

Instructor/TA Info

Instructor Information

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Course Information

Description

CPSE 420 has been designed to prepare teacher candidates to conduct a comprehensive assessment and make placement and instructional decisions based on data. Teacher candidates will use formal and informal measures to determine present levels of academic and functional performance, classifying students for special education services, and identifying student's instructional needs. These skills will be used to develop the ability to write measurable annual goals and short-term objectives for IEP development. Application of course concepts will occur in a local school district each week.

Materials

Item	Price (new)	Price (used)
 <u>LL PKG Assessing Students with Special Needs 5e w/access</u> - Required by Venn, J	113.32	85.00
 <u>The ABCs of CBM</u> - Required by Hosp, M	44.00	33.00

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

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

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
01**

Due: Thursday, Sep 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.

Quiz Venn Ch 2**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.

Confidentiality Form**Sep
06**

Due: Tuesday, Sep 06 at 11:59 pm

Upload a picture of the signed confidentiality form that you had to sign for Practicum.

Quiz Venn Ch 3**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.

Jose's Reading Data Graph**Sep
21**

Due: Wednesday, Sep 21 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. The assignment is worth 10 points.

Assessment Inventory**Sep
29**

Due: Thursday, Sep 29 at 11:59 pm

Assessment Inventory

1. **With your partner**, schedule a time to meet with your mentor teacher to talk about the formal and informal tests they use to aid assessment in their classroom.
2. List all of the formal tests (e.g., individual, standardized, norm-referenced) they use in re-evaluations or initial placement meetings (e.g., Woodcock Johnson, BOS, SSIS, WISC, Brigance)
3. List all the informal tests they use to collect formative and summative data in the classroom during fall semester (e.g., DIBELS, Acadience, unit tests).
4. Coordinate with mentor teacher to observe administration of a **formal** test (due by Oct

6).

5. **Individually** submit a 2 page (double spaced) summary of the meeting including:

- Both lists of tests
- A description of the formal test you plan to observe
- A reflection of what you hope to learn by observing this assessment.

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

Observe Administration of a Test

Oct
06

Due: Thursday, Oct 06 at 11:59 pm

1. Conduct an observation of a **formal** test at your practicum site.
 - Prior to the observation, read the detailed instructions for administering the test in the test manual. Pay special attention to any instructions for arranging the testing environment, building rapport with the examinee, and the overall structure/activities that will be used during the test.
 - During the observation, write detailed notes describing what you see the examiner doing during testing.
 - *Please do not interrupt or distract the teacher/student during testing.*

- After the observation, share your notes with the teacher and ask any clarifying questions that might help you complete the report.
2. Write a 2-page double spaced reflection that includes your teacher interview and your test observation
- What test did you observe and what was the point of assessment for this student?
 - Describe what happened during testing.
 - Summarize the results of testing including statistical information (i.e., normative or criterion-referenced information, standard scores, subdomain summaries)?
 - *Remember your legal and ethical obligations as you share scores and results in this writeup. At a minimum, you should use a pseudonym for the student.*
 - What was the purpose of the assessment for this student?
 - What questions do you have after watching the assessment?

RUBRIC

Criteria	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1	Does not meet expectations 0
Describes what happens during the assessment	A detailed description of what happens sequentially during the assessment.	A detailed description with an overview of the assessment.	A description of giving the assessment with minimal detail.	No description of what happens during the assessment.
Provides information on what was learned from the assessment	A detailed description of 3 or more things that were learned from the assessment.	A detailed description of 2 things that were learned during the assessment.	A detailed description of 1 thing that was learned during the assessment.	No description of what was learned from the assessment.
Includes a discussion of further questions they have about assessment	TC shows evidence of thinking deeply about assessment and providing three or more questions they have.	TC shows evidence of some thinking about assessment and provides at least two questions they have.	TC shows evidence of minimal thinking about assessment and provides at least one question they have	No discussion of further questions they have about 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 2 pages. No additional headings or spaces in title. Body is double spaced. Less than 2 pages.
Total				

Benchmark Assessment

Oct
18

Due: Tuesday, Oct 18 at 12:59 pm

1. Use the information from the Assessment Inventory and consult with your mentor teacher, select an **informal test** to administer with students in your practicum setting.

