

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

The purpose of the Special Education Mild/Moderate Disabilities program is to maximize the outcomes of diverse learners with individualized educational needs to elevate their quality of life. Through the program, we prepare competent and moral special educators who apply a data-based decision making model to select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with disabilities.

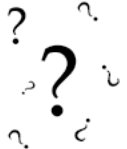
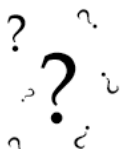
This course is designed to help educators gather relevant data to inform instructional planning and evaluation for students with disabilities.

Please know that I reserve the right to adjust the schedule throughout the course to better address the goals and objectives of the course and the students attending.

Prerequisites

Admission to the teacher licensure or undergraduate programs in special education or permission of the instructor.

Materials

| Item | Price (new) | Price (used) |
|--|-------------|--------------|
|  <u>ABCs of CBM - Required</u> by Hosp, M | 47.00 | 35.25 |
|  <u>LL PKG Assessing Students with Special Needs 5e w/access - Required</u> by Venn, J | 126.65 | 95.00 |

Learning Outcomes

Principles and standards for ethical assessment

1. Describe assessment terminology, ethics, legal provisions, regulations, program standards, and procedures.

Administer and interpret formal assessments

2. Select, describe, administer, and interpret formal nonbiased assessments.

Assessment and determining special education services

4. Describe the use of assessment results for determining special education services.

Informal assessment

3. Describe informal assessments and applications for various disabilities.

Assessment and individualized education programs (IEP)

5. Use assessment results in creating individualized education programs.

Grading Scale

Grading Scale

| Grades | Percent |
|--------|---------|
| A | 93% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |
| T | 0% |

Grading Policy

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date.

Assignments are due at the *beginning* of class. Please do not work on assignments during class. **Late assignments may be submitted for up to two weeks after the due date with a 50% penalty on earned points.**

- At the discretion of the professor, some assignments, such as test protocols, may be corrected and turned in a second time. The stipulation is this: it must be resubmitted within a week of the day it was handed back to the class and you can only regain a maximum of half of the points you lost. So, please work to get it correct at first.

Participation Policy

We are grateful for the in person learning opportunities available to us at BYU. Please take the initiative to make this semester special. Actively participate in every way you can. As your instructor, I am working to create opportunities for everyone to participate in a meaningful way each class. Those built-in opportunities, however, will be insufficient for you to really master the material. Mastery requires more in depth engagement and active responding every opportunity you have to engage in the class. Here are some examples of active engagement that you might consider.

Examples of active participation:

- attending class
- asking questions
- answering questions
- making comments (kudos for comments that relate to material in the text or sharing brief, relevant experiences)
- responding to something another student says
- answering a question asked by a student
- constructively disagreeing with something in class

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

Assignments**Assignment Descriptions****Quiz Venn Ch 1**

Sep
07

Due: Thursday, Sep 07 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Quiz Venn Ch 2

Sep
12

Due: Tuesday, Sep 12 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Quiz Venn Ch 11

Sep
14

Due: Thursday, Sep 14 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Confidentiality Form

Sep
18

Due: Monday, Sep 18 at 11:59 pm

You are responsible to sign a confidentiality form as evidence of your commitment to protecting the privacy of educational records entrusted to your through the practicum experience. Please sign that form and submit it here as a recognition of your commitment to the ethical practice of special education.

Upload a signed copy of the practicum confidentiality form here to receive credit for this assignment.

IRIS Progress Monitoring Graph

Sep
19

Due: Tuesday, Sep 19 at 11:59 pm

Submit a copy of a graph created using Jose's reading data from page 5 of the module. Your graph should have a labeled Y axis, labeled X axis, a goal line, and a continuous line graph of Jose's performance data.

Hosp Ch 1-2

Sep
21

Due: Thursday, Sep 21 at 3:30 pm

CBM Jigsaw

Sep
28

Due: Thursday, Sep 28 at 11:59 pm

Read your assigned chapter and share a summary with your group.

Assessment Inventory

Oct
05

Due: Thursday, Oct 05 at 11:59 pm

Fall Practicum

Assessment Inventory

1. Schedule a time to meet with your mentor teacher to talk about the use of formal and informal tests in his/her classroom
2. List and describe all of the formal tests (e.g., individual, standardized, norm-referenced) used for eligibility, re-evaluations, or IEP development (e.g., Woodcock Johnson, BOS, SSIS, WISC, Brigance)
3. List all the informal tests that are routinely collected to support formative and summative assessment

in the classroom during fall semester (e.g., DIBELS, Acadience, unit tests).

