

CPSE 420 - Kellems-Assess/Eval Stdnts w/Excp Nds

Fall 2016

Section 002: 160 MCKB on M W from 12:30 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

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TA Information

Name: Brynn Clarke

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Course Information

Description

This course is designed to prepare upper-division students to plan, conduct, and interpret educational assessments to determine learning and behavior strengths and weaknesses that can be used in developing appropriate educational programs for exceptional children. Students in this course will learn to provide information to the IEP team (teachers, parents, school administrators, etc.) in the development and implementation of individualized education programs. This course is designed to meet the assessment requirements for the Utah State Special Education teaching licensure for Mild/Moderate and Severe. It is designed also to meet the knowledge and skill standards as outlined in the NCATE curriculum guidelines for basic and advanced programs in special educations as prepared by the Council for Exceptional Children.

Prerequisites

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

Materials

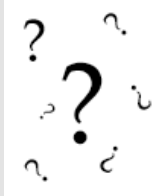
Item	Price (new)	Price (used)
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Choose 1 of the following options:

Option 1: 1 Item

	ASSESS STUDENTS W/ SPEC NEEDS 5E W/ACCESS PKG <i>Required</i> by VENN, J	102.65
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OR Option 2: 1 Item

	EBOOK ASSESS STUDENTS W/SPEC NEEDS 5E <i>Required</i> by VENN, J	76.40
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Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%

E 0%

Learning Outcomes

Basic terminology

Demonstrate an understanding of the basic terminology used in an assessment.

Ethical concerns

Discuss the ethical concerns related to assessment.

Procedures

Identify the procedure used for screening, pre-referral, referral, and classification.

Legal provisions

Outline legal provisions, regulations and program standards regarding assessment.

Application and interpretation of assessment scores

Describe the application and interpretation of assessment scores, including grade score vs. standard score, percentile rank, age/grade equivalents, and standings.

Assessments

Identify, administer, select and describe the different types of non-biased assessments using appropriate technology when necessary.

Informal test procedures

Discuss the components of and procedures for curriculum-based, portfolio, authentic, and functional assessment (informal test procedures), and apply these to different categories of exceptional children (e.g., L.D., E.D, & I.D.).

Influence of diversity

Discuss the influence of diversity on assessment, eligibility, programming and placement of exceptional learners.

Relationship between assessment and placement decisions

Describe the relationship between assessment and placement decisions.

Methods for monitoring student progress

Outline, develop or modify methods used for monitoring student progress.

Data-based goals and objectives

Use assessment information to derive appropriate statements for Present Levels of Academic Achievement and Functional Performance (PLAFFF) and measurable annual goals.

Grading Policy

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the *beginning* of class. Please do not work on assignments during class. **Late assignments will lose 10% for each day they are late**

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

Participation Policy

- Complete all in-class assignments and activities.
- Participate actively in all learning activities within the class.
- Participate actively in class discussions.
- Interact in a professional manner with all students and parents that you work with as a part of the learning activities for this course following the objective outlined on the professionalism rubric.
 - Complete assigned readings *before* class.
 - No extra credit will be given.

Attendance Policy

Students will arrive on time and attend every class until class is dismissed. Any exceptions will be deemed excused or not excused by the professor with a point reduction for being tardy or late. Professional conduct requires that you contact

the professor before class if you will miss or arrive late. It is considered unprofessional to allow your cell phone to interrupt class.

Assignments

Assignment Description

Quiz 1: Chapter 1

Due: Wednesday, Aug 31 at 12:25 pm

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

Quiz 2: Chapter 4

Due: Wednesday, Sep 07 at 12:25 pm

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

Quiz 3: Chapter 2

Due: Monday, Sep 12 at 12:25 pm

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

IEP Video

Due: Monday, Sep 12 at 12:30 pm

Watch IEP video and submit notes: **IEP Video with reflection:**

<http://www.youtube.com/watch?v=ok0irMNfKmY>

Your reflection needs to be 1 page Single Spaced

Quiz 4: Chapter 5

Due: Wednesday, Sep 14 at 12:25 pm

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

Brigance

Due: Wednesday, Sep 14 at 12:30 pm

Brigance	Score	Possible
Fill out demographics (cover and pg.1)		2
Fill out protocol correctly (any 3 sections) w/ pencil and blue pen; circles and lines		6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		8
Summary report write-up		4
Total		20