• Possible tests you could give but you **DO NOT** have to give them. *Remember, use what's appropriate to your mentor teacher/classroom.*

• DIBELS Benchmark (Grades 1-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)

• DIBELS Daze Benchmark (Grades 3-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)

• 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/>)

2. 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	Meets Expectations	Below Expectations	Does not address	Score
	3	2	1	0	

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.	
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

Midterm

Oct
20

Due: Thursday, Oct 20 at 11:59 pm

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.

Initial Assessment Plan

Oct
21

Due: Friday, Oct 21 at 11:59 pm

Initial Assessment Plan (Case Study)

Practicum partners will use a real student in their practicum setting and pretend that they are being referred for an initial evaluation to investigate whether they require special education services. Partnerships need to create and submit an initial proposal for a group case study in Learning Suite by 11:59 pm TONIGHT!

The proposal must include:

- Names of everyone in your group
- Demographic Information of referred student
 - always use a pseudonym but their real birthdate is preferable
 - grade level
 - some anecdotal info about them (e.g., they're friendly, shy, want to please adults, etc...)
- Reason for Referral
 - this should be a narrative about what challenges the student has and what impact it's having on their academics or social life
- Areas of Concern for Referral
 - specific academic areas--EX: math reasoning, reading comprehension, social skills/behavior, etc...
- Things to consider when testing this particular person
 - personality, behaviors, obvious physical or visual impairments, etc...
- Proposed Tests for Referral
 - use what we've talked about in class for suggestions for the type of test data we might need--refer to the state rules
- Proposed Test Administrator for each assessment
 - which member of your partnership will administer what tests and which imaginary team members will administer other tests
 - Ex: school psychologist will administer the cognitive test, Speech Pathologist will administer speech/language tests
- Areas to consider for test accommodations
 - Ex: extra time, test items enlarged, frequent breaks, a test administered in their native language, etc...
- Proposed Dates and Times and Length of sessions for each assessment
 - Make up a pretend schedule and estimate of how long each section will take.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Does not address (0)	Score
Names of everyone in group			All member's names present	Only one member's name	
Describes reason for referral with appropriate detail	Detailed written narrative about the challenges the student has and its impact on their learning.	Brief written narrative about the challenges the student has. May or may not address the impact on their learning.	Bullet points or not full narrative with little detail. Does not address the impact on their learning.	No discussion of reason for referral.	

Describes areas of concern for referral.	Written narrative discusses specific areas of academic and/or behavioral/social needs	Written narrative provides a general description of areas of concern.	Bullet points of general areas of concern.	No discussion of areas of concern.	
Discusses things to consider for testing accommodations	The written narrative provides a detailed explanation of the student's needs and proposal for accommodating those needs.	The written narrative provides a general explanation of the student's needs and may or may not provide a proposal for accommodating those needs.	Bullet points of general needs may or may not provide a proposal for accommodations.	No assessment or a non-academic assessment	
Proposed test(s) for referral	Written narrative references state rules when proposing tests	Provides a written narrative of the proposed tests	Bullet point list of proposed test	Not present	
Proposed test administrator for each assessment	Written narrative clearly illustrates which team member will administer each test and includes other school personnel.	Written narrative vaguely describes who will administer the tests and may not include other school personnel.	Bullet points vaguely describe who administers some of the proposed tests	Not present	
Proposed dates and times	Schedule clearly describes dates times and estimated length of sessions	Schedule is missing 1 of the required elements	Schedule is missing 2 of the required elements	Not present	

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	/25

Progress Monitoring Assessments and Graph

**Oct
27**

Due: Thursday, Oct 27 at 11:59 pm

Collect Progress Monitoring Data and Make a Data Based Decision

1. Work with the same student you collected data from during the benchmark assignment
2. Give a progress monitoring assessment once a week for 3 weeks
3. Give the progress monitoring assessment associated with the benchmark
 - a. DIBELS Progress Monitoring FSF, PSF, NWF <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - b. DIBELS Progress Monitoring DORF (Grades 1-6) (Use Survey Level Assessment to Determine Grade Level) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - c. DIBELS Daze Progress Monitoring (Grades 3-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)

- d. Easy CBM Progress Monitoring <https://www.easycbm.com/>
(<https://www.easycbm.com/>)

4. Graph the data on a line graph include

- Benchmark and Target
- Student Performance Data
- Trendline

5. Discuss your results with your practicum teacher

- What is the data telling us about the student's performance?
- What changes should be made to instruction if any?

