

CPSE 420 - Assess/Eval Stdnts w/Excp Nds

Fall 2016

Section 001: 250 MSRB on M W from 12:30 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Heidi Nelson

Office Location: 340P MCKB

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Office Hours: Mon 2:00pm-4:00pm

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TA Information

Name: Sara Mercado Shane

Email: m09.sara@gmail.com

Course Information

Description

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

Learning Outcomes

Basic terminology

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

Ethical concerns

Discuss the ethical concerns related to assessment.

Legal provisions

Outline legal provisions, regulations and program standards regarding assessment.

Procedures

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

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

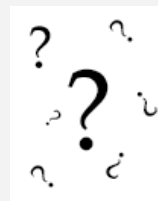
Use assessment information to derive appropriate statements for Present Levels of Academic Achievement and Functional Performance (PLAFFP) and measureable annual goals.

Materials

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

Option 1: 1 Item



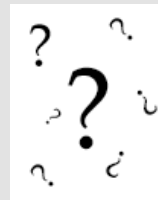
ASSESS STUDENTS W/ SPEC NEEDS 5E

102.65

W/ACCESS PKG *Required*

by VENN, J

OR Option 2: 1 Item



EBOOK ASSESS STUDENTS W/SPEC

76.40

NEEDS 5E *Required*

by VENN, J

Grading Scale

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

D+	67%
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D	64%
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D-	60%
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E	0%
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Grading Policy

Study guides are due at the **beginning of class** and can only be made up due to a **university excused absence**. All Study Guides are submitted on Learning Suite.

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 be worth 50% for up to one week. After a week they will not be accepted**

In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

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

Complete all in-class assignments.

No extra credit will be offered in this course.

Classroom Procedures

Complete all in-class assignments.

Participate *actively* in all learning activities, including class discussions, within the class.

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 professionalism rubric.

Complete assigned readings *before* class

Professor reserves the right to modify the syllabus or schedule as needed during the semester.

Teaching Philosophy

This is a knowledge and skills-based course. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the educational assessment process. Students will then procedurally learn to administer formal and informal assessment devices and measures. In addition they will learn assessment techniques and demonstrate competence of the use of educational assessment devices, both formal and informal. After students have demonstrated confidence in the use and interpretation of tests, they will then be asked to apply their knowledge and demonstrate their assessment skills. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

Attendance Policy

Students are expected to attend each class. **Attendance will be taken during each class.** *At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university excused absences.* This will be done on a case by case basis. It is the student's responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Assignments

Assignment Descriptions

Study Guide 1

Due: Wednesday, Aug 31 at 12:30 pm

Ch. 1 Defining and Describing the Assessment of Students with Special Needs

Study Guide 1.docx [Download](#)

Study Guide 2

Due: Wednesday, Sep 07 at 12:30 pm

Ch. 2 Steps in the Assessment Process

CPSE 420 Study Guide Chapter 2.docx [Download](#)

IEP Video

Due: Monday, Sep 12 at 12:30 pm

Watch this IEP video and reflect on the information you observed.

Reflection should be 1 page, single-spaced, Times New Roman.

Questions to consider:

1. What did you learn about IEP meetings from this video?
2. What questions did you develop while watching? Were any of them answered.
3. What elements of the IEP meeting did you like, dislike? Were there any surprising moments/events?
4. What positive elements of this IEP meeting will you implement in your own experiences?

Study Guide 3

Due: Wednesday, Sep 14 at 12:30 pm

Ch. 3 Practical Measurement Concepts

CPSE 420 Study Guide Chapter 3.docx [Download](#)

Study Guide 4

Due: Monday, Sep 19 at 12:30 pm

Ch. 4 Test Scores and What They Mean

CPSE 420 Study Guide Chapter 4.docx [Download](#)

Study Guide 5

Due: Wednesday, Sep 21 at 12:30 pm

Ch 5 Selecting and Using Assessment Instruments

CPSE 420 Study Guide Chapter 5.2015.docx [Download](#)

Study Guide 6

Due: Monday, Sep 26 at 12:30 pm

Ch 6

Pg. 102 - 127

CPSE 420 Study Guide Ch 6 p 102-127.docx [Download](#)

WISC Assessment Review

Due: Wednesday, Sep 28 at 12:30 pm

Complete the WISC Assessment Review in class. If you are not present in class, you can make up the assignment for 80% credit.