4. Choose one of the tests to observe (ideally occurring in the first month of the semester)
5. Submit a 2 page summary of your work including both lists of tests and a description of the test you plan to observe. Be sure to reflect on what you learned about the assessment process through this inventory and what you would like to learn from observing the selected test.

Rubric

| Criteria | Exceeds Expectations 3 | Meets Expectations 2 | Below Expectations 1 | Does not address 0 | Score |
|---|--|---|---|---|-------|
| Shows evidence of meeting with teacher | Describes when and where the meeting took place. Meeting took place in person. | Describes when the meeting took place. Meeting took place in person or by email. | Mention of communication with teacher. | No evidence of meeting with teacher | |
| Discussion includes description of a variety of assessments | Discusses three or more academic assessments with description. At least one formal and one informal. | Discusses at least two academic assessments with description. At least one if formal and one is informal. | Discusses at least one assessment with description or two or more without description. | No discussion of assessment types | |
| Describes an appropriate assessment to observe | Selects an academic assessment with a detailed description. | Selects and academic assessment with a description. | Selects an academic assessment with no description. | No assessment or a non-academic assessment | |
| Writing style | Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics. | Paper is written in paragraph style with good attention to grammar, spelling and mechanics. | Paper is written in paragraph style with some attention to grammar, spelling and mechanics. | Paper is not written in paragraph style with little attention to grammar, spelling and mechanics. | |

| | | | | | |
|--------|--|--|---|---|-----|
| Format | Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. No extra spaces or headings throughout paper. At least 2 pages. | Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. At least 2 pages. | Page includes name with title directly below with no spaces. Body is double spaced. Less than 2 pages | Less than one page or excessive headings or spaces. | |
| Total | | | | | /15 |

Quiz Venn Ch 3

Oct
05

Due: Thursday, Oct 05 at 11:59 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Questions for Dr. Blake

Oct
10

Due: Tuesday, Oct 10 at 3:30 pm

Submit one Question for Dr. Blake prior to attending her lecture on Oct. 10.

Attend Dr. Blake Lecture

Oct
10

Due: Tuesday, Oct 10 at 5:00 pm

Quiz Venn Ch 4

Oct
31

Due: Tuesday, Oct 31 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Quiz Venn Ch 5

Nov
02

Due: Thursday, Nov 02 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Midcourse Evaluation

Nov

07

Due: Tuesday, Nov 07 at 11:59 pm

Our course will have an anonymous midcourse evaluation. The evaluation is worth up to 10 extra credit points. I award points based on the percentage of students who complete the evaluation. So, everyone should do the midcourse evaluation so everyone earns full points.

Midterm**Nov
09**

Due: Thursday, Nov 09 at 3:30 pm

SLD Identification**Nov
09**

Due: Thursday, Nov 09 at 3:30 pm

Based on Maki & Adams, 2020. CLOSED everything EXCEPT personal notes. You may not use the internet, a friend or the reading.

Quiz Chapter 6.2 + 9 (127-132)**Nov
14**

Due: Tuesday, Nov 14 at 3:30 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook.

BASC Assessment Review**Nov
14**

Due: Tuesday, Nov 14 at 11:59 pm

Assessment Review assignment

SRSS Assessment Review**Nov
14**

Due: Tuesday, Nov 14 at 11:59 pm

Assessment Review assignment

Initial Assessment Plan**Nov
14**

Due: Tuesday, Nov 14 at 11:59 pm

Initial Assessment Plan

This is a group assignment. You should complete it with a small group - sign up for groups [here \(https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing).

Group members should submit a google doc with the following information.

The proposal must include:

Names of everyone in your group

Demographic Information of referral

Reason for Referral

Areas of Concern for Referral

Things to consider when testing this particular person

Proposed Tests for Referral

Proposed Test Administrator for each assessment

Areas to consider for test accommodations

Proposed Dates and Times and Length of session for each assessment

ASD Identification**Nov
16**

Due: Thursday, Nov 16 at 3:30 pm

CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or the reading.

CARS Assessment Instrument Review

Nov
16

Due: Thursday, Nov 16 at 11:59 pm

Assessment Instrument Review assignment

Quiz Venn Ch 6.1

Nov
28

Due: Tuesday, Nov 28 at 3:30 pm

WJIV Cognitive Assessment Instrument Review

Nov
28

Due: Tuesday, Nov 28 at 11:59 pm

Assessment Instrument Review assignment

WISC Assessment Instrument Review

Nov
28

Due: Tuesday, Nov 28 at 11:59 pm

Assessment Instrument Review assignment

Quiz Chapter 9.2 (214-215)

Nov
30

Due: Thursday, Nov 30 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Connors Assessment Instrument Review

