcomes:

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

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

Required Textbook:

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

CEC Content Guidelines - Cross Categorical Special Education

Philosophical, historical and legal foundations of special education including:

- **The historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.**
- **Current educational terminology and definitions relevant to students who would benefit from an independent curriculum.**

- **The issues related to definitions and identification procedures for student with disabilities including those from culturally and or linguistically diverse backgrounds**

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

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

Instructional content and practice including:
- **Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.**

Planning and managing the teacher and learning environment including:
- **Evaluation, planning and management of procedures that match the learner needs with the instructional environment.**

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

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

Professional and ethical practices including:
- **Personal and cultural biases and differences that affect one's teaching and interactions with others.**
- **The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.**
- **Engagement in professional activities that may benefit students with disabilities, their families and or colleagues.**

CEC Content Guidelines - Intellectual Disabilities
The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organization for individuals with ID.

Assessment, diagnosis and evaluation of students with ID including:
- **Student evaluation that includes observations, background information, learning styles, interviews, case studies and anecdotal records.**

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

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

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

Managing student behavior including:
- **Functional behavioral assessment and intervention planning using behavior analysis principles.**

Strategies for monitoring instructional effectiveness.

CEC Content Guidelines - Specific Learning Disability
The critical analysis of current issues, trends, theories, and practices in light of research and evidence.

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

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

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

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

Managing student behavior and social interaction skills that lead to the development of student self-awareness, self determination, self-advocacy, and independence as a learner including:
- **Functional behavioral assessment and intervention planning using behavior analysis principles.**

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

CEC Content Guidelines - Emotional Behavioral Disabilities

The philosophical, historical, and legal foundations of special education – ED/EBD including:
- **Current educational terminology and definitions of students with ED/EBD including identification criteria and labeling controversies.**

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

Instructional content and practice for ED/EBD learners including:
- **Early intervention strategies.**

Communication and collaborative partnerships including:
- **Dealing with conflict, confrontation, compromise and consensus.**

Professionalism and ethical practices including:
- **Maintaining a professional image (e.g., personal appearance, demeanor/behavior).**

UNIVERSITY POLICIES:
- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. The Rights and Responsibilities document is intended to help establish a positive living and learning environment at UWSP. Click here for more information: http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf
- Exceptional Needs Policy: I'm dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course) .If I agree that the requirement is unfair, then I will make an accommodation. As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies 🔗 If you need special accommodations to meet any of the course requirements, please register with the Disability Services and Assistive Technology Office and contact the instructor at the beginning of the course.

SOE POLICIES:

- The School of Education has adopted <u>a model of the dispositions</u> we expect from our students. You are not expected to be at the final "Mastering" level in your dispositions. Instead, the model provides a springboard for your own self-evaluation and goal-setting. Be always mindful of those dispositions.
- Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.
- The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems. If you feel unwelcome or unsafe in this course, please let me know. We can address the issue together, confidentially. As a teacher, I align my policies and choices with my university's guidance, including the <u>UWSP Community Bill of Rights and Responsibilities</u> 🔗.

LEARNER and COURSE EXPECTATIONS:
- Attendance is required except in the rare instance of serious illness or family emergency. This expectation develops your dispositions toward becoming a teacher. A professional is at school daily, fully prepared and with a strong sense of personal responsibility. Please honor your responsibility as a student enrolled in this class and plan to attend every session.
    - When extreme or unusual circumstances prevail, an exemplary teacher communicates with supervisors and colleagues as soon as possible. Please notify the instructor by email prior to the missed class.
- Active participation in class is an important part of the learning process and development of educational professionalism. Each student is expected to participate in all activities to grow skills as an educator.
- Laptops/technology devices will be needed during all face-to-face class sessions. Come with a fully charged device and bring a power cord. However, mailing, texting, surfing, cell phone use, or other non-class activities do not exemplify the dispositions of a member of the teaching profession. Please be respectful of the instructor and your peers by refraining from extraneous use of technology. If you need to have your phone available during class time for a specific reason, please contact me to discuss this need. Electronics use that is outside of the course relevant use will negatively impact a student's class attendance and participation grade.
- Assignments are to be submitted on time - by 11:59 PM on due date posted to the appropriate location. Late assignments will not be accepted without prior approval from the instructor. An assignment completed no more than 24 hours late can receive no more than 80% of the points possible. An assignment completed no more than 48 hours late can receive no more than 60% of the points possible. After 48 hours past due date, no points will be earned. Email the instructor <u>before</u> an assignment is due if an extension needs to be discussed. There will be no automatic extensions of due dates.
- Resubmission of assignments to earn a higher score is not allowed. Check your work for completeness and accuracy before submission.
- Academic honesty is expected.
- 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..