WISC Assessment Review.2015.doc [Download](#)

Study Guide 7

Due: Wednesday, Sep 28 at 12:30 pm

Ch 6

Pg. 127 - 132

Adaptive Behavior

CPSE 420 Study Guide Chapter 6 p 127-132.docx [Download](#)

Vineland Assessment Review

Due: Monday, Oct 03 at 12:30 pm

Vineland II Assessment Review.2015R.doc [Download](#)

Study Guide 8

Due: Monday, Oct 10 at 11:30 pm

CH 7 Developmental Disabilities

CPSE 420 Study Guide Chapter 7.docx [Download](#)

Brigance Assessment Review

Due: Wednesday, Oct 12 at 12:30 pm

Complete the Brigance Assessment Review in class. If you are not present in class, you can make up the assignment for 80% credit.

Brigance Assessment Review.2015.doc [Download](#)

WJIII Cognitive Write Up

Due: Wednesday, Oct 19 at 12:30 pm

CPSE 420 WJ III Cognitive Administration and Write Up.2015.docx [Download](#)
Study Guide 9

Due: Wednesday, Oct 26 at 12:30 pm

Ch 11 Assessing Academic Achievement
CPSE 420 Study Guide Chapter 11.docx [Download](#)
Final Assessment Plan

Due: Monday, Oct 31 at 11:30 pm

Submit a final assessment plan on LS.
CPSE 420 Assessment Plan.2015.docx [Download](#)
Study Guide 10

Due: Wednesday, Nov 02 at 12:30 pm

Ch 9 Assessing Behavior
CPSE 420 Study Guide Chapter 9.docx [Download](#)
Connors Administration

Due: Monday, Nov 07 at 12:30 pm

CPSE 420 Connors Administration and Write Up.2015r.docx [Download](#)
Connors Write Up

Due: Monday, Nov 07 at 12:30 pm

CPSE 420 Connors Administration and Write Up.2015.docx [Download](#)
WJIII Achievement Administration

Due: Monday, Nov 14 at 12:30 pm

CPSE 420 WJ III Achievement Administration and Write
Up.2015.docx [Download](#)
WJIII Achievement Write Up

Due: Monday, Nov 14 at 12:30 pm

CPSE 420 WJ III Achievement Administration and Write

Up.2015.docx [Download](#)

CARS 2 Write Up

Due: Wednesday, Nov 16 at 12:30 pm

CPSE 420 CARS Administration and Write Up.2015.docx [Download](#)

CARS-Administration

Due: Wednesday, Nov 16 at 12:30 pm

CPSE 420 CARS Administration and Write Up.2015.docx [Download](#)

Study Guide 11

Due: Wednesday, Nov 16 at 11:59 pm

Determining Inadequate Academic Achievement from The RTI Approach for
Evaluating Learning DisabilitiesCPSE 420 Study Guide LS Chapter

.docx [Download](#)

KTEA Administration

Due: Monday, Nov 21 at 12:30 pm

CPSE 420 KTEA Administration and Write Up.2015.docx [Download](#)

KTEA Write Up

Due: Monday, Nov 21 at 12:30 pm

CPSE 420 KTEA Administration and Write Up.2015.docx [Download](#)

Study Guide 12

Due: Monday, Nov 21 at 12:30 pm

Ch. 8 Language and Bilingual Assessment

CPSE 420 Study Guide Chapter 8.docx [Download](#)

Parents Rights IP&T

Due: Monday, Nov 28 at 11:59 pm

Using your knowledge of parent's rights under IDEA, you will post information on your news-page for parents. You may choose to describe one or more of the six provisions of IDEA.

Submit a document with your name, and the link to your News-Page.

1. Post that includes information for parents on their rights under IDEA and includes a link	/2
2. Uses professional language without jargon	/1
3. Post includes a link to additional materials	/1
4. Link to post submitted through LS by 11/12	/1
Total	/5

Comprehensive Educational Assessment

Due: Wednesday, Nov 30 at 12:30 pm

Please submit a google doc of your Comprehensive Educational Assessment to heidinelsonbyu@gmail.com

In addition, you should each submit a completed version of the entire Comprehensive Educational Assessment on Learning Suite.

[Comprehensive Educational Assessment.2015R.docx](#) Download

Educational Assessment Video

Due: Wednesday, Nov 30 at 12:30 pm

Educational Administration Video

You will video yourself administering an assessment and submit your video through GoReact

<https://byu.goreact.com/join/c76d90eb-8f58-4962-ac76-d01f79ce6501>

You will be scored on how you administer the assessment and how you score the protocol

[Educational Administration Video.2015.docx](#) Download

Oral Presentation

Due: Monday, Dec 05 at 12:30 pm

Oral Presentation

Oral Presentation.docx [Download](#)

Personal Goals

Due: Wednesday, Dec 07 at 12:30 pm

You will take a survey on your personal quality of life on the first day of school. After completing the survey you will set 3-4 goals to work on during the semester. You will report on your personal goals at midterm and final of the course. You will be scored on setting your goals, tracking your performance, and reporting on your progress.

