

Instructor/TA Info

Instructor Information

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TA Information

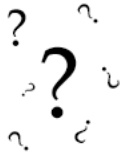
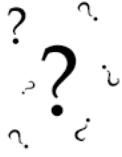
Name: Shari Blodgett
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Course Information

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)
 ABCs of CBM - Required by Hosp, M	47.00	35.25
 LL PKG Assessing Students with Special Needs 5e w/access - Required by Venn, J	126.65	95.00

Learning Outcomes

Principles and standards for ethical assessment

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

Administer and interpret formal assessments

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

Assessment and determining special education services

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

Informal assessment

3. Describe informal assessments and applications for various disabilities.

Assessment and individualized education programs (IEP)

5. Use assessment results in creating individualized education programs.

Grading Scale

Grades	Percent
A	95%
A-	90%

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
- unauthorized working on your computer (emails, homework, personal choices, etc.)

Attendance Policy

Successful students attend each day of class and engage throughout the class period. Points are earned for being in-class from the beginning and staying until the end.

Assignments

Assignment Descriptions

Quiz Venn Ch 1

Sep
07

Due: Thursday, Sep 07 at 3:30 pm

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

Quiz Venn Ch 2

Sep
12

Due: Tuesday, Sep 12 at 3:30 pm



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

Confidentiality Form

Sep**12**

Due: Tuesday, Sep 12 at 11:59 pm

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

Quiz Venn Ch 11

Sep**15**

Due: Friday, Sep 15 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.

Jose's Reading Data Graph

Sep**20**

Due: Wednesday, Sep 20 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.

Hosp Ch 1-2

Sep**21**

Due: Thursday, Sep 21 at 3:30 pm

Quiz Venn Ch 3

Oct**05**

Due: Thursday, Oct 05 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.

Assessment Inventory

Oct**05**

Due: Thursday, Oct 05 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 an 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

Questions for Dr. Blake

Oct
10

Due: Tuesday, Oct 10 at 3:30 pm

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

Attend Dr. Blake's Lecture

Oct
11

Due: Wednesday, Oct 11 at 11:59 pm

Report attendance here. To receive full credit please attend the entire lecture.

Observe Administration of a Test

Oct
12

Due: Thursday, Oct 12 at 11:59 pm

- 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.
- 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 address 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 or very little detail.
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 about further questions
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				

Benchmark Assessment

26

Due: Thursday, Oct 26 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 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.	

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

Midcourse Evaluation

Oct
27

Due: Friday, Oct 27 at 11:59 pm

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
31

Due: Tuesday, Oct 31 at 3:30 pm

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

Quiz Venn Ch 5

Nov
02

Due: Thursday, Nov 02 at 3:30 pm

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

Initial Assessment Plan

Nov

Due: Tuesday, Nov 07 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!

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

Quiz Chapter 6.1 (p. 102-127)

Nov
09

Due: Thursday, Nov 09 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.

SLD Identification

Nov
09

Due: Thursday, Nov 09 at 3:30 pm

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

Quiz Chapter 6.2 + 9 (127-132)

Nov
14

Due: Tuesday, Nov 14 at 3:30 pm

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

Midterm

Nov
14

Due: Tuesday, Nov 14 at 3:30 pm

Midterm

Nov
14

Due: Tuesday, Nov 14 at 3:30 pm

Review SRSS

Nov
14

Due: Tuesday, Nov 14 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 \(plugins/Upload/fileDownload.php?fileId=0145c06c-elw7-OpH0-uX2z-1800a5b05c6e&pubhash=AQptZtG9AUQsfcbkFLEA82-pDQIVrFINyQwp4qYWgDOvlsYrsox3GHtuenrqxNFbFLVbRk6Pa7sNdPNqJSHQLg==\)](#)

Review BASC**Nov
14**

Due: Tuesday, Nov 14 at 11:59 pm

Assessment Review [Download \(plugins/Upload/fileDownload.php?fileId=81a772be-6wNP-zX9J-gJDb-CC3519198b11&pubhash=wQ-lhgVI-uce5fYPu2VaaJT3eV9mzKhksNcot7VBdCt6FstR1PymByHw8let4LReDrl-GMMHI6fn_LFW8RdRDg==\)](#)

Quiz Chapter 6.2 (127-132)**Nov
16**

Due: Thursday, Nov 16 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.

