University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

SYLLABUS

Education 756: Special Education Assessment Section 71
Spring 2024, 3 Credits
Online Course

Instructor: Ozalle Toms, PhD

Virtual Office: [Zoom link](#)
Virtual Office Hours: Every Monday (2pm-3pm), Tuesday (11am-12pm, 3pm-5pm), Wednesday (3pm-4pm) and Thursday (5pm-6pm) for all my courses. Please [book a meeting with me](#) beforehand. I am available outside of these hours, just email me your availability and we can work together to schedule a time.
Email: otoms@uwsp.edu

Cell: 608-295-5863

Required Textbook/Readings:

Overton, T. (2016). Assessing learners with special needs: An applied approach. Boston, MA: Pearson Publishing. (8th 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. (available through UWSP text rental at no charge other than mailing fee to return to text rental at end of semester)

Mather, N., & Wendling, B. J. (2015). *Essentials of WJ IV tests of achievement*. John Wiley & Sons. This is a supplemental text that will guide you in administration and scoring of the WJ IV Tests of Achievement. (available through UWSP text rental at no charge other than mailing fee to return to text rental at end of semester)

Important Note:

This syllabus, along with course assignments and due dates, is 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. 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 80% or higher on the Signature Embedded Assessment - Specialist's Report - to pass the course.**

Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
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 - 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. 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; 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: otoms@uwsp.edu
  - I am available for office hours during the day or in the evening. Individual meetings can be arranged through an email request or phone call.
- 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 24 hours. If you have not received a reply from me within 48 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 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

- o [IT Service Desk](#) (Formerly HELP Desk)
- o IT Service Desk Phone: 715-346-4357 (HELP)
- o IT Service Desk Email: techhelp@uwsp.edu
- o 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.

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 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 an 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 for providing reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course

grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students.](#)

Religious Beliefs Accommodation:
It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.
You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

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

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Collins Classroom Center (CCC) 234, ext 3568	Academic and Career Advising Center (ACAC) 209 Collins Classroom Center (CCC), ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall (3rd floor), ext. 3553. Health Care, Delzell Hall, ext. 4646

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

Care Team
The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out

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

Other Campus Policies:
- **FERPA:** The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.
- **Title IX:** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.
- **Clery Act:** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.
- **Drug Free Schools and Communities Act:** The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

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 has 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 unless otherwise noted. 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 (class engagement) 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 veteran's 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 or specifically requests that you use Google doc format.
    - **Resubmission:** In general, resubmission of assignments to earn a higher score is not allowed. Submit your best work to Canvas.

- **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 90% of the points possible. An assignment completed no more than 1 week late can receive up to 70% 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.
    - Some group or peer assignments in this course require your timely involvement and completion. Because of the cooperative, collaborative nature of the group/peer assignments, no extensions will be granted. If not completed on time, you will earn zero points. The assignments in this group include: any group video discussion, any group/pair/trio writing support discussion board (Collaborative Crews).
- **Module/Weekly 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 internet searches, downloading/ uploading documents to Canvas, reading documents/slide decks online, viewing online videos, submitting video responses (both individual and group), taking quizzes online, and participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. You are also asked to arrange separate Zoom conferences with the instructor during the last half of the semester to provide support and individualized assistance with the Specialist's Report. Although assignments 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 neuro-typically developing child between the ages of 5-15. 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. Students must earn 80% or more on the report to meet DPI requirements. 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 ACH 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.

- **Pre-Clinical Experience:** <u>All</u> students are required to complete a <u>6-hour pre-clinical experience</u>. 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.
- **Graduate Project:** You will interview two practicing special education teachers per Canvas instructions, submitting either a transcript of each interview or a video for each to a class discussion board. You will also post responses to some peer interviews.