6. Write a two to three-page double spaced reflection that describes your student, describes the progress monitoring tool you used and why it was selected, describes how the progress monitoring sessions went, discusses the student's performance in relation to the aimline. Provides and justifies an instructional decision (maintain current instruction and why, intensify current instruction and why, or decrease current instruction and why)

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.	
Description of Progress Monitoring Tool	Describes the progress monitoring tool accurately and in detail.	Describes the progress monitoring tool somewhat accurately and in some detail.	Describes the progress monitoring tool inaccurately and in with little detail.	No description of the progress monitoring tool.	

Description of Progress Monitoring Sessions	Describes the progress monitoring sessions in detail.	Describes the progress monitoring sessions in some detail.	Describes the progress monitoring sessions in little detail.	No description of the progress sessions.	
Description of student performance	Describes student performance using data, in relation to the aimline, accurately, and in detail.	Describes student performance using data, accurately, and in some detail.	Describes student performance in minimal detail.	No description of the student performance.	
Justifies the instructional change	Discussion of the instructional change is appropriate and justified in detail.	Discussion of the instructional change is appropriate and justified in some detail.	Discussion of the instructional change is justified in minimal detail.	No justification of the instructional change.	
Benchmark graph completed correctly	Progress monitoring graph includes benchmark, target, aimline, performance line, trendline, title, and legend.	Progress monitoring graph includes benchmark, target, aimline, performance line, trendline, and title.	Progress monitoring graph missing benchmark, target, aimline, performance line, or trendline.	No graph	

Writing style	Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics. At least 2 pages.	Paper is written in paragraph style with good attention to grammar, spelling and mechanics. At least 2 pages.	Paper is written in paragraph style with some attention to grammar, spelling and mechanics. Less than two pages.	Paper is not written in paragraph style with little attention to grammar, spelling and mechanics. Less than one page.	
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					/24

Quiz Chapter 6.1 (p. 102-127)**Nov
01**

Due: Tuesday, Nov 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.

Quiz Chapter 9**Nov
03**

Due: Thursday, Nov 03 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.

Review UNIT**Nov**

03

Due: Thursday, Nov 03 at 11:59 pm

We will complete the Assessment Review in class. Make sure to turn in your completed review form here on learning suite.

Assessment Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvFVP-bgkRNd5NSw==\)](#)

Review WJ IV Cognitive

Nov**03**

Due: Thursday, Nov 03 at 11:59 pm

Complete the in-class review. Make sure to turn in your completed review form here on learning suite.

Assessment Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvFVP-bgkRNd5NSw==\)](#)

Review WISC

Nov**08**

Due: Tuesday, Nov 08 at 11:59 pm

Complete the in-class review. Make sure to turn in your completed review form here on learning suite.

Assessment Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvFVP-bgkRNd5NSw==\)](#)

Quiz Chapter 6.2 (127-132)

Nov**10**

Due: Thursday, Nov 10 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.

Administer Brigance

Nov**10**

Due: Thursday, Nov 10 at 11:59 pm

Please submit pictures of the sections of the protocol that you administered along with your write up to me via LS.

Brigance	Score	Possible
Fill out demographics (cover and pg.1)		2

Fill out protocol correctly (at least 3 sections) w/ pencil: circles and lines	6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing	8
Summary report write-up	4
Total	20

Review CARS

Nov
15

Due: Tuesday, Nov 15 at 11:59 pm

IN CLASS ASSIGNMENT:

- Fill out the Assessment Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvfVP-bgkRNd5NSw==\)](#)
- Fill out CARS Protocol completely, making sure to hit the areas noted in the rubric below.
- Upload pictures of the protocol to Learning Suite along with the completed Assessment Review.

	Points	Possible
CARS		
Demographic info. complete on cover with C.A.		2
Numbers from 15 categories transferred to front page w/ total score		2
"Total Score" written on front page in correct box and box checked for Severity Group		1
All 15 categories scored (1-4)		1
Observations filled-in on each category		3
Complete the Assessment Review		6
TOTAL		15

Administer WJIV Achievement

Nov
15

Due: Tuesday, Nov 15 at 11:59 pm

Please submit your writeup with pictures of your protocol and response booklet to me via LS.