ASD Identification**Nov
16**

Due: Thursday, Nov 16 at 3:30 pm

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

Review CARS Assessment**Nov
16**

Due: Thursday, Nov 16 at 11:59 pm

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

Administer Brigance**Nov
16**

Due: Thursday, Nov 16 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

Quiz Venn Ch 6.1**Nov
28**

Due: Tuesday, Nov 28 at 3:30 pm

Review WISC**Nov
28**

Due: Tuesday, Nov 28 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 \(plugins/Upload/fileDownload.php?fileId=0145c06c-elw7-OpH0-uX2z-1800a5b05c6e&pubhash=AQptZtG9AUQsfcbkFLEA82-pDQIVrFINyQwp4qYWgDOvlsYrsox3GHtuenrqxNFbFLVbRk6Pa7sNdPNqJSHQLg==\)](#)

Review WJ IV Cognitive

Nov
28

Due: Tuesday, Nov 28 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 \(plugins/Upload/fileDownload.php?fileId=0145c06c-elw7-OpH0-uX2z-1800a5b05c6e&pubhash=AQptZtG9AUQsfcbkFLEA82-pDQIVrFINyQwp4qYWgDOvlsYrsox3GHtuenrqxNFbFLVbRk6Pa7sNdPNqJSHQLg==\)](#)

Review UNIT

Nov
28

Due: Tuesday, Nov 28 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 \(plugins/Upload/fileDownload.php?fileId=0145c06c-elw7-OpH0-uX2z-1800a5b05c6e&pubhash=AQptZtG9AUQsfcbkFLEA82-pDQIVrFINyQwp4qYWgDOvlsYrsox3GHtuenrqxNFbFLVbRk6Pa7sNdPNqJSHQLg==\)](#)

Quiz Chapter 9.2 (214-215)

Nov
30

Due: Thursday, Nov 30 at 3:30 pm

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

Administer WJIV Achievement

Nov
30

Due: Thursday, Nov 30 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 the standard battery (Test 1-11)		6
Complete protocol correctly and submit pictures of response book.		8
Compuscore (submit generated report with standard scores, age equiv, and grade level equiv, from the Riverside Insights website)		2
Write a 1 page summary		4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
Total		25

Quiz Chapter 9

Dec
05

Due: Tuesday, Dec 05 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.

Accommodations

Dec
05

Due: Tuesday, Dec 05 at 3:30 pm

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

Review VMI

Dec
05

Due: Tuesday, Dec 05 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 \(plugins/Upload/fileDownload.php?fileId=0145c06c-elw7-OpH0-uX2z-1800a5b05c6e&pubhash=AQptZtG9AUQsfcbkFLEA82-pDQIVrFINyQwp4qYWgDOvlsYrsox3GHtuenrnxNFbFLVbRk6Pa7sNdPNqJSHQLg==\)](#)

Review Vineland-3

Dec
05

Due: Tuesday, Dec 05 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 \(plugins/Upload/fileDownload.php?fileId=0145c06c-elw7-OpH0-uX2z-1800a5b05c6e&pubhash=AQptZtG9AUQsfcbkFLEA82-pDQIVrFINyQwp4qYWgDOvlsYrsox3GHtuenrnxNFbFLVbRk6Pa7sNdPNqJSHQLg==\)](#)

Writing Objectives

Dec
12

Due: Tuesday, Dec 12 at 3:30 pm

Final Exam

Dec
14

Due: Thursday, Dec 14 at 4:45 pm

Case Study Reflection

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

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

What went well

What did not go well

What you will do different next time

What you learned completing the case study project

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.