1. Submit 3-4 goals
2. Write a half page double spaced type report on the performance on your goals at mid-term
3. Write a half page double spaced type report on the performance of your goals at final and a tracking sheet for each goal.

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.

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion.
- (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information.
- (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person.
- (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating.

Adapted from the Deliberation Guidelines

published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient

Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
M Aug 29 Monday	First Day of Fall Semester (08/29/2016 - 12/08/2016)	
	CPSE 420 Introduction	
	Intro to Assessment	
	Classmate Introductions	

	Form Teams	
W Aug 31 Wednesday	Review of Key Special Education Principles What is Assessment?	Chapter 1 Defining and Describing the Assessment of Students with Special Needs Read Aims of a BYU Education http://aims.byu.edu/aims Highlight three ideas that stick out to you
M Sep 05 Monday	Labor Day	
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term)	
W Sep 07 Wednesday	Steps in the Assessment Process - RTI/MTSS	Chapter 2 Steps in the Assessment Process
M Sep 12 Monday	Standards Based IEPs Writing PLAAFP's and Measurable Annual Goals Discuss Case Study Assignment	Read Utah Rules and Regulations p. 19-54 http://www.schools.utah.gov/sars/Laws/Rules.aspx Watch IEP Video at www.youtube.com/watch?v=ok0irMNfKmY
	Form Groups	
W Sep 14 Wednesday	Measurements - Terminology	Chapter 3 Practical Measurement Concepts
M Sep 19 Monday	Test Scores - Terminology - Types of Scores - Interpreting Scores	Chapter 4 Test Scores and What They Mean

W Sep 21 Wednesday	Selecting Assessments Work on Initial Assessment Plan in class. CPSE 420 Assessment Plan.2015.docx Download	Chapter 5 Selecting and Using Assessment Instruments
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M Sep 26 Monday	Assessing Intelligence - Review WISC Administration	Chapter 6 Pg. 102 - 127 Assessing Intelligence
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W Sep 28 Wednesday	Assessing Adaptive Behavior Vineland Assessment Review (in class)	Chapter 6 Pg. 127-132 Adaptive Behavior
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M Oct 03 Monday	WJIII Cognitive Administration	
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W Oct 05 Wednesday	WJIII Cognitive Administration	
M Oct 10 Monday	Developmental Assessment Brigance-Steed	Chapter 7 Developmental Assessment
W Oct 12 Wednesday	Writing PLAAFP's and MAG's	Bring your WJ-Cog protocols You do not need to have given the test by this date
M Oct 17 Monday	Midterm- No CLass Take Midterm online by 11:55 pm	Review Study Guides 1-8
W Oct 19 Wednesday		
M Oct 24 Monday	ADHD Assessment Connors Administration	
W Oct 26 Wednesday	Assessing Achievement WJIV Achievement Administration	Chapter 11 Assessing Academic Achievement

M Oct 31 WJIV Achievement
Monday Administration

W Nov 02 Assessing Behavior Ch 9
Wednesday Assessing Behavior

 CARS 2 Administration

M Nov 07 **Withdraw Deadline (Full**
Monday **Semester)**

 KTEA Administration
 - Review Instructions

W Nov 09 Progress Monitoring-Math Chapter 13
Wednesday Math Assessment
 No Study Guide Due

M Nov 14 Progress Monitoring- Chapters 12 and 14
Monday Language Arts Reading and Writing Assessment
 No Study Guide Due

 Take the Easy CBM math test
 <https://app.easycbm.com/heidiabe>

W Nov 16 Wednesday	Making Eligibility Decisions Using RTI	Read online chapter The chapter can be found on the content pages under LS Chapter.
M Nov 21 Monday	Out of Class Assignment WIDA Access Test Overview	Ch. 8 Bilingual Assessment
T Nov 22 Tuesday	Friday Instruction	
W Nov 23 Wednesday	No Classes	
M Nov 28 Monday	Work on Reports	
W Nov 30 Wednesday	Case Study Oral Reports	
M Dec 05 Monday	Case Study Oral Reports	Review Study Guides 1-12
W Dec 07 Wednesday		
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016) Final Exam: 160 MCKB	

2:30pm - 5:30pm

Th Dec 15

Final Exam:

There is a final for this course. The location and

Thursday

250 MSRB

time is TBA.

11:00am - 2:00pm