Nov
30

Due: Thursday, Nov 30 at 11:59 pm

In Class Review

Administer WCJ Achievement

Nov
30

Due: Thursday, Nov 30 at 11:59 pm

To complete this assignment, please identify a student (if possible) or another individual with whom you can administer the WCJ Achievement. You need to practice all 11 subtests for the standard battery. This can be spread over several days to simplify the requirements for the student. Please read all instructions and accurately complete the protocol. You will submit the protocol and a written summary. Your written summary should contain the following information:

- 1) student name (use pseudonym) and demographics (e.g., age, grade level, placement, strengths, and weaknesses)
- 2) testing conditions
- 3) summary of the results (e.g., PLAAFPs, key findings)
- 4) recommendations for instruction

| WCJ Achievement | Score | Possible |
|--|-------|----------|
| Fill out demographics (cover and p.1) | | 2 |
| Fill out protocol correctly (any 2 sections) w/ pencil and blue pen; circles and lines | | 6 |
| Write 2 PLAAFPs with 2 Measurable Goals based on your testing | | 0 |

| | |
|---|----|
| write 2 PLAAFFS with 2 measurable Goals based on your testing | 0 |
| Summary report write-up (approx. 2 pages) | 6 |
| Submit a copy of the CPSE Exit Ticket | 3 |
| Total | 25 |

Please submit your writeup to me via LS and then deliver a hard copy of your protocol to me in class or in my mailbox in the CPSE offices.

Accommodations

Dec
05

Due: Tuesday, Dec 05 at 3:30 pm

Based on Salend, 2018. CLOSED everything EXCEPT personal notes. You may not use the internet, a friend or the reading.

Quiz Venn Ch 8

Dec
07

Due: Thursday, Dec 07 at 3:30 pm

This quiz is CLOSED everything EXCEPT notes written on your study guide. You may not use the internet, a friend or your textbook.

Administer WIDA

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

Provide a brief summary of the skills and abilities (can do's) of your selected student. Please include all the can do's for your selected key use (i.e., recount, explain, argue, and discuss). Summarize the key points (2-3) from your group discussion regarding how to use this information to plan activities and lessons that will leverage the student's strengths.

WIDA Sample students Individual Factors and WIDA[2].pptx [Download \(plugins/Upload/fileDownload.php?fileId=78fda791-NE4r-we7I-DON3-HMe086deef2c&](#)

[pubhash=mtJlhBZMtSdCxIE347cePZKRKTOKpiANj2PMvBQXrxResIQb75o7nN7Li_KpzhyIxGNtwZ7mIH2NZwdLzs4_Q==\)](#)

[WIDA Can Do Statements \(https://wida.wisc.edu/teach/can-do/descriptors\)](https://wida.wisc.edu/teach/can-do/descriptors)

Writing Objectives

Dec
12

Due: Tuesday, Dec 12 at 3:30 pm

Linking Assessment to Results

Dec
14

Due: Thursday, Dec 14 at 3:30 pm

Eligibility/Reevaluation Assignment Reflection

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Submit a one page single spaced reflection about your final case study project. Please include at a minimum

What went well

What did not go well

What you will do different next time

What you learned completing the case study project

Please try to also provide a summary of how this assignment helped you apply concepts you learned in this class to a real world situation.

Be explicit and specific in your responses. You are free to go over a page and write anything else you feel is applicable.

be explicit and specific in your responses. You are free to go over a page and write anything else you feel is applicable.

Participation Points

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Oral Presentation

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

In-depth Oral Presentation-Case Study Assessment

Please submit a link or the files for your presentation on LS.

| Task | Possible | Points Earned |
|--|-----------|---------------|
| Explain the Reason for Referral, and pertinent background info on student with confidentiality | 1 | |
| Explain test results for Cog, Achievement, and other areas with appropriate norm/criterion referenced scores | 2 | |
| Explain PLAAFPS with their connections to the administered assessments | 2 | |
| Explain MAGS with their connections to the administered assessments and PLAAFPS | 1 | |
| Explain recommendations with their connections to the administered assessments | 1 | |
| Quality, accuracy, and effectiveness of visuals (overhead, handout, posters, etc.) | 1 | |
| Professionalism: dress, mannerisms, equal participation | 1 | |
| Stay within allotted time (15-20 min) | 1 | |
| TOTAL | 10 | |

Eligibility/Reevaluation Report Write-up

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

This is a group assignment. You should complete it with a partner - sign up for groups [here \(https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing)

You will complete a formal eligibility or reevaluation report for this assignment. To complete this assignment you will need to approach it as if you are working to qualify a student for special education or conduct a reevaluation. First, identify an individual who has or may have a disability. Next, you should collect a brief comprehensive assessment including:

1. A recent test of academic achievement (e.g., formal test, CBA, or CBM)
2. Two or more related tests.

Please take some time to make sure the report is professional in appearance. Please submit one document for your project. The document will include the report and all of the associated test protocols that were given.