(*ignore this*) Progress Monitoring Assessments and Graph

Dec
14

Due: Thursday, Dec 14 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
- a. Benchmark and Target
 - b. Student Performance Data
 - c. Trendline
5. Discuss your results with your practicum teacher
- a. What is the data telling us about the student's performance?
 - b. What changes should be made to instruction if any?
6. Write a two 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

Complete Student Rating for CPSE 420

Dec
14

Due: Thursday, Dec 14 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
14

Due: Thursday, Dec 14 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 \(plugins/Upload/fileDownload.php?fileId=a663940f-NepK-wDpQ-bH7S-Qd8f7959237c&pubhash=Jyb-agcm9x0EiDhke7iC3qmw7lwJ1vOsI_N5d5LFZwbdHO-TT9cv2Zgeog3hD8_Zp3-KtyzPBt8jTFtu5mwuqw==\)](#)

TEMPLATEcasestudy.docx [Download \(plugins/Upload/fileDownload.php?fileId=097a3a0a-YCuZ-2vtk-LBvD-DZ762a241c23&pubhash=aMYUUCSQWVUicLQQUFvly1H_e3_No5ZBDXxdTgyhUr6qS6ORpwwDhlAsrKYbbVhXLi-3WxMfsTw1EWB-Hj_LpA==\)](#)

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 4 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

Educational Assessment- Video

**Dec
14**

Due: Thursday, Dec 14 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		
The Evaluator:	Pts. Earned	Pts. Possible	NA
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	

Oral Presentation

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

In-depth Oral Presentation-Case Study Assessment

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

Please sign up for a date on the Google doc. (<https://docs.google.com/document/d/12FfnEDljrzo2fahmccNRuVzkUNBKW36bhU60WJ7kS64/edit?usp=sharing>) and be prepared to talk for 9 min or less.

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 (8-9 min)	1	
TOTAL	10	

Final Exam

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

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

Course Ratings

Dec

University Policies

Honor Code

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

Preventing Sexual Misconduct

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

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

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

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

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

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

Academic Honesty

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

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	Column 1	Column 2
Week 1		
M Sep 04 Monday		Quiz Venn Ch 6.1 Opens

T Sep 05 Tuesday	Start of Classes Introductions, Syllabus and Course Expectations	Prayer/Spiritual Thought Sign up Quiz Chapter 9 Opens Quiz Chapter 9.2 (214-215) Opens Hosp Ch 1-2 Opens Quiz Venn Ch 1 Opens Quiz Chapter 6.1 (p. 102-127) Opens Quiz Venn Ch 4 Opens Quiz Chapter 6.2 (127-132) Opens Quiz Chapter 6.2 + 9 (127-132) Opens Quiz Venn Ch 2 Opens Quiz Venn Ch 11 Opens Quiz Venn Ch 3 Opens Quiz Venn Ch 5 Opens
Th Sep 07 Thursday	Key Assessment Terms. Charlton Combined with Mild/Moderate	Read: <ul style="list-style-type: none"> • Venn Ch 1 Those of you without the book yet can download a copy of the book .
Week 2		
T Sep 12 Tuesday	The Assessment Process: Smith <ul style="list-style-type: none"> • Screening • Pre-referral/referral • Determining eligibility • Re-evaluations/progress monitoring Combined with Mild/Moderate	Read: <ul style="list-style-type: none"> • Venn Ch 2 • Skim Utah SPED Rules and Regulations (It's a PDF) Confidentiality Form Quiz Venn Ch 2 Closes
Th Sep 14 Thursday	Assessing Academic Achievement: General Strategies Formal tests <ul style="list-style-type: none"> • Informal Assessment <ul style="list-style-type: none"> ◦ Curriculum-based Assessment • CBM • Norm-referenced tests of achievement • Kaufman Test of Education Achievement III • Woodcock-Johnson Achievement IV 	Read: <ul style="list-style-type: none"> • Venn Ch 11 (pp. 243-253 ONLY) • State Accommodations and Testing Policies (pp. 4, 5, 6)
F Sep 15 Friday		Quiz Venn Ch 11 Closes
Week 3		
T Sep 19 Tuesday	No In Class Session: Complete IRIS Module on your own! Curriculum-based Measurement: <ul style="list-style-type: none"> • Progress Monitoring • Data Based Decision Making (DBDM) • Response to Intervention 	IRIS Module Complete the IRIS Module Progress Monitoring Submit a copy of a graph created using Jose's reading data. The graph should have a labeled Y axis, labeled X axis, a goal line, and performance data. The assignment is worth 10 points.