- All written assignments are to use 'people first' language.
- Type and double-space all written assignments using either Word, pdf or Google doc formats. No other formats will be accepted. *Handwritten documents* will NOT be read or awarded credit. Use proper spelling, punctuation and grammar. Proofread work before submitting.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments and discussions.
- Complete all assigned readings BEFORE class.
- Students are responsible for checking UWSP email regularly. You are expected to use UWSP email for any class correspondence rather than personal or school district email accounts.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- Discuss questions regarding grades privately with the instructor.
- This class is a Communication in the Major (CM) course and, as such, complies with and fulfills all School of Education guidelines for CM courses. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. Both written expression and content will be graded on all written assignments. Oral communication on Flipgrid assignments and in class participation will also count toward your final grade. Please take this requirement seriously and participate to your fullest potential.

COURSE REQUIREMENTS:
Attendance and Participation (maintain grade)
- The course requirements are designed to help you foster proficiencies for successful teaching as stated in the InTASC Model Core Teaching Standards. This course will also strengthen your abilities to collaborate with peers and become a contributing member of a dynamic learning community. Your attendance and participation are essential. Collaboration with your peers outside of class is strongly encouraged. When you do collaborate, give proper credit for work that is not your own.
- You are required to attend all scheduled class sessions and be on time. Attendance refers not only to physical presence, but also active mental engagement, participation and professional demeanor.
- Absences and participation will be tracked by the instructor. The instructor has sole discretion to make the decision to lower a student's earned grade up to one half letter grade (A to A- for example) as a result of significant unexcused absences and/or lack of participation in class activities and/or use of technology unrelated to class activities.

ASSIGNMENTS/GRADING:
Beginnings Module - informational only

Module 1 - Introduction to Assessment in Special Education
      Flipgrid Introduction video
      Types of Assessment activity
      IDEA
      Ethics Dilemma Flipgrid
      Canvas Quiz on textbook chapters 1-2

Module 2 - Norm-Referenced Assessments, Descriptive Statistics, Reliability & Validity
    Steps to Establish Assessment Rapport
    Kahoot! Chapter 5 Challenge
    Descriptive Statistics Response
    Canvas Quiz Reliability and Validity

Module 3 - Academic Assessment & Woodcock-Johnson IV Tests of Achievement
    Canvas Quiz textbook chapter 8
    WJ Administration Videos Viewing Guide
    WJ-IV Score Report
    WJ-IV Assessment Score Table

Module 4 - Curriculum-Based Assessment and Other Informal Measures
    IRIS Center Response sheet
    Informal Assessment Search & Share Flipgrid
    Reflection on Prior Practice and Future Methods of Informal Assessment

Module 5 - Specific Learning Disabilities Criteria and Determination of Eligibility
    Progress Monitoring Data Charts - Practice for ER-2A

Module 6 - Writing Professional Reports
    Observation Practice
    Draft Academic Domain Paragraphs
    Peer Review of Domain Paragraphs
    Specialist's Report

Module 7 - Assessment of Behavioral/Emotional Disabilities
    SAED-2 completion
    Canvas Quiz textbook chapter 9

Module 8 - Measures of Intellect, Adaptive Behavior Assessment and Autism
    Canvas Quiz textbook chapter 10
    ABAS-2 scoring p. 12
    ABAS-2 Flipgrid
    Nondiscriminatory Assessment Activity 2.2

Module 9 - Practicum (CWIC students only)
    Practicum Time Log
    Practicum Evaluation