Quiz 5: Chapter 3

Due: Monday, Sep 19 at 12:25 pm

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

Quiz 6: Chapter 6 (102-127)

Due: Monday, Sep 26 at 12:25 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF.
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WISC

Due: Monday, Sep 26 at 12:30 pm

Assessment Review in-class assignment

Ecological Inventory

Due: Wednesday, Sep 28 at 12:30 pm

Ecological Inventories Objectives	Points Earned	Points Possible
Bio info and date filled in ink		2
Domain, Environment & Sub Environments correctly filled-in		3

At least 3 activities are listed with reasonable task analysis between each one		8
Comments are written		2
Key is created and codes are used to track progress during assessment		1
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		20

Erik Carter Lecture

Due: Wednesday, Sep 28 at 11:59 pm

Attend the Erik Carter Lecture-

September 21 4:30 Conference Center Auditorium

Toward a Future of Flourishing for Youth with Severe Disabilities: On What Matters Most

You need to turn in a one page SS page paper that describes how you will take the principles you learned and apply them in your future classroom.

Vineland

Due: Monday, Oct 10 at 12:30 pm

Have a Vineland protocol with you as you watch the video online:

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

Quiz 7: Chapter 6 (127-132)

Due: Wednesday, Oct 12 at 12:25 pm

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF.

You may not use the internet, a friend or your textbook.

SIB-R video

Due: Wednesday, Oct 12 at 12:30 pm

With a partner from class, have a SIB-R Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete SIB-R worksheet

Video Worksheets Rubric		
Criteria	Points Earned	Points Possible
<i>Complete video learning activity with a partner from class</i>		0.5
<i>Have a copy of the protocol in front of you as you watch video</i>		0.5
<i>Pause the video after each sub-test and practice giving the sub-test to your partner</i>		0.5
<i>List two questions you have about the assessment</i>		0.5
<i>Fill out and answer questions</i>		3

SIB-R video worksheet.docx [Download](#)

Midterm

Due: Wednesday, Oct 19 at 11:59 pm

MidtermMidterm_14.doc [Download](#)

Woodcock Johnson Cog Compuscore

Due: Friday, Oct 21 at 11:59 pm

WJIV Cognitive

Due: Monday, Oct 24 at 12:30 pm

Woodcock Johnson IV Cognitive Rubric	Score	Possible
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Examiner's name & date in ink		1
Administer subtests: 1-7		4
Complete Protocol correctly		8
Compuscore Cognitive		2
Write a 1 page summary (follow format handed out)		6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		25

Assessment Plan

Due: Monday, Oct 24 at 12:30 pm

Submit a proposal for your group case study final. Include: Names of everyone in your group, what the concern is for the person you will test, tests you plan to administer, who will administer which test, dates and times testing will occur.

BOS video

Due: Monday, Oct 24 at 12:30 pm

Have a BOS Protocol with you as you watch the video online:

<https://vimeo.com/album/2999242> password: cpse420 and complete BOS worksheet with a partner

Video Worksheets Rubric		
Criteria	Points Earned	Points Possible
<i>Complete video learning activity with a partner from class</i>		0.5
<i>Have a copy of the protocol in front of you as you watch video</i>		0.5
<i>Pause the video after each sub-test and practice giving the sub-</i>		0.5

<i>test to your partner</i>		
<i>List two questions you have about the assessment</i>		0.5
<i>Fill out and answer questions</i>		3