W Sep 20 Wednesday		Jose's Reading Data Graph
Th Sep 21 Thursday	<p>Curriculum-based Measurement:</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>Review the following resources:</p> <p>https://www.easycbm.com/</p> <p>Intervention Central CBM Warehouse</p> <p>https://acadiencelarning.org/acadiencereading.htm</p> <p>Hosp Ch 1-2 Closes</p>
Week 4		
T Sep 26 Tuesday	<p>CBM/CBA ppt.</p> <p>Preparation for the Hosp group presentation</p>	<p>Read the following article:</p> <p>Stanley Deno, "Developments in Curriculum Ba</p> <p><i>(if the link has problems, google the author and title on s</i></p>
Th Sep 28 Thursday	<p>Content-Specific CBMs:</p> <ul style="list-style-type: none"> • Spelling • Writing • Science • Math <p>https://docs.google.com/presentation/d/1IJY8wY49yUYxTJyigj2emu7nK6YuKKWlyzAD82bfmr4/edit?usp=sharing</p>	<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: Jessica A., Oakley, Olivia, I ◦ Hosp Ch 6 Writing: Sydnee, Hannah, Jessica J. ◦ Hosp Ch 8 Math: Mary, Kenzi, Betsy, Brie ◦ Hosp Ch 9 Other Content Areas: Madie, Elizabeth
Week 5		
T Oct 03 Tuesday	<p>Curriculum-based Measurement:</p> <ul style="list-style-type: none"> • Data-based Decision Making • Graphing 	<p>Read Hosp Ch. 10 and Venn Ch. 3</p>
Th Oct 05 Thursday	<p>Practical Measurement Concepts:</p> <ul style="list-style-type: none"> • Descriptive Statistics • Reliability • Validity <p>Combined with Mild/Moderate Sample Data</p>	<p>Quiz Venn Ch 3 Closes</p> <p>Assessment Inventory</p> <p>Questions for Dr. Blake Opens</p>
Week 6		

T Oct 10 Tuesday	<p>Guest Speaker: Dr. Jamilia Blake</p>	<p>Lecture will be held in JFSB B-002 3:30-5:00PM</p> <p>Dr. Jamilia Blake Visiting Scholar Texas A&M Flyer.png </p> <p>Dr. Blake's Faculty Page</p> <p>Review the following article:</p> <p>Blake, J. J., Jackson, L., Ruffin, N., Salter, P., Li, H., Bank, L. (2021). Teacher's race and school discipline: The role of teacher's race, pubertal development, and school discipline decisions. <i>Journal of Emotional and Behavioral Disorders</i>, 27(4), 1177-1196. /10.1177/10634266221077896</p> <p>Questions for Dr. Blake Closes Attend Dr. Blake's Lecture Opens</p>
W Oct 11 Wednesday		Attend Dr. Blake's Lecture Closes
Th Oct 12 Thursday	<p>Formal Tests of Academic Achievement:</p> <ul style="list-style-type: none"> • Training to administer the Woodcock-Johnson IV Achievement Battery (WJ IV) <ul style="list-style-type: none"> ◦ administration, scoring, and basic interpretation <p>Combined with Mild/Moderate</p>	<p>Observe Administration of a Test</p> <p>Read:</p> <ul style="list-style-type: none"> • pp. 24-36 of the WJIV Achieve Manual.pdf Download 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 for class and bring it with you.
Week 7		
T Oct 17 Tuesday	<p>Formal Tests of Academic Achievement:</p> <ul style="list-style-type: none"> • Training to administer the Woodcock-Johnson IV Achievement Battery (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 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 for class and bring it with you.
Th Oct 19 Thursday	<p>Formal Tests of Achievement:</p> <ul style="list-style-type: none"> • Training to administer the Kaufman Test of Educational Achievement (KTEA) <p>Combined with Mild/Moderate</p>	<p>Do:</p> <ul style="list-style-type: none"> • Check out 1 KTEA test kit and 2 protocols (1 per pair) to bring to class. <p>Watch:</p> <ul style="list-style-type: none"> • Before class, watch this video of Carrie administering the KTEA. Push pause when the video shows the testing instructions and observe what she does and does not say to the student.
Week 8		

