

Instructor/TA Info

Instructor Information

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Course Information

Description







Welcome! We're so excited to have a new cohort of special education students with us this year.


The purpose of this course is to prepare students to plan, conduct, and interpret educational assessments. Students will also acquire the knowledge to develop appropriate educational programs to help exceptional children with learning and behavioral strengths and weaknesses.

This course was designed to meet the assessment requirements for the Utah State Board of Education Special Education teaching licensure for Mild/Moderate and Severe. It is aligned with national standards from the NCATE curriculum guidelines for basic and advanced programs in special educations as prepared by the Council for Exceptional Children.

Assessment is one of the hallmarks of special education eligibility and can become the litmus test for an effective instructional program. I welcome you to this program and thank you in advance for your service to your local and professional communities.

Materials

Item	Price (new)	Price (used)
      LL PKG <u>Assessing Students with Special Needs 5e</u> <i>w/access - Required</i> by Venn, J	113.32	85.00

	<u>The ABCs of CBM - Required</u> by Hosp, M	44.00	33.00
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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

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments are due at the beginning of class or at the times posted on Learning Suite.

- Late assignments are worth 50% for up to a week
- Work that is more than one week late, will not be accepted.
- Academic honesty will be strictly enforced.
- NO Plagiarism

Participation Policy

We are grateful for the in person learning opportunities available to us at BYU. Please take the initiative

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

Classroom Procedures

Please note that I reserve the right to update the syllabus throughout the semester. I work to provide notice ahead of time but want to be as flexible as possible to best support you in your learning.

Assignments

Assignment Descriptions

Quiz Venn Ch 1

Sep
06

Due: Tuesday, Sep 06 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
08

Due: Thursday, Sep 08 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
08

Due: Thursday, Sep 08 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.

Hosp Ch 1-2

Sep
13

Due: Tuesday, Sep 13 at 3:30 pm

IRIS Progress Monitoring Graph

Sep
20

Due: Tuesday, Sep 20 at 3:30 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.

Confidentiality Form

Sep
20

Due: Tuesday, Sep 20 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 you 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.

Assessment Inventory

Sep
29

Due: Thursday, Sep 29 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

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
18

Due: Tuesday, Oct 18 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.

Midcourse Evaluation

Oct

21

Due: Friday, Oct 21 at 11:59 pm

Follow this link <https://forms.gle/2zKXN4JtCyf4eUGV9> (<https://forms.gle/2zKXN4JtCyf4eUGV9>) to fill out the mid course evaluation. Don't be afraid to be brutally honest. I am the only one who will see your response and I value input (good or bad). I can handle it ;). Your feedback helps me make a stronger course and create a better learning experience for you and future scholars. Once you complete the evaluation, write "complete" or "done" or the like in the submission box so that my TA and I know that it's done.

Quiz Venn Ch 4**Oct****25**

Due: Tuesday, Oct 25 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**Oct****25**

Due: Tuesday, Oct 25 at 3:30 pm

Midterm**Nov****01**

Due: Tuesday, Nov 01 at 3:30 pm

Quiz Chapter 6.2 + 9 (127-132)**Nov****03**

Due: Thursday, Nov 03 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.

SRSS Assessment Review**Nov****03**

Due: Thursday, Nov 03 at 11:59 pm

Assessment Review assignment

BASC Assessment Review**Nov****03**

Due: Thursday, Nov 03 at 11:59 pm

Assessment Review assignment

Quiz Chapter 9.2 (214-215)**Nov****08**

Due: Tuesday, Nov 08 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
08

Due: Tuesday, Nov 08 at 11:59 pm

In Class Review

Quiz Venn Ch 6.1

Nov
10

Due: Thursday, Nov 10 at 3:30 pm

WJ IV Assessment Instrument Review

Nov
10

Due: Thursday, Nov 10 at 11:59 pm

Assessment Instrument Review assignment

WISC Assessment Instrument Review

Nov
10

Due: Thursday, Nov 10 at 11:59 pm

Assessment Instrument Review assignment

CARS Assessment Instrument Review (copy)

Nov
15

Due: Tuesday, Nov 15 at 11:59 pm

Assessment Instrument Review assignment

Initial Assessment Plan

Nov
17

Due: Thursday, Nov 17 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

Accommodations

Dec
01

Due: Thursday, Dec 01 at 3:30 pm

Quiz Venn Ch 8

Dec
01

Due: Thursday, Dec 01 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
01

Due: Thursday, Dec 01 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=mtJlhBZMtSdCxIE347cePZKRKTOKpiANj2PMvBQXrxReslOqb75o7nN7Li_KpzhyIxGNtwZ7mIH2N;](#)
WIDA Can Do Statements (<https://wida.wisc.edu/teach/can-do/descriptors>)

Writing Objectives

Dec
06

Due: Tuesday, Dec 06 at 3:30 pm

Test Administration Video

Dec
08

Due: Thursday, Dec 08 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		1	

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	

Eligibility/Reevaluation Report Write-up

Dec
08

Due: Thursday, Dec 08 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. I am asking that you GET EVERYTHING SPIRAL BOUND into a single product you can submit.