You will submit one report per group IN CLASS.

[EXAMPLEcasestudy.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=ed2b3a25-Nx92-kvG6-msLH-tr4e9d2d0ad7&pubhash=aXLvhPzBXCKN0Qbx1oDBpjXMGHJsgMrh4nXIZ_S5dQuL_rlx5EzUdSJu0UP_UDm6Q0kKZSt_BSdayHFFI_7Q==\)](#)

[TEMPLATEcasestudy.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=c3bc01ad-RBJn-x4NY-K1fL-Dbd48fcc1cc6&pubhash=NHZBILwN4Db2CJPDFbL5NHU09puae3DC-82rk41WHOFARS2QqBUS5fZAMYLI2EI2BGeeivO41jEaN1WjLcT6Yw==\)](#)

| | |
|---|-----|
| Explain the Reason for Referral, and pertinent background info on student with confidentiality (include family history, when issue first presented etc.) | /2 |
| Test Date | /1 |
| Describe test | /2 |
| Provide test results | /4 |
| PLAAFP: Explain strengths with their connections to the assessments performed | /5 |
| PLAAFP: Explain weaknesses with their connections to the assessments performed | /5 |
| Develop 6 measurable annual goals based on the assessment results | /12 |
| Include 4-6 recommendations with specific strategies for providing support in the area of weakness. Recommendations should be free of jargon and the intended audience should be parents or general education teachers. | /4 |
| Total Score | /35 |

Course Evaluation

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

The final course evaluation is anonymous and important. We value the quality of teaching at BYU and recognize that we can only get better with specific and meaningful feedback from you. Please use this assignment to complete the evaluation for extra credit!

Progress Monitoring

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Fall Practicum

Please select an individual who can complete a brief CBM at least weekly for no less than three weeks. Preferably you could collect 3-5 data points for your graph. This decision can be made in consultation with your practicum teacher but does not have to be done in practicum or with an individual with a disability.

1. Work with your "student" and any other teachers to select a CBM that is appropriate for the student. This could include
 - a. DIBELS Benchmark (Grades 1-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - b. DIBELS Daze Benchmark (Grades 3-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - c. Easy CBM (no benchmarks available on free version, but you can use the first progress monitoring assessment for the skill you choose) <https://www.easycbm.com/> (<https://www.easycbm.com/>)
 - d. Alternative test recommended by your practicum teacher
2. You will need to graph their performance before and after relevant changes to instruction have been made.
3. Write a one page reflection describing your student (not using real names), how you selected your test, and how much progress your student made on this skill over the next 3 weeks.

Rubric

| Criteria | Exceeds Expectations 6 | Meets Expectations 4 | Below Expectations 2 | Does not address 0 | Score |
|---|---|---|---|--|-------|
| Description of student | Description includes age, grade, and detailed information about student skills. | Description includes age, grade, and some information about student skills. | Description includes age and grade. | No description. | |
| Appropriate benchmark assessment | Describes benchmark and why it was chosen in detail. Benchmark is appropriate for student skill level. | Describes benchmark and why it was chosen in some detail. Benchmark is appropriate for student skill level. | Describes benchmark. Benchmark is appropriate for student skill level. | No description of benchmark or benchmark is not appropriate for student skill level. | |
| Discusses the students expected performance | Discussion reflects that significant work was done to know how much the student is expected to achieve. | Discussion reflects that some work was done to know how much the student is expected to achieve. | Discussion reflects that minimal work was done to know how much the student is expected to achieve. | No discussion of how much the student is expected to achieve. | |
| Graph | The graph includes at least three data points before and after instruction, is clearly labeled, and supports the information contained within the reflection. | The graph is complete but is not clear and may not support the reflection. | The graph is not complete or is inaccurate. | | |
| Writing style | Paper is written in paragraph style with excellent attention to grammar, spelling and | Paper is written in paragraph style with good attention to grammar, spelling and | Paper is written in paragraph style with some attention to grammar, spelling and | Paper is not written in paragraph style with little attention to grammar, spelling and | |

| | mechanics. | mechanics. | mechanics. | mechanics. | |
|--------|--|--|---|---|-----|
| Format | Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. No extra spaces or headings throughout paper. At least 2 pages. | Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. At least 2 pages. | Page includes name with title directly below with no spaces. Body is double spaced. Less than 2 pages | Less than one page or excessive headings or spaces. | |
| Total | | | | | /36 |