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	Points possible	Score
Formative Weekly Assignments (amounts vary by assignment and week)	257	
Zooms (10 points each - 2 required)	20	
Specialist's Report	60	

Graduate Project Investigating Current Practice in SPED Assessment	20	

Pre-Clinical Experience Assignments Hours log 10 points
 	
         Evaluation 10 points or
 	
exempt
 	
        Reflection 16 points
	36 or 26	

Spring 2024 - Tentative Course Schedule - subject to change - EDUC 756: Special Education Assessment		
Class/Week	**Topics**	**Assignments due by <u>11:59 PM</u> on Sunday unless otherwise noted.** **# - submission required optional/added value assignments not listed - see Canvas for those**
1 Jan 22-28	Course overview. Introduction to assessment. Types of assessments.	#Pre-Course Survey #Textbook Ch. 1 reading Types of Assessment slides #Reflection Prior Practice & Future Methods Informal Assess
2 Jan 29-Feb 4	SPED Law, Ethics & IDEA. WI referral/ assessment process. Rapport for testing.	#Intro Flipgrid Read text Ch. 2 SPED Law, Ethics & IDEA slides #Referral Process Exit Ticket
3 Feb 5-11	Norm-referenced assessment. Descriptive statistics. Reliability & validity.	Norm-Referenced Assess slides. #Descriptive Statistics Why the WJ IV ACH? slides #Reliability & Validity Quiz

4 Feb 12-18	WJ-IV overview, examiner's manual, administration procedures, scoring basics. Test administration best practice.	#Get Parent Consent to Test Child Admin of WJ-IV ACH-Neuro-type 　Child - read. #WJ-IV ACH Knowledge Check 　WJ-IV Exam Man/Admin Guide 　Lang of Norm-ref Assess. 　WJIV Basics & Scoring How to Administer (either 　physical copy or virtual)
5 Feb 19-25	WJ-IV ACH scoring practice. Administering WJ-IV ACH to neuro-typical child.	Test 1 Lett-Word tutorial videos Test 6 Writ Samp tutorial video #WJ-IV Practice Scoring #Adam Test 6 Writing Samples 　scoring **Administering WJ-IV to neuro-type child – due March 3**
6 Feb 26-March 3	Administering WJ-IV ACH to neuro-typical child. SLD criteria & eligibility.	**Administering WJ-IV to neuro-type child** #WJ-IV ACH Score Report #SLD Guided Notes Specialist's Report-Course Embedded Assessment - read
7 March 4-10	Assessment table from WJ-IV ACH score report. Writing objective observations. Professional report writing in SPED.	#Assessment Table for WJ-IV in 　Specialist's Report #OBSERVATION PRACTICE Professional Reports in SPED - read
8 March 11-17	Emotional Behavioral Disability eligibility criteria.	#Emotional Behavioral Disability videos Understanding EBD Eligibility Criteria slides

March 18-24	Spring Break	
10 Mar 25- March 31	EBD eligibility. SAED-2.	#Sam from "Benny and Joon" Operationally Defining Behavior-read #SAED-2 practice rating/scoring #SAED-2 in Specialist's Report
11 April 1-7	Academic Domains for Specialist's Report. Group video discussion - academic domains. Collaboration Crews. Collaboration Crews posts due April 4 and 7 this week.	Writing Academic Domain Areas of Specialist's Report -read #Group Video Discussion - Academic Domains #Collaboration Crews **Specialist's Report due May 5**
12 April 8-14	Zoom 1. Collaboration Crews. Group video discussion - functional performance. Functional Performance domain for Specialist's Report. Collaboration Crews. Collaboration Crews posts due April 11 and 14 this week.	**#Zoom 1 for Specialist's Report** Writing Functional Performance Domain for Spec Report-view FP Prep Activity for Group Video Discussion **Specialist's Report due May 5**

13 Apr 15-21	Collaboration Crews posts due April 18 and 21 this week.	#Collaboration Crews #Group Video Discussion - Functional Performance **Specialist's Report due May 5**
14 Apr 22- April 28	<mark>Zoom 2</mark>. **Specialist's Report due May 5**	**#Zoom 2 for Specialist's Report** **#Specialist's Report**
15 April 29- May 5	Measures of intelligence & ID qualification. Adaptive behavior/skills. OHI & Autism eligibility and assessment.	#Textbook Ch. 10 OHI & ASD slides - view #Autism Internet Module
16 May 6-12	Nondiscriminatory Assessment. Graduate project interviews.	#Three What's Nondiscriminatory Assessment Discussion Board #Graduate Project Interviews & discussion board
May 13-17	Finals Week	#Practicum Time Log #Practicum Evaluation #Practicum Reflection