BOS video.docx Download

Quiz 8: Chapter 11

Due: Wednesday, Oct 26 at 12:25 pm

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

BASC

Due: Wednesday, Oct 26 at 12:30 pm

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

SIB-R

Due: Monday, Oct 31 at 12:30 pm

SIB-R Objectives	Points Earned	Points Possible
Demographic info filled out in ink		1
Appropriate chronological age found		2
Administer all subtests: A-N appropriately		3.5
Correct basal and ceiling for each subtest		3.5
Problem behavior section appropriately filled in		2
Individual Plan Recommendation filled out		2
Compuscore correctly		3
Summary report (follow standard model)		4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4

TOTAL		25
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WJIV Achievement

Due: Wednesday, Nov 02 at 12:30 pm

Woodcock Johnson IV Achievement Rubric Fall 2007	Score	Possible
Examiner's name & date in ink		1
Administer subtests 1-11		4
Complete Protocol correctly		8
Compuscore Achievement		2
Write a 1 page summary (follow format handed out)		6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		25

Quiz 9: Chapter 9

Due: Monday, Nov 07 at 12:25 pm

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

CARS

Due: Wednesday, Nov 09 at 12:30 pm

CARS	Points	Possible
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		5
Write 2 PLAAFPS with 2 Measurable Goals based on your		4

testing		
TOTAL		15

BOS

Due: Monday, Nov 14 at 12:30 pm

Behavioral Objective Sequence	Score	Possible
Examiner's name and date in ink		1
Demographic information complete		1
All 6 subscales items completed		3
Student performance levels determined		2
Written report of social/behavioral		4
Your recommendations for behavioral improvement		5
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
TOTAL		20

IRIS Module

Due: Wednesday, Nov 16 at 2:00 pm

Complete IRIS Module at: <http://iris.peabody.vanderbilt.edu/module/clde/>
and submit answers for the assessment and wrap-up sections

UNIT

Due: Wednesday, Nov 23 at 12:30 pm

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

Quiz 10: Chapter 8

Due: Monday, Nov 28 at 12:25 pm

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

Oral Presentation

Due: Wednesday, Nov 30 at 12:30 pm

In-depth Oral Presentation-Case Study Assessment

Task	Possible	Points Earned
Explain the Reason for Referral, and pertinent background info on student with confidentiality	1	
Explain test results for Cog, Achieve, Adaptive and Behavior with Standard Scores	2	
Explain PLAAFPS with their connections to the assessments performed	2	
Explain MAGS with their connections to the assessments performed	1	
Explain recommendations with their connections to the assessments performed	1	
Visual (overhead, handout, posters, etc.) Quality and effectiveness	1	
Professionalism: dress, mannerisms, equal participation	1	
Stay within allotted time (15 mins.)	1	
TOTAL	10	

Case Report Write-up

Due: Wednesday, Nov 30 at 12:30 pm

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

Educational Assessment

Due: Wednesday, Nov 30 at 12:30 pm

Part I: Administration Proficiency (20 pts.)

Item	Score
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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

Due: Thursday, Dec 08 at 2:05 pm

Final

Schedule

Date	In Class	Readings Due
M Aug 29 Monday	First Day of Fall Semester (08/29/2016 - 12/08/2016) Introduce syllabus and course expectations. Form teams.	
W Aug 31 Wednesday	Key Assessment Terms	Chapter 1- Those of you w book yet can download a c chapter. Venn5e_Ch01.pdf

		Defining and Describing the Assessment of Students with Needs Study Guide 1.docx Download
M Sep 05 Monday	Labor Day LABOR DAY	
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term)	
W Sep 07 Wednesday	Steps in the assessment process- Pre-referral/referral process. Eligibility through Assessment	Chapter 4 Test Scores and What They Mean Study Guide 2 (Ch.4).docx Download
M Sep 12 Monday	Review IEP Process/Write Present Level of Academic and Functional Performance/IEP Goals. IEP (Pre-referral) process. Parts of an instructional objective. Mock IEP.	Chapter 2 Steps in the Assessment Process Study Guide 3 (Ch.2).docx Download
W Sep 14 Wednesday	Criterion Referenced Assessment and Curriculum-Based Assessment. Eligibility for ID.	Chapter 5 Selecting and Using Assessment Instruments Study Guide 4 (Ch.5).docx Download
M Sep 19 Monday	In-Class Assessment Review: VMI Learn Brigance. Rubric & Portfolio Assessments	Chapter 3 Practical Measurement Concepts Study Guide 5 (Ch.3).docx Download