Test Administration Video

**Dec
14**

Due: Thursday, Dec 14 at 11:59 pm

Part I: Administration Proficiency (20 pts.)

| Item | Score |
|------|-------|
|------|-------|

| The Evaluator: | Pts. Earned | Pts. Possible | NA |
|--|-------------|---------------|----|
| 1. Reviewed prior assessment results and student needs prior to testing. | | 2 | |
| 2. Prepared a suitable location with necessary materials and equipment. | | 1 | |
| 3. Established a rapport prior to assessment. | | 2 | |
| 4. Explained the purpose of assessment in an appropriate manner. | | 1 | |
| 5. Maintained student attention during the assessment. | | 2 | |
| 6. Used appropriate prompting procedures. | | 2 | |
| 7. Repeated or demonstrated items as appropriate. | | 2 | |
| 8. Administered items in correct order and gave all items. | | 2 | |
| 9. Provided appropriate feedback to student responses to the items. | | 2 | |
| 10. Properly managed inappropriate behavior. | | 2 | |
| 11. Ended the assessment positively with appropriate praise. | | 2 | |

Part II: Scoring Proficiency (20 pts.)

| Item | Score | | |
|--|----------------|------------------|----|
| | Pts. Earned | Pts. Possible | NA |
| The Evaluator: | | | |
| 1. Completed the cover sheet correctly (including chronological age). | | 2 | |
| 2. Established accurate basal levels. | | 3 | |
| 3. Established accurate ceiling levels. | | 3 | |
| 4. Included appropriate notes about student responses to particular items. | | 3 | |
| 5. Calculated accurate raw scores. | | 3 | |
| 6. Calculated and recorded accurate transformed scores. | | 3 | |
| 7. Correctly completed the scoring. | | 3 | |

Final Exam

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

There is no time limit on the exam but it must be submitted before 11:59PM on December 16. Good luck! If you encounter any problems with the exam please contact me at cade_charlton@byu.edu

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title

IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU,

even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual

University Conference, August 24, 2010

Schedule

| Date | Content & Standards | Readings & Assignments |
|--------------------|---|--|
| Week 1 | | |
| M Sep 04 Monday | | Quiz Venn Ch 6.1 Opens |
| T Sep 05 Tuesday | <p>Start of Classes</p> <p>Introduce syllabus and course expectations</p> | <p>Prayer/Inspirational Thought Sign up</p> <p>Quiz Venn Ch 1 Opens Quiz Chapter 9.2 (214-215) Opens Hosp Ch 1-2 Opens Quiz Venn Ch 4 Opens Quiz Venn Ch 2 Opens Quiz Chapter 6.2 + 9 (127-132) Opens Quiz Venn Ch 11 Opens Quiz Venn Ch 5 Opens</p> |
| Th Sep 07 Thursday | <p>Key Assessment Terms</p> <p>Combined with Severe</p> | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 1 • Alma Chapter 5 <p>Those of you without the book yet can download a copy of the chapter. Venn5e_Ch01.pdf Download.</p> <p>Quiz Venn Ch 1 Closes</p> |
| Week 2 | | |
| T Sep 12 Tuesday | <p>Devotional: President and Sister Reese</p> <p>The Assessment Process</p> <ul style="list-style-type: none"> • Screening • Pre-referral/referral • Determining eligibility • Re-evaluations/progress monitoring <p>Combined with Severe</p> | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 2 <p>Utah SPED Rules and Regulations</p> <p>Quiz Venn Ch 2 Closes</p> |
| Th Sep 14 Thursday | <p>Assessing Academic Achievement: General Strategies</p> <p><u>INSTRUCTION ON ZOOM</u></p> <ul style="list-style-type: none"> • Curriculum-based procedures • Formal Achievement Tests | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 11 <p>USBE Data Gateway</p> <p>Quiz Venn Ch 11 Closes</p> |
| Week 3 | | |
| M Sep 18 Monday | | Confidentiality Form |
| T Sep 19 Tuesday | <p>Presidential Inauguration</p> <p>Progress Monitoring Introduction - NO CLASS COMPLETE IRIS MODULE</p> <ul style="list-style-type: none"> • Graphing • DBDM • Response to Intervention | <p>Complete the IRIS Module Progress Monitoring</p> <p>Submit a copy of a graph created using Jose's reading data from page 5 of the module. Your graph should have a labeled Y axis, labeled X axis, a goal line, and a continuous line graph of Jose's performance data. The assignment is worth 10 points.</p> <p>IRIS Progress Monitoring Graph</p> |