Woodcock Johnson IV Achievement Rubric	Score	Possible
Examiner's name & date in ink		1
Administer at least 2 sections		6

Complete protocol correctly and submit pictures of response book	8
Compuscore Cognitive (submit compuscore generated report with standard scores, age equiv, and grade level equiv)	2
Write a 1 page summary	4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing	4
Total	25

Review Vineland-3

Nov
17

Due: Thursday, Nov 17 at 11:59 pm

Complete the in-class review. Make sure to turn in your completed review form here on learning suite. Assessment Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvFVP-bgkRNd5NSw==\)](#)

Review PPVT

Nov
29

Due: Tuesday, Nov 29 at 11:59 pm

Complete the in-class review. Make sure to turn in your completed review form here on learning suite. Assessment Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvFVP-bgkRNd5NSw==\)](#)

Review BASC- Video

Dec
01

Due: Thursday, Dec 01 at 11:59 pm

Watch video online: <https://vimeo.com/album/2999242> password: cpse420 and complete Assessment Review

Assessment Review [Download \(plugins/Upload/fileDownload.php?fileId=e245d0bc-Hi95-3ORY-NIJC-j1cf8d064fc7&pubhash=kopuzFNIIUcs1kqUkiHFY47xN-9CFMzK42dFGNojDalUNIYCnbiBrLWwuOq5BEtYErNKpsTXbXxOOmMs_tgJ-Q==\)](#)

Quiz Chapter 8

Dec
06

Due: Tuesday, Dec 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.

Review VMI**Dec
06**

Due: Tuesday, Dec 06 at 11:59 pm

Complete the in-class review. Make sure to turn in your completed review form here on learning suite.

Assessment Review.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=5897c1bc-cwBU-XoOu-aDko-uf276b9abdb5&pubhash=-G6LT1jF8wgbiflLSLxYLYy6om52LThOV7CuoYad4UKK0OP3S4AG9fMeeaH5i2p4lgszl-mvVFP-bgkRNd5NSw==)

Complete Student Rating for CPSE 420**Dec
08**

Due: Thursday, Dec 08 at 11:59 pm

Student Evaluations of Instructors - go to <https://studentratings.byu.edu/> (<https://studentratings.byu.edu/>)

- This survey is anonymous but check the box to allow your CPSE 420instructor to see that you have completed the survey.

Case Report Write-up**Dec
08**

Due: Thursday, Dec 08 at 11:59 pm

This is a group assignment. You should complete it with your Practicum partner(s).

You will complete a case formal report evaluating the student in your case study with information from each assessment given.

Please take some time to make sure the report is well written using professional language. Please submit one document for your project. The document should also include the compuscore report and photographs of all of the test protocols that were given.

You will submit one report per group but each individual must upload the write up separately in Learning Suite

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

pubhash=aXLvhPzBXCKN0QbXl1oDBpjXMGHJsgMrh4nXIZ_S5dQuL_rlzx5EzUdSJU0UP_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

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 normative/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	

Case Study 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 will do different next time

What you learned completing the case study project

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.

Educational Assessment- Video

Dec

08

Due: Thursday, Dec 08 at 11:59 pm

You will submit a video of yourself administering ONE of the two assessments you and your partner chose to administer in your initial assessment plan. Your partner will submit a video themselves administering the other assessment. You will each be graded separately as follows:

Rubric:

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
11

Due: Sunday, Dec 11 at 4:45 pm

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

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

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

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.

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	Discussion Topic	To Do Before Class
Week 1		
T Aug 30 Tuesday	Introduce Syllabus and Course Expectations Combined with MM	
Th Sep 01 Thursday	Key Assessment Terms Combined with Mild/Moderate	Read: <ul style="list-style-type: none"> Venn Ch 1 <p>Those of you without the book yet can download a copy of the chapter. Venn5e_Ch01.pdf Download</p>
Week 2		
M Sep 05 Monday	Labor Day	

T Sep 06 Tuesday	The Assessment Process: <ul style="list-style-type: none"> • Screening • Pre-referral/referral • Determining eligibility • Re-evaluations/progress monitoring <p>Combined with Mild/Moderate</p>	Read: <ul style="list-style-type: none"> • Venn Ch 2 • Skim <u>Utah SPED Rules and Regulations</u> (It's a PDF right under this heading at the top of the page)
Th Sep 08 Thursday	Assessing Academic Achievement: General Strategies <ul style="list-style-type: none"> • Informal Assessment <ul style="list-style-type: none"> ◦ Curriculum-based Assessment • Formal Achievement Tests 	Read: <ul style="list-style-type: none"> • Venn Ch 11 (pp. 243-253 ONLY) • <u>State Accommodations and Testing Policies</u> (pp. 4, 15-39 ONLY)
Week 3		
T Sep 13 Tuesday	Practical Measurement Concepts: <ul style="list-style-type: none"> • Descriptive Statistics • Reliability • Validity <p><u>Sample Data</u></p>	Read: <ul style="list-style-type: none"> • Venn Ch 3
Th Sep 15 Thursday	Curriculum-based Measurement: <ul style="list-style-type: none"> • Benchmarking • Easy CBM 	Read: <ul style="list-style-type: none"> • Hosp Ch 1-2 <p>Do:</p> <p>Review the following resources:</p> <p><u>https://www.easycbm.com/</u></p> <p><u>Intervention Central CBM Warehouse</u></p> <p><u>https://acadiencelarning.org/acadiencereading.html</u></p>
Week 4		