T Oct 24 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>Do:</p> <ul style="list-style-type: none"> • Check out 1 KTEA test kit and 2 protocols (1 per pair) bring it with you to class. <p>Watch:</p> <ul style="list-style-type: none"> • Before class, watch this video of Carrie administering the KTEA. Push pause when the video shows the testing instructions and take notes on what she does and does not say to the student.
Th Oct 26 Thursday	<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>Group consultations begin</p>	<p>Benchmark Assessment</p> <p>Read:</p> <ul style="list-style-type: none"> • Brigance Brochure <p>Do:</p> <ul style="list-style-type: none"> • Check out one copy of a GREEN Brigance test kit and protocols (1 per practicum partnership) and bring it with you to class.
Week 9		
T Oct 31 Tuesday	<p>Test Scores and What They Mean</p> <ul style="list-style-type: none"> • Reading score reports • Integrating findings • Sharing scores <p>Group consultations continue</p>	<p>Venn Ch. 4</p> <p>View this lecture on Test Scores: https://byu.zoom.us/rec/share/eBaa8DPicjCPZQxUM7JACwcvsvxWEgdOo6J8UvdD_uF8Uoa?startTime=1698777136000</p> <p>Passcode: e\$6\$.4!w</p> <p>Mahdavi, J., & Haager, D. (2007). Linking progress monitoring to RTI Action Plans. <i>Journal of Language and Literacy</i>, 33(2), 25-29. link on RTI Action Plan</p> <p>Quiz Venn Ch 4 Closes</p>
Th Nov 02 Thursday	<p>Selecting Assessments</p> <p>Midterm Preparation</p> <p>Read:</p> <p>Venn Chapter 5</p>	<p>SLD Identification Opens</p> <p>Quiz Venn Ch 5 Closes</p>
Week 10		
T Nov 07 Tuesday	<p>Midterm Today</p> <ul style="list-style-type: none"> - Take on Learning Suite. Closed note & closed book. - NO CLASS 	<p>Writing Objectives Opens</p> <p>ASD Identification Opens</p> <p>Accommodations Opens</p> <p>Initial Assessment Plan</p>

Th Nov 09 Thursday	Identifying & Assessing Students with Specific Learning Disabilities (SLD) <ul style="list-style-type: none"> • Eligibility Activity • Response to Intervention • Patterns of Strengths and Weaknesses 	Quiz Chapter 6.1 (p. 102-127) Closes Read: <ul style="list-style-type: none"> • Maki, K. E., & Adams, S. R. (2020). Specific learning methods and data matter?. <i>Learning Disability Quarterly</i>, <i>43</i>(3), 194-201. /0731948719826296 <ul style="list-style-type: none"> ◦ If DOI doesn't work, it should be available on Google Scholar Review: <ul style="list-style-type: none"> • Utah SPED Rules and Regulations SLD Identification Closes
Week 11		
T Nov 14 Tuesday	Identifying and Assessing Students with Emotional and Behavioral Disabilities (EBD) <ul style="list-style-type: none"> • Eligibility for EBD • SRSS Assessment Review • BASC Assessment Review 	Quiz Chapter 6.2 + 9 (127-132) Closes Review SRSS Review BASC Read: <ul style="list-style-type: none"> • Venn Ch 6 (pp. 127-132 ONLY) • Ven Ch 9 (pp. 194-201)
Th Nov 16 Thursday	<ul style="list-style-type: none"> • Identifying and Assessing Students with Autism <ul style="list-style-type: none"> ◦ TBD 	Read: <ul style="list-style-type: none"> • Safer-Lichtenstein, J., & McIntyre, L. L. (2020). Comorbidity in Children With a Medical Autism Diagnosis and an Autism Spectrum Disorder. <i>Autism and Other Developmental Disabilities</i>, <i>35</i>(3), 353-362. /1088357620922162 • Barton, E. E., Harris, B., Leech, N., Stiff, L., Choi, G. (2018). Educational assessment practices and requirements for students with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i>, <i>46</i>, 737-748. https://doi.org/10.1007/s10804-017-0922-1 Administer Brigance ASD Identification Closes Quiz Chapter 6.2 (127-132) Closes Review CARS Assessment
Week 12		
T Nov 21 Tuesday	Friday Instruction	
Th Nov 23 Thursday	Thanksgiving	
Week 13		
T Nov 28 Tuesday	Assessing Cognition: <ul style="list-style-type: none"> • Defining Intelligence • Eligibility for ID <ul style="list-style-type: none"> ◦ Woodcock-Johnson Cognitive Battery ◦ Wechsler Intelligence Scale for Children V • Reading Score Reports 	Quiz Venn Ch 6.1 Closes Review WJ IV Cognitive Review WISC Review UNIT Watch: <ul style="list-style-type: none"> • the video on the UNIT on vimeo:https://vimeo.com/1088357620922162 Read: <ul style="list-style-type: none"> • Venn Ch 6 (pp. 102 - 127 ONLY)