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| Th Sep 21 Thursday | <p>Curriculum-Based Measurement (CBM): Foundations</p> <ul style="list-style-type: none"> Benchmarking Easy CBM | <p>Read:</p> <ul style="list-style-type: none"> Hosp Ch 1-2 <p>Do:</p> <p>https://www.easycbm.com/</p> <p>Intervention Central CBM Warehouse</p> <p>Hosp Ch 1-2 Closes</p> |
| Week 4 | | |
| T Sep 26 Tuesday | <p>Forum: Akhil Reed Amar</p> <p>CBM: Progress Monitoring</p> <ul style="list-style-type: none"> Graphing DBDM Response to Intervention | <p>https://app.easycbm.com/ccharlton</p> <p>DIBELS 8 Materials</p> <p>Read:</p> <ul style="list-style-type: none"> Hosp Ch 10 Stecker, P.M. (2007). Monitoring student progress in individualized educational programs using curriculum-based measurement. <i>National Center for Progress Monitoring</i>. https://files.eric.ed.gov/fulltext/ED502450.pdf <p>Quiz Venn Ch 3 Opens</p> |
| Th Sep 28 Thursday | <p>CBM: Literacy & Science</p> <ul style="list-style-type: none"> Spelling Writing Science | <p>Read:</p> <ul style="list-style-type: none"> Read the chapter assigned to your group <ul style="list-style-type: none"> Hosp Ch 5 Spelling Hosp Ch 6 Writing Hosp Ch 9 Other Content Areas Share a brief 2-3 min summary of the most useful tools and ideas from the Chapter during class <p>CBM Jigsaw</p> |
| Week 5 | | |
| T Oct 03 Tuesday | <p>Devotional: Abigail Allen</p> <p>CBM: Concluding Thoughts</p> <ul style="list-style-type: none"> Using CBM for Screening, Progress Monitoring, and eligibility Logistics | <p>Read:</p> <ul style="list-style-type: none"> Using_Progress-Monitoring_Data.pdf Download Systematic Review of CBM Progress Monitoring.pdf Download <p>CBM Generator</p> |
| Th Oct 05 Thursday | <p>Practical Measurement Concepts</p> <ul style="list-style-type: none"> Descriptive Statistics Reliability Validity <p>Height Data</p> <p>Sample Data</p> | <p>Read:</p> <ul style="list-style-type: none"> Venn Ch 3 <p>Quiz Venn Ch 3 Closes</p> <p>Assessment Inventory</p> <p>Questions for Dr. Blake Opens</p> |

| Week 6 | | |
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| T Oct 10 Tuesday | <p>Devotional: Elder Allen D. Haynie Visiting Scholar: Dr. Jamilia Blake</p> | <p>Lecture will be held in JFSB B-002 3:30-5:00PM</p> <p>Dr. Jamilia Blake Visiting Scholar Texas A&M Flyer.png Download</p> <p>Dr. Blake's Faculty Page</p> <p>Blake, J. J., Jackson, L., Ruffin, N., Salter, P., Li, H., Banks, C., & Williams, K. S. (2022). Black girls and school discipline: The role of teacher's race, pubertal development, and discipline philosophy on discipline decisions. <i>Journal of Emotional and Behavioral Disorders</i>, 30(2), 128-137. https://doi.org/10.1177/10634266221077896</p> <p>Questions for Dr. Blake Closes Attend Dr. Blake Lecture</p> |
| Th Oct 12 Thursday | <p>DIAGNOSTIC TESTING Formal Tests of Academic Achievement</p> <ul style="list-style-type: none"> Administer Woodcock-Johnson IV Achievement Battery Check out WJ IV Achievement kit —1 per team Practice administering sections and computing scores <p>Combined with Severe</p> | <p>Read:</p> <ul style="list-style-type: none"> pp. 24-36 of the WJIV Achive Manual.pdf Download. Pay close attention to the Basal and Ceiling rules and be ready with questions when you come to class. <p>Do:</p> <ul style="list-style-type: none"> M/M Students: Check out one WJ IV Achievement test kit and 2 protocols BEFORE class and bring them to class. Groups WCJ.png Download |
| Week 7 | | |
| T Oct 17 Tuesday | <p>Homecoming Opening Ceremony 2023 Formal Tests of Academic Achievement</p> <ul style="list-style-type: none"> Administer Woodcock-Johnson IV Achievement Battery 2-11 Practice administering sections and computing scores <p>Combined with Severe</p> | |
| Th Oct 19 Thursday | <p>Formal Tests of Achievement</p> <ul style="list-style-type: none"> Training to administer the Kaufman Test of Educational Achievement (KTEA) <p>Combined with Severe</p> | <p>Do:</p> <ul style="list-style-type: none"> Check out 1 KTEA test kit and 2 protocols (1 per partnership in your pod) BEFORE class and bring it with you to class. Before class, watch this video of Carrie administering the written expression section of the KTEA. Push pause when the video shows the testing instructions and read them carefully. Take note of what she does and does not say to the student. Be ready to talk about it in class. |