You will submit one report per group IN CLASS.

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

pubhash=aXLvhPzBXCKN0QbxI1oDBpjXMGHJsgMrh4nXIZ_S5dQuL_rlzx5EzUdSJu0UP_UDm6Q0kKZSt_B
 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

Administer WCI Assessment

Administer WCJ Achievement

Dec

08

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		8
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.

Administer KTEA

Dec

08

Due: Thursday, Dec 08 at 11:59 pm

To complete this assignment, please identify a student (if possible) or another individual with whom you can administer the KTEA. You only need to find someone to complete two sections (~60 min). 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

KTEA	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	8
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.

Eligibility/Reevaluation Assignment Reflection

Dec
08

Due: Thursday, Dec 08 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.

Oral Presentation

Dec
08

Due: Thursday, Dec 08 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 PI AAFPS	1	

ASSESSMENTS AND EVALUATION		
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	

Progress Monitoring

Dec
08

Due: Thursday, Dec 08 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. 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. During this assignment, you will give an informal test:

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 assessment, and how much progress you expect them to make, on this skill, in the next 3 weeks.

Rubric

Criteria	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1	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 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
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Participation Points

Dec
12

Due: Monday, Dec 12 at 11:59 pm

ASD Identification

Dec
16

Due: Friday, Dec 16 at 3:30 pm

SLD Identification

Dec
16

Due: Friday, Dec 16 at 3:30 pm

Linking Assessment to Results

Dec
16

Due: Friday, Dec 16 at 3:30 pm

Final Exam

Dec
16

Due: Friday, Dec 16 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

Point Breakdown

Categories	Percent of Grade
Exams	20.86%
Quizzes	26.07%
Assessment Instrument Review	11.17%
Assessments (given outside of class)	11.17%
Fall Practicum	3.72%
Final Case Study	17.69%
Participation	9.31%

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

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents 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 a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives

and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even

when we strongly disagree.

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 Aug 29 Monday		Quiz Venn Ch 6.1 Opens
T Aug 30 Tuesday	Introduce syllabus and course expectations Combined with Severe	<u>Prayer/Inspirational Thought Sign up</u> Quiz Venn Ch 1 Opens Quiz Chapter 9.2 (214-215) 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
Th Sep 01 Thursday	Key Assessment Terms Combined with Severe	Read: • Venn Ch 1 Those of you without the book yet can download a copy of the chapter. Venn5e_Ch01.pdf Download.
Week 2		
M Sep 05 Monday	Labor Day	

T Sep 06 Tuesday	<p>Devotional: President Kevin J Worthen and Peggy S. Worthen</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><u>Utah SPED Rules and Regulations</u></p> <p>Quiz Venn Ch 1 Closes</p>
Th Sep 08 Thursday	<p>Assessing Academic Achievement: General Strategies</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><u>USBE Data Gateway</u></p> <p>Quiz Venn Ch 2 Closes Quiz Venn Ch 11 Closes Hosp Ch 1-2 Opens</p>
Week 3		
T Sep 13 Tuesday	<p>Devotional: President Dallin H. Oaks</p> <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><u>https://www.easycbm.com/</u></p> <p><u>Intervention Central CBM Warehouse</u></p> <p>Hosp Ch 1-2 Closes Quiz Venn Ch 3 Opens</p>

Th Sep 15 Thursday	<p>No In Class Session (Associates)</p> <p>Postponed CBM: Progress Monitoring</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>
Week 4		
T Sep 20 Tuesday	<p>Devotional: Steven J. Lund</p> <p>CBM: Progress Monitoring</p> <ul style="list-style-type: none"> • Graphing • DBDM • Response to Intervention 	<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><u>https://app.easycbm.com/ccharlton</u></p> <p><u>DIBELS NEXT Benchmarks</u></p> <p>Confidentiality Form IRIS Progress Monitoring Graph</p>
Th Sep 22 Thursday	<p>CBM: Literacy & Math</p> <ul style="list-style-type: none"> • Spelling • Writing • Math • 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 8 Math ○ Hosp Ch 9 Other Content Areas
Week 5		