Module 10 - Graduate Project
    Graduate Project

Assignment	Points possible	Score

All due dates are posted on Canvas		
Attendance and Participation	Maintain grade earned or decrease by ½ letter grade	
Flipgrid Introduction	5	
Types of Assessment activity	20	
IDEA	5	
Ethics Dilemma Flipgrid	8	
Canvas Quiz on textbook chapters 1-2	10	
Steps to Establish Assessment Rapport	12	
Kahoot! Chapter 5 Challenge	4	
Descriptive Statistics Response	13	
Canvas Quiz Reliability and Validity	10	
Canvas Quiz textbook chapter 8	8	
WJ Administration Videos Viewing Guide	9	
Wj-IV Practice Scoring	20	
Documentation of Permission & Administration	5	
WJ-IV Tests of Achievement Administration - typical Child - Score Report	20	
WJ-IV Assessment Score Table	20	
IRIS Center Response sheet	16	
Informal Assessment Search & Share Flipgrid	6	
Reflection on Prior Practice and Future Methods of Informal Assessment	20	

Progress Monitoring Data Charts - Practice for ER-2A	14	
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	
SAED-2 completion	10	
Canvas Quiz textbook chapter 10	10	
ABAS-2 scoring p.12	10	
ABAS-2 Flipgrid	6	
Nondiscriminatory Assessment Activity 2.2	6	
Practicum Time Log (CWIC students only)	10	
Practicum Evaluation (CWIC students only)	20	
Graduate Project	50	
Total points possible		
	Graduate students	**449**
	Graduate CWIC students	**479**

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 Modules

Course Title: Individual Assessment EDUC 364/ Special Education Assessment 764

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

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

Beginnings – Learning Outcomes

Upon completion of this module, students will:

1. Understand class requirements and grading through the syllabus and course modules.
2. Be aware of the Communications in the Major course designation.
3. Follow Netiquette Guidelines.
4. Know how to sign up for the Flipgrid app.

Beginnings – Assignments and Instructions:

Assignment #1: On Canvas, review course syllabus and look over the course modules. Email professor with any questions or concerns.

- Due dates for each module are at the top of the module page. 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. Most due dates will fall on Sundays or Thursdays.
- Any blue text (as seen below in assignments #2 & 3) text on module pages are links to outside resources including Google slides, Google documents and videos. Click on the blue text to open the links.

Assignment #2: Required class face-to-face meetings will take place in CPS 326 on June 13 and June 27. Both meetings are from 10 AM - 2 PM.

- Please bring your laptop or tablet to both sessions, along with a power cord. Phones can work for part of the activities but not all, especially on June 27.
- If you are able to access a copy of the Woodcock-Johnson IV Tests of Achievement, it will be helpful for you to bring the two flipbooks, the Examiner's Manual and the Examiner's Training Workbook to class on June 13. If you are not able to bring all the materials, any portions you can bring will be helpful.

- Short breaks will be built into class time but you are encouraged to bring snacks and beverages to sustain you and feed your brain during the sessions.

Assignment #3: Read the information on the Communications in the Major designation.docx for this course.

Assignment #4: Read the Netiquette Guidelines.docx on Canvas.

Assignment #5: 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

Module 1 – Introduction to Assessment in Special Education   DUE: June 2   except those assignments noted below in red

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. Become acquainted with classmates.
2. Understand and use basic assessment vocabulary.
3. Demonstrate knowledge of current laws governing special education and assessment.
4. Analyze an ethical dilemma related to assessment and provide possible approaches to the problem.

Module 1 – Assignments and Instructions:

Assignment #1: Create and post your Flipgrid Introduction video. As a courtesy after peers have posted their videos, watch the clips to acquaint yourself with classmates.

- The Flip Code is b68ba9 and here is a direct link to our class Grid: https://flipgrid.com/b68ba9 If you prefer, here is a direct link to the Introduction Topic: https://flipgrid.com/ec9f4c68

Assignment #2: On Canvas, review course syllabus and look over the course modules. Email professor with any questions or concerns.

Assignment #3: View Google slides Module 1 - Part 1 Introduction to Assessment in Special Education and Referral Process.

- Optional. 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 #4: Read textbook Chapter 1 p. 2 - 33.

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

Assignment #5: View Google slides Module 1 Part 2 Types of Assessment.

- 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: Follow these Types of Assessment Activity Instructions (Google doc). The links for the 16 artifacts are included with the assignment directions on Canvas. You will add your responses to this Google doc: Types of Assessment Activity.   **Take care not to delete the work of your peers as this is a shared editable document.

Assignment #7: Read textbook Chapter 2 pages 34 – 77

Assignment #8: View Google slides Module 1 Part 3.

Assignment #9: Complete the IDEA assignment on Canvas.