W Sep 21 Wednesday	Ecological Inventories. Inclusive Assessment Erik Carter Lecture- 4:30 Conference Center Auditorium	
M Sep 26 Monday	Cognitive and Achievement Testing	Chapter 6 Pg. 102 - 127 Assessing Intelligence Study Guide 6 (102-127).docx Download
W Sep 28 Wednesday	LD/3 tier approach/Response to Intervention (Nelson)	
M Oct 03 Monday	Woodcock-Johnson IV Cognitive Battery. Measurement Concepts. Check out WJ IV Cognitive kit —1 per team. Meet with Mild/Moderate class 250 MSRB	Cognitive testing
W Oct 05 Wednesday	Woodcock-Johnson IV Cognitive Battery. Measurement Concepts. Eligibility for TBI. Interpreting the Leiter Meet with Mild/Moderate class 250 MSRB	Cognitive Testing
M Oct 10 Monday	Dr. Kellems out of town- No class	
W Oct 12 Wednesday	Adaptive Behavior Assessment. Interpret the Vineland (video). Eligibility for ID.	Chapter 6 Pg. 127-132 Adaptive Behavior Study Guide 7 (Ch.6).docx

M Oct 17 Administer, score, and interpret the SIB-R (video).
Monday Compuscore

W Oct 19 MIDTERM- In Class
Wednesday

M Oct 24 Learn the BOS (video).
Monday

W Oct 26 **WJ IV Achievement Battery.** Learn the WJ IV Chapter 11
Wednesday Achievement. Administer, score, and interpret. Assessing Academic Achie
Check out WJ IV Achievement kit —1 per team Study Guide 8 (Ch.
Meet with Mild/Moderate class 250 MSRB 11).docx Download

M Oct 31 **Woodcock Johnson IV Achievement**
Monday Meet with Mild/Moderate class 250 MSRB

W Nov 02 **Autism:** Administer, score, and interpret the CARS.
Wednesday

M Nov 07 **Withdraw Deadline (Full Semester)** Chapter 9
Monday Assessing Behavior
Behavioral Assessment. Eligibility for ED. Interpret Study Guide 9.docx Down
the BASC (video).

Autism: Eligibility for Autism.

W Nov 09 **Visual/Auditory Processing Problems/Learning
Wednesday Styles/Motor Proficiency**

M Nov 14 Dynamic Learning Maps. Teacher made tests.
Monday Alternative grading. Task Analysis. Go over clinic
testing procedures. Inclusive Assessment

W Nov 16 **Out of class assignment:** IRIS Module
Wednesday <http://iris.peabody.vanderbilt.edu/clde/challenge.htm>

M Nov 21 **HAPPY THANKSGIVING**
Monday

T Nov 22 **Friday Instruction**
Tuesday

W Nov 23 **No Classes**
Wednesday

M Nov 28 Eligibility for CD
Monday Exposure to UNIT (video)

Language and Bilingual

Assessment Disproportionate representation.
Language Interviews. SLD eligibility and RTI
(Nelson)

Chapter 8

Language and Bilingual As

Study Guide 10

(Ch.8).docx Download

W Nov 30
Wednesday

M Dec 05 **Case-study Reports Due.** Case-study Oral
Monday Presentations.

W Dec 07	Case-study Reports Due. Case-study Oral Presentations. Review for final
Wednesday	
Th Dec 08	Last Day of Fall Semester (08/29/2016 - 12/08/2016)
Thursday	
M Dec 12	
Monday	
W Dec 14	
Wednesday	
Th Dec 15	Final Exam: Taken in Class on Dec 15th- 160 MCKB 11a-2p
Thursday	
	You must be present to take the Final- DO NOT ASK TO TAKE THE FINAL EARLY

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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or

activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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