T Sep 27 Tuesday	<p>Devotional: Kendra Hall-Kenyon</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 Sep 29 Thursday	NO CLASS	Assessment Inventory
Week 6		
T Oct 04 Tuesday	<p>Devotional: Michael Drake</p> <p>DIAGNOSTIC TESTING</p> <p>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"> Check out WJ IV Achievement test kit and 2 protocols (1 per partnership in your pod) BEFORE class and bring it with you. <p>Brigance Brochure</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>
Th Oct 06 Thursday	<p>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 	

	Combined with Severe	
Week 7		
T Oct 11 Tuesday	<p>Homecoming Opening Ceremony</p> <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.
Th Oct 13 Thursday	<p>Instructional Intervention Planning</p> <p>KTEA-3 Score Report Sample.pdf Download</p>	
Week 8		
T Oct 18 Tuesday	<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>

Th Oct 20 Thursday	<p>Test Scores and What they Mean</p> <ul style="list-style-type: none"> • Reading score reports • Integrating findings • Sharing scores <p>KTEA-3-Score-Report.pdf Download</p> <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>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
Week 9		
T Oct 25 Tuesday	<p>Forum: Paul Cox</p> <p>Selecting Assessments</p>	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 5 <p>Midterm Opens Quiz Venn Ch 4 Closes Quiz Venn Ch 5 Closes</p>
Th Oct 27 Thursday	<p>MIDTERM- Taken on LS- No class this day (Associates)</p>	<p>Accommodations Opens ASD Identification Opens Linking Assessment to Results Opens Quiz Venn Ch 8 Opens SLD Identification Opens Writing Objectives Opens</p>
Week 10		

T Nov 01 Tuesday	<p>Devotional: President Susan H. Porter</p> <p>Eligibility and Reevaluation Procedures</p> <ul style="list-style-type: none"> • Creating or updating an IEP • Selecting appropriate interventions <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 <p>Review:</p> <ul style="list-style-type: none"> • Utah SPED Rules and Regulations <p>Midterm Closes</p>
Th Nov 03 Thursday	<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</p>
Week 11		

T Nov 08 Tuesday	<p>Devotional: Jenet Erickson</p> <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</p>
Th Nov 10 Thursday	<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>WISC Assessment Instrument Review WJ IV Assessment Instrument Review Quiz Venn Ch 6.1 Closes</p>
Week 12		
T Nov 15 Tuesday	<p>Devotional: Elder Peter M. Johnson</p> <p>Identifying and Assessing Autistic Students</p> <ul style="list-style-type: none"> • TBD 	<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

		CARS Assessment Instrument Review (copy)
Th Nov 17 Thursday	TECBD - No Class Meeting	Initial Assessment Plan
Week 13		
T Nov 22 Tuesday	Friday Instruction	
Th Nov 24 Thursday	Thanksgiving	
Week 14		
T Nov 29 Tuesday	Forum: Katharine Hayhoe Conducting a Comprehensive Assessment	Read: <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 Review: <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
Th Dec 01 Thursday	Identifying and Assessing Students with Communication Disorders (CD) <ul style="list-style-type: none"> Referrals to SLPs Administering the WIDA Disproportionate Representation Language Interviews 	Read: <ul style="list-style-type: none"> Venn Ch 8 Watch: <ul style="list-style-type: none"> CBS News Segment on Stuttering Accommodations Closes Administer WIDA Quiz Venn Ch 8 Closes WIDA Sample students Individual Factors and WIDA.pptx Download https://wida.wisc.edu/teach/can-do/descriptors
Week 15		

T Dec 06 Tuesday	<p>Devotional: Elder Ulisses Soares</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 08 Thursday	<p>Case Study Oral Presentations</p>	<p>Progress Monitoring Eligibility/Reevaluation Assignment Reflection Test Administration Video Eligibility/Reevaluation Report Write-up Oral Presentation Administer KTEA Administer WCJ Achievement Final Exam Opens</p>
Week 16		
M Dec 12 Monday	<p>First Day of Fall Final Exams (12/12/2022 - 12/16/2022)</p> <p>Final Exam: 359 MCKB 2:30pm - 5:30pm</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>Participation Points</p>
Th Dec 15 Thursday		
F Dec 16 Friday		<p>ASD Identification Closes Final Exam Closes SLD Identification Closes Linking Assessment to Results Closes</p>