Assignment #10: 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. **Due Thursday, June 6.**

Assignment #11: Take Canvas quiz for textbook chapters 1-2. **Quizzes are due July 19.**

Module 2 – Norm-Referenced Assessments, Descriptive Statistics, Reliability & Validity
DUE: June 9

except those assignments noted below in red

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 normative assessment vocabulary.
2. Understand the significance of adhering to norm-referenced test administration guidelines.
3. Calculate chronological age, raw score, basal and ceiling.
4. Develop multiple strategies to establish rapport with student for optimal assessment outcomes.
5. Correctly identify and utilize descriptive statistics vocabulary.
6. Understand the importance of reliability and validity in normative assessments.

Module 2 – Assignments and Instructions:

Assignment #1: Read textbook chapter 5 pages 132-162.

● Suggested self-checks: all Check Your Understanding Activities within chapter

Assignment #2: Read through the Norm-Referenced & Standardized Assessments Google slides.

Assignment #3: Thoughtfully read the two documents in Rapport for Testing. Rapport for Testing.pdf EstablishingRapportforIndividualAssessment.docx Complete the activity Steps to Establish Assessment Rapport and upload to Canvas.

Assignment #4: Take the Kahoot! Chapter 5 Challenge. Join with the Kahoot! app (free to join) or at kahoot.it. The Game PIN for the Ch. 5 Challenge to enter on the screen is 545869. When you are done with the 8 questions, take a screenshot of your results screen and post it to Canvas.

Assignment #5: 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 #6: Watch the Reliability and Validity video.

Assignment #7: Carefully read through the [Reliability and Validity Google slides](#).

Assignment #8: Take the Reliability and Validity Quiz. **Quizzes are due Friday, July 19.**

Module 3 – Academic Assessment & Woodcock-Johnson IV Tests of Achievement

Due: June 13

except those assignments noted below in red

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

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

1. Develop general knowledge of academic assessment measures.
2. Administer, score and interpret the results of a leading norm-referenced assessment (Woodcock-Johnson Tests of Achievement IV).

Module 3 – Assignments and Instructions:

Assignments #1 - #5 are due June 13. Assignment #6 testing (and photo documentation) will be done prior to the face-to-face class session on June 27. The Score Report will be submitted June 27 by 11:59 PM. The Assessment Score Table is due June 30.

Assignment #1: Read textbook chapter 8 pages 222-271.

Assignment #2: Take Canvas quiz for textbook Chapter 8. **Quizzes are due Friday, July 19.**

Assignment #3: View [WJ-IV Test Administration Google slides](#).

Assignment #4: View [WJ-IV Examiner's Manual highlights Google slides](#).

Assignment #5: First read [WJ-IV_Caro document](#) that provides synopsis of each test within the WJ-IV. Then complete the [WJ Administration Videos Viewing Guide](#) while watching the linked videos. Upload to Canvas.

Assignment #6: Between June 6 and June 26, administer tests 1 - 13 of the Woodcock-Johnson IV Tests of Achievement to a typically developing child between the ages of 5 - 15 (using the Response Booklet and Test Record to mark student answers).

- You need photo evidence of signed parent/guardian permission. You also must submit photo of student with some of the WJ-IV test materials.
- Score each subtest to determine raw score, basal and ceiling prior to June 27 class.
- Transfer of WJ-IV scoring information to the online scoring program will be done in class on **June 27** to generate a Score Report. A copy of the WJ-IV Score Report (after online scoring) will be submitted to Canvas after class on **June 27 by 11:59 PM**.
- 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](#). You should also review the [Creating a Score Table for WJ-IV slides](#). **Due June 30.**
- **See separate due dates above assignment #1.**

Module 4 – Curriculum-Based Assessment and Other Informal Measures   Due: June 16

except those assignments noted below in red

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

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

1. Determine appropriate assessment procedures and tools for different educational situations.
2. Develop general knowledge of academic assessment measures including informal assessments..

Module 4 – Assignments and Instructions:

Assignment #1: You will complete two training modules from the IRIS Center and submit to Canvas one IRIS Response sheet for the two modules.

● Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom
● Classroom Assessment (Part 2): Evaluating Reading Progress

Assignment #2: Read textbook Chapter 6 only pages 191-202.

Assignment #3: Investigate Informal Formative Assessment Google slides and complete the Informal Assessment Search & Share activity. Here is the link for the Flipgrid topic and the Flip Code 585ad333.