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| Week 8 | | |
| T Oct 24 Tuesday | <p>Devotional: Sister Kristin M. Yee</p> <p>Formal Tests of Academic Achievement</p> <ul style="list-style-type: none"> Using Score Reports Instructional Intervention Planning <p>Combined with Severe</p> | <p>KTEA-3 Score Report Sample.pdf Download</p> |
| Th Oct 26 Thursday | <p>Formal Tests of Achievement</p> <ul style="list-style-type: none"> Training to administering the Brigance Comprehensive Indicators of Basic Skills (CIBS) II <p>Combined with Severe</p> | <p>Check out one copy of the Brigance and a protocol for you and your practicum partner from the CPSE vault before class.</p> <p>Brigance Brochure</p> |
| F Oct 27 Friday | | |
| Week 9 | | |
| T Oct 31 Tuesday | <p>Forum: John and Susan Tanner</p> <p>Test Scores and What they Mean</p> <ul style="list-style-type: none"> Reading score reports Integrating findings Sharing scores <p>Combined with Severe</p> | <p>Read:</p> <ul style="list-style-type: none"> Venn Ch 4 Mahdavi, J., & Haager, D. (2007). Linking progress monitoring results to interventions. <i>Perspectives on Language and Literacy</i>, 33(2), 25-29. link on RTI Action Network <p>Quiz Venn Ch 4 Closes</p> <p>Midterm Opens</p> |
| Th Nov 02 Thursday | <p>Selecting Assessments</p> <p>Midterm Study Session</p> | <p>Read:</p> <ul style="list-style-type: none"> Venn Ch 5 <p>Quiz Venn Ch 5 Closes</p> |
| Week 10 | | |
| T Nov 07 Tuesday | <p>Devotional: Elder Gary B. Sabin</p> <p>MIDTERM- Taken on LS- No class this day</p> | <p>Midcourse Evaluation</p> <p>Accommodations Opens</p> <p>Linking Assessment to Results Opens</p> <p>Quiz Venn Ch 8 Opens</p> <p>SLD Identification Opens</p> <p>Writing Objectives Opens</p> <p>ASD Identification Opens</p> |
| Th Nov 09 Thursday | <p>Identifying & Assessing Students with Specific Learning Disabilities (SLD)</p> <ul style="list-style-type: none"> Eligibility Activity Response to Intervention Patterns of Strengths and Weaknesses | <p>Read:</p> <ul style="list-style-type: none"> Maki, K. E., & Adams, S. R. (2020). Specific learning disabilities identification: Do the identification methods and data matter?. <i>Learning Disability Quarterly</i>, 43(2), 63-74. https://doi.org/10.1177/0731948719826296 <ul style="list-style-type: none"> If DOI doesn't work, it should be available on GET IT! @ BYU through the BYU Library. <p>Review:</p> <ul style="list-style-type: none"> Utah SPED Rules and Regulations <p>Midterm Closes</p> <p>SLD Identification Closes</p> |

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| Week 11 | | |
| T Nov 14 Tuesday | <p>Devotional: Elder Quentin L. Cook</p> <p>Identifying and Assessing Students with Emotional and Behavioral Disabilities (EBD)</p> <ul style="list-style-type: none"> • Eligibility for ED • Eligibility Revisited • SRSS Assessment Review • BASC Assessment Review | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 6 pp. 127-132 • Venn Ch 9 pp. 194-201 • Walker, J. D., & Barry, C. (2018). Assessing and Supporting Social-Skill Needs for Students With High-Incidence Disabilities. <i>TEACHING Exceptional Children</i>, 51(1), 18–30. https://doi.org/10.1177/0040059918790219 <p>Utah SPED Rules and Regulations</p> <p>BASC Assessment Review SRSS Assessment Review Quiz Chapter 6.2 + 9 (127-132) Closes Initial Assessment Plan</p> |
| Th Nov 16 Thursday | <p>Identifying and Assessing Autistic Students</p> <ul style="list-style-type: none"> • Guest Lecture: Dr. Terisa Gabrielsen <p>Combined with Severe</p> | <p>Read:</p> <ul style="list-style-type: none"> • Safer-Lichtenstein, J., & McIntyre, L. L. (2020). Comparing Autism Symptom Severity Between Children With a Medical Autism Diagnosis and an Autism Special Education Eligibility. <i>Focus on Autism and Other Developmental Disabilities</i>, 35(3), 186-192. https://doi.org/10.1177/1088357620922162 • Barton, E. E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2016). An analysis of state autism educational assessment practices and requirements. <i>Journal of Autism and Developmental Disorders</i>, 46, 737-748. https://doi.org/10.1007/s10803-015-2589-0 <p>CARS Assessment Instrument Review ASD Identification Closes</p> |
| Week 12 | | |
| T Nov 21 Tuesday | Friday Instruction | |
| Th Nov 23 Thursday | Thanksgiving | |
| Week 13 | | |
| T Nov 28 Tuesday | <p>Forum: W. Bradford Wilcox</p> <p>Identifying and Assessing Students with Intellectual Disabilities (ID)</p> <ul style="list-style-type: none"> • Defining Intelligence • Assessment reviews <ul style="list-style-type: none"> ◦ Wechsler Intelligence Scale for Children V ◦ WJ IV Cognitive Battery • Reading Score Reports | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 6 pp. 102 - 127 <p>WJIV Cognitive Assessment Instrument Review WISC Assessment Instrument Review Quiz Venn Ch 6.1 Closes</p> |