Th Nov 30 Thursday	<p>Dynamic Learning Maps (DLM) & Essential Elements</p> <ul style="list-style-type: none"> • Webinar Link: _____ 	<p>Administer WJIV Achievement</p> <p>Read:</p> <ul style="list-style-type: none"> • Essential Elements • Dynamic Learning Maps Overview • IE or YE Model? • Assessment Results <p>Watch:</p> <ul style="list-style-type: none"> • Video: "What Information is Contained in a Score Report" <p>Quiz Chapter 9.2 (214-215) Closes</p>
Week 14		
T Dec 05 Tuesday	<p><u>Assessing Visual-Motor Processing</u></p> <ul style="list-style-type: none"> • Learning Styles • Motor Proficiency • Review administration and reporting for Developmental Test of Visual-Motor Integration (Beery VMI) <p><u>Language Assessment</u></p> <ul style="list-style-type: none"> • Disproportionate representation. • Language Interviews • Administration and reporting for Peabody Picture Vocabulary Test (PPVT) <p><u>Adaptive Assessment</u></p> <ul style="list-style-type: none"> • Adaptive Behavior • Review Vineland Adaptive Behavior Scales-3 	<p>Quiz Chapter 9 Closes</p> <p>Read:</p> <ul style="list-style-type: none"> • Vineland Appendices <p>Review Vineland-3 Review VMI Accommodations Closes</p>
Th Dec 07 Thursday	<p>Bilingual Assessment</p> <ul style="list-style-type: none"> • Disproportionate representation. • Language Interviews • Collaborating to with school psychologists on bilingual assessment <p>Identifying and Assessing Students with Communication Disorders (CD)</p> <ul style="list-style-type: none"> • Referrals to SLPs • Administering the WIDA 	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 8 <p>Watch:</p> <ul style="list-style-type: none"> • CBS News Segment on Stuttering <p>In Class Activity:</p> <p>WIDA Sample students Individual Factors and WIDA pptx https://wida.wisc.edu/teach/can-do/descriptors Quiz Venn Ch 8 (I'm working on uploading the quiz)</p>
Week 15		

T Dec 12 Tuesday	<p>Writing Exceptional Comprehensive Assessment Reports for Exceptional Students</p> <p>Case Study Oral Presentations Begin</p>	<p>Writing Objectives Closes</p> <p>Read:</p> <ul style="list-style-type: none"> Lynch, S., & Adams, P. (2008). Developing Standard Objectives for Students with Significant Needs. TEACHING Exceptional Children. https://doi.org/10.1177/004005990804000303 Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, M. (2008). Developing Standard Term Objectives or Benchmarks. TEACHING Exceptional Children. http://doi.org/10.1177/004005990103400107 <p>Woodcock Johnson IV Score Report Example - Template</p> <p><u>Case-study Reports Due</u></p>
Th Dec 14 Thursday	<p>Last Day of Class</p> <p>Last day of Fall Classes!!! :)</p> <p>Case Study Oral Presentations</p>	<p><u>Case-study Reports Due</u></p> <p>Case Study Reflection</p> <p>Educational Assessment- Video</p> <p>(*ignore this*) Progress Monitoring Assessments and</p> <p>Case Report Write-up</p> <p>Oral Presentation</p> <p>Complete Student Rating for CPSE 420</p>
F Dec 15 Friday	Exam Preparation Day	Course Ratings
Week 16		
T Dec 19 Tuesday	Final Exam Day	