T Sep 20 Tuesday	<p>No In Class Session: Complete IRIS Module on your own!</p> <p>Curriculum-based Measurement:</p> <ul style="list-style-type: none"> • Progress Monitoring • Data Based Decision Making (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 1 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>
W Sep 21 Wednesday		
Th Sep 22 Thursday	<p>Curriculum-based Measurement:</p> <ul style="list-style-type: none"> • Data-based Decision Making • Graphing 	
Week 5		
T Sep 27 Tuesday	<p>Content-Specific CBMs:</p> <ul style="list-style-type: none"> • Spelling • Writing • Math • Science <p>https://docs.google.com/presentation/d/1IJY8wY49yUYxTJyigj2emu7nK6YuKKWlyzAD82bfmr4/edit?usp=sharing</p> <p>Assessing Academic Achievement: Formal Tests</p> <ul style="list-style-type: none"> • Norm-referenced tests of achievement • Kaufman Test of Education Achievement III • Woodcock-Johnson Achievement IV 	<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: <ul style="list-style-type: none"> • Siena, Carly, Rylie, Lexi ◦ Hosp Ch 6 Writing: <ul style="list-style-type: none"> • Caleigh, Jenny, Macy, Savannah ◦ Hosp Ch 8 Math: <ul style="list-style-type: none"> • Ally, Maddie, Elliott, Leah ◦ Hosp Ch 9 Other Content Areas: <ul style="list-style-type: none"> • Jessica, Katelynn, Myar
Th Sep 29 Thursday	No Class! Enjoy the Game and cheer hard for BYU!	
Week 6		

T Oct 04 Tuesday	<p>Formal Tests of Academic Achievement:</p> <ul style="list-style-type: none"> • <u>Training to administer the Woodcock-Johnson IV Achievement Battery</u> (WJ IV) <ul style="list-style-type: none"> ◦ administration, scoring, and basic interpretation <p>Combined with Mild/Moderate</p>	<p>Read:</p> <ul style="list-style-type: none"> • pp. 24-36 of the WJIV Achieve 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.
Th Oct 06 Thursday	<p>Formal Tests of Academic Achievement:</p> <ul style="list-style-type: none"> • <u>Training to administer the Woodcock-Johnson IV Achievement Battery</u> (WJ IV) <ul style="list-style-type: none"> ◦ administration, scoring, and basic interpretation <p>Combined with Mild/Moderate</p>	<p>Read:</p> <ul style="list-style-type: none"> • pp. 24-36 of the WJIV Achieve 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.
Week 7		
T Oct 11 Tuesday	<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 Mild/Moderate</p> <p>GUEST LECTURE Ty Storey</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. <p>Watch:</p> <ul style="list-style-type: none"> • Before class, watch this video of me 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 I do and do not say to the student. Be ready to talk about it in class.

Th Oct 13 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 Mild/Moderate</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. <p>Watch:</p> <ul style="list-style-type: none"> • Before class, <u>watch this video</u> on me 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 I do and do not say to the student. Be ready to talk about it in class.
Week 8		
T Oct 18 Tuesday	<p>Formal Tests of Academic Achievement:</p> <ul style="list-style-type: none"> • Training to administer the Brigance Comprehensive Indicators of Basic Skills (CIBS) <p>Combined with Mild/Moderate</p>	<p>Read:</p> <ul style="list-style-type: none"> • <u>Brigance Brochure</u> <p>Do:</p> <ul style="list-style-type: none"> • Check out one copy of a GREEN Brigance test kit and protocol from the CPSE vault BEFORE class (1 per practicum partnership) and bring it with you to class.
Th Oct 20 Thursday	<p><u>Formal Tests of Academic Achievement</u></p> <ul style="list-style-type: none"> • Measurement Concepts of WCJ IV • Learn how to create and interpret Compuscore <p>Combined with Mild/Moderate</p> <p>Test Scores and What They Mean</p> <ul style="list-style-type: none"> • Reading score reports • Integrating findings • Sharing scores 	
F Oct 21 Friday		