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| Th Nov 30 Thursday | <p>Assessing Attention Deficit & Hyperactivity Disorder (ADHD)</p> <ul style="list-style-type: none"> • Eligibility for OHI via ADHD • Administer the <u>Connors Scales of Attention</u> | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 9 pp. 214-215 • CDC ADHD Website <p>Connors Assessment Instrument Review Quiz Chapter 9.2 (214-215) Closes Administer WCJ Achievement</p> |
| Week 14 | | |
| T Dec 05 Tuesday | <p>Devotional: Elder Matthew L. Carpenter</p> <p>Conducting a Comprehensive Assessment</p> | <p>Read:</p> <ul style="list-style-type: none"> • Salend, S. J. (2008). Determining appropriate testing accommodations: Complying with NCLB and IDEA. TEACHING Exceptional Children, 40(4), 14–22. https://doi.org/10.1177/004005990804000402 <p>Review:</p> <ul style="list-style-type: none"> • RISE Testing <ul style="list-style-type: none"> ◦ Intro for parents ◦ Accomodations • DLM <ul style="list-style-type: none"> ◦ Utah Resources <p>Accommodations Closes</p> |
| Th Dec 07 Thursday | <p>Identifying and Assessing Students with Communication Disorders (CD)</p> <ul style="list-style-type: none"> • Referrals to SLPs • Administering the WIDA • Disproportionate Representation • Language Interviews | <p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 8 <p>Watch:</p> <ul style="list-style-type: none"> • CBS News Segment on Stuttering <p>Administer WIDA Quiz Venn Ch 8 Closes</p> <p>WIDA Sample students Individual Factors and WIDA.pptx Download https://wida.wisc.edu/teach/can-do/descriptors</p> |
| Week 15 | | |

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| T Dec 12 Tuesday | <p>Devotional: Speaker TBD</p> <p>Case Study Oral Presentations</p> <p>Writing Exceptional Comprehensive Assessment Reports for Exceptional Students</p> | <p>Read:</p> <ul style="list-style-type: none"> Lynch, S., & Adams, P. (2008). Developing Standards-Based Individualized Education Program Objectives for Students with Significant Needs. <i>TEACHING Exceptional Children</i>, 40(3), 36–39. https://doi.org/10.1177/004005990804000303 Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). Writing Better Goals and Short-Term Objectives or Benchmarks. <i>TEACHING Exceptional Children</i>, 34(1), 52–59. https://doi.org/10.1177/004005990103400107 Woodcock Johnson IV Score Report Example - Template.pdf Download <p>Writing Objectives Closes</p> |
| Th Dec 14 Thursday | <p>Last Day of Class</p> <p>Case Study Oral Presentations</p> <p>Final Exam: 359 MCKB 2:30pm - 5:30pm</p> | <p>Course Evaluation</p> <p>Progress Monitoring</p> <p>FINAL EXAM on Learning Suite- Must be completed (NOT JUST STARTED) by 11:59 on the last day of finals week.</p> <p>Final Exam</p> <p>Eligibility/Reevaluation Assignment Reflection</p> <p>Test Administration Video</p> <p>Eligibility/Reevaluation Report Write-up</p> <p>Oral Presentation</p> <p>Linking Assessment to Results Closes</p> <p>Participation Points</p> |
| F Dec 15 Friday | Exam Preparation Day | |
| Week 16 | | |
| T Dec 19 Tuesday | Final Exam Day | |