Assignment #4: 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 5 – Specific Learning Disabilities Criteria and Determination of Eligibility

Due: June 20

except those assignments noted below in red

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

Much of this material will be a focus in the face-to-face class on June 13.

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

1. Apply the WI definition of Specific Learning Disabilities and SLD criteria in IEP teams determining SLD eligibility.

Module 5 – Assignments and Instructions:

Assignment #1: Slowly and thoughtfully review the Module 5 Google slides that present the WI SLD criteria. It is a review of the June 13 face-to-face session plus additional material.

Assignment #2: Read WI DPI's brief document (one and a half pages) Specific Learning Disabilities (SLD) in Plain Language that summarizes how SLD eligibility is determined..

Assignment #2:   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.

Assignment #3: Complete and upload the activity Complete and upload the activity [Progress Monitoring Data Charts - Practice for ER-2A](#).

Module 6 – Writing Professional Reports

Due: June 27

except those assignments noted below in red

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

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

1. Interpret tests commonly used in special education.
2. Write professional assessment reports addressing all administered assessments.

Module 8 – Assignments and Instructions:

Assignment #1: Carefully review [Writing a Professional Report in Special Education Google slides](#).

Assignment #2: Complete the [Observation and the SLD Eligibility Process](#) readings and activities - see Canvas page for complete details and instructions.

- The graded assignment available on Canvas is the [OBSERVATION PRACTICE](#) that you complete as you work through [Writing Objective Observations](#).

Assignment #3: Your embedded assessment for the course is the Specialist's Report. See Canvas page for more detailed information.

- Draft academic domain paragraphs for Specialist Report **due June 30** must be Microsoft Word format.
- Peer review of academic domain paragraphs **due July 7** also must be Microsoft Word format.
- Complete Specialist's Repor**t due July 18.**

Module 7 – Assessment of Behavioral/Emotional Disabilities

Due: July 11

except those assignments noted below in red

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

Much of this material will be a focus in the face-to-face class on June 27.

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

1. Apply the WI definition of Emotional/Behavioral Disabilities and EBD Eligibility Checklist in IEP teams determining SLD eligibility.
2. Interpret tests and assessments commonly used in special education.
3. Write assessment reports addressing all administered assessments.

Module 7 – Assignments and Instructions:

Assignment #1: Read textbook Chapter 9 pages 272-306.

Assignment #2: Thoughtfully review EBD Eligibility Criteria Google slides. (This will be covered in part during second face-to-face session.)

Assignment #3: Complete one assessment for EBD eligibility, the SAED-2. (will mostly be done in face-to-face session on June 27.)

Assignment #4: Take textbook chapter 9 Quiz. **Quizzes are due Friday, July 19.**

Module 8 – Measures of Intellect, Adaptive Behavior Assessment and Autism
Due: July 11
except those assignments noted below in red

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

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

1. Interpret tests and assessments commonly used in special education.
2. Write assessment reports addressing all administered assessments.
3. Discuss the issues and concerns related to the assessment of culturally/linguistically diverse students

Module 8 – Assignments and Instructions:

Assignment #1: Read textbook Chapter 10 pages 308-377.

Assignment #2: Take textbook Chapter 10 Quiz. **Quizzes are due Friday, July 19.**

Assignment #3: Go over the Google slides covering Intellectual Disability, Adaptive Behavior Scales and Autism.

Assignment #4: Learn about one assessment of adaptive behavior, the ABAS-2.

● Complete the scoring as directed and upload scan/photo of score sheet p. 12
● Upload your video for the ABAS Flipgrid. Our Flip Code is **b68ba9** and here is a direct link to the Grid: **https://flipgrid.com/b68ba9** Also, here is a direct link to this new Topic: **https://flipgrid.com/00c3a6a3**

Assignment #5: Review the text passages on nondiscriminatory assessment (see Canvas assignment) and complete Activity 2.2 from the textbook.

Module 9 – Practicum (CWIC students only)
Due: July 14

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

Assignment #1: Submit the Practicum Time Log - same as the one for Dr. Logan's Summer 364/764.

Assignment #2: Submit the Practicum Evaluation form - same as the one for Dr. Logan's Summer 364/764.

Module 10 – Graduate Student Project
Due: July 14

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

Assignment #1: The project will be worth 50 points toward your course grade.