Week 9		
T Oct 25 Tuesday	Dynamic Learning Maps (DLM) & Essential Elements	Read: <ul style="list-style-type: none"> • Essential Elements • Dynamic Learning Maps Overview • IE or YE Model? • Assessment Results Watch: <ul style="list-style-type: none"> • Video: "What Information is Contained in a Score Report?"
Th Oct 27 Thursday	<u>IEP Process/Write Present Level of Academic and Functional Performance/IEP Goals.</u> <ul style="list-style-type: none"> • IEP (Pre-referral) process. • Dynamic Learning Maps • Rubric & Portfolio Assessments 	
Week 10		
T Nov 01 Tuesday	Assessing Cognition: <ul style="list-style-type: none"> • Defining Intelligence • Eligibility for ID • Review administration and reporting of Woodcock-Johnson Cognitive Battery 	Read: <ul style="list-style-type: none"> • Venn Ch 6 (pp. 102 - 127 ONLY)
Th Nov 03 Thursday	Cognitive Tests Continued: <ul style="list-style-type: none"> • Review administration and reporting of Universal Nonverbal Intelligence Test (UNIT) 	Read: <ul style="list-style-type: none"> • Venn Ch8 Watch: <ul style="list-style-type: none"> • the video on the UNIT on vimeo:https://vimeo.com/album/2999242 password: cpse420
Week 11		
T Nov 08 Tuesday	Cognitive Assessments In-class Assessment Review: <ul style="list-style-type: none"> • Wechsler Intelligence Scale for Children (<u>WISC-V</u>)_ watch demo & presentation on interpreting & communicating results GUEST LECTURE: Bailey Schaeffer Combined with Mild/Moderate	Read: <ul style="list-style-type: none"> • Venn Ch 6 (pp. 127-132 ONLY) Bring: <ul style="list-style-type: none"> • 1 WISC protocol for yourself with you to class

Th Nov 10 Thursday	<u>Identifying and Assessing Individuals with Autism</u> <ul style="list-style-type: none"> • Administer, score, and interpret the CARS. <p>GUEST LECTURE Dr. Terisa Gabrielsen Combined with Mild/Moderate</p>	Come to class with your own CARS protocol
Week 12		
T Nov 15 Tuesday	Debrief Discussion of the CARS	Read: <ul style="list-style-type: none"> • <u>Vineland Appendices</u>
Th Nov 17 Thursday	<u>Adaptive Assessment</u> <ul style="list-style-type: none"> • Adaptive Behavior • Review Vineland Adaptive Behavior Scales-3 	Read: <ul style="list-style-type: none"> • Chapter 9 p. 194-204, 210-218
Week 13		
T Nov 22 Tuesday	Friday Instruction HAPPY THANKSGIVING! NO CLASS!	
W Nov 23 Wednesday	No Classes	
Th Nov 24 Thursday	Thanksgiving NO CLASS!	
Week 14		
T Nov 29 Tuesday	<u>Language and Bilingual Assessment</u> <ul style="list-style-type: none"> • Disproportionate representation. • Language Interviews • Administration and reporting for Peabody Picture Vocabulary Test (PPVT) 	
Th Dec 01 Thursday	Collaborating to with school psychologists on bilingual assessment GUEST LECTURE: Dr. Nancy Miramontes Combined with Mild/Moderate	Behavior Assessment <ul style="list-style-type: none"> • Watch the video on Viemo to learn how to Administer the Behavioral Assessment Scales for children (BASC): • https://vimeo.com/showcase/2999242/video/98760694 <ul style="list-style-type: none"> ◦ password: cpse420
Week 15		

T Dec 06 Tuesday	<u>Assessing Visual-Motor Processing</u> <ul style="list-style-type: none">• Learning Styles• Motor Proficiency• Review administration and reporting for Developmental Test of Visual-Motor Integration (Beery VMI)	
Th Dec 08 Thursday	LAST DAY OF FALL CLASSES! Case Study Oral Presentations <u>Review for Final</u>	FINAL EXAM on Learning Suite- Must be completed (NOT JUST STARTED) by 11:59 on the last day of finals week. <u>Case-study Reports Due</u>