

Instructor/TA Info

Instructor Information

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TA Information



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Course Information

Description

Welcome! We're so excited to have a new cohort of special education students with us this year. The purpose of this course is to prepare students to plan, conduct, and interpret educational assessments. Students will also acquire the knowledge to develop appropriate educational programs to help exceptional children with learning and behavioral strengths and weaknesses. This course was designed to meet the assessment requirements for the Utah State Board of Education Special Education teaching licensure for Mild/Moderate and Severe. It is aligned with national standards from the NCATE curriculum guidelines for basic and advanced programs in special educations as prepared by the Council for Exceptional Children. Assessment is one of the hallmarks of special education eligibility and can become the litmus test for an effective instructional program. I welcome you to this program and thank you in advance for your service to your local and professional communities.

Materials

Item	Price (new)	Price (used)
 <u>Assessing Students with Special Needs 5e etext + (LL) PKG - Required</u> by Venn, J	99.99	75.00
 <u>The ABCs of CBM - Required</u> by Hosp, M	42.00	31.50

Learning Outcomes

Principles and standards for ethical assessment

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

Administer and interpret formal assessments

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

Assessment and determining special education services

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

Informal assessment

3. Describe informal assessments and applications for various disabilities.

Assessment and individualized education programs (IEP)

5. Use assessment results in creating individualized education programs.

Grading Scale

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

Grading Policy

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

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

Participation Policy

We are grateful for the in person learning opportunities available to us at BYU. Please take the initiative to make this semester special. Actively participate in every way you can. As your instructor, I am working to create opportunities for everyone to participate in a meaningful way each class. Those built-in opportunities, however, will be insufficient for you to really master the material. Mastery requires more in depth engagement and active responding every opportunity you have to engage in the class. Here are some examples of active engagement that you might consider.

Examples of active participation:

- attending class
- asking questions
- answering questions
- making comments (kudos for comments that relate to material in the text or sharing brief, relevant experiences)
- responding to something another student says
- answering a question asked by a student
- constructively disagreeing with something in class

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

Assignments

Assignment Descriptions

Quiz Venn Ch 1

Sep
02

Due: Thursday, Sep 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.

Quiz Venn Ch 2

Sep
07

Due: Tuesday, 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.

Confidentiality Form

Sep
07

Due: Tuesday, Sep 07 at 11:59 pm

You are responsible to sign a confidentiality form as evidence of your commitment to protecting the privacy of educational records entrusted to you through the practicum experience. Please sign that form and get your practicum teacher to sign it as well as a recognition of your commitment to the ethical practice of special education.

Upload a copy of the practicum confidentiality form here to receive credit for this assignment.

Quiz Venn Ch 3

Sep
09

Due: Thursday, Sep 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.

Quiz Venn Ch 11

Sep
14

Due: Tuesday, Sep 14 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

Sep
14

Due: Tuesday, Sep 14 at 11:59 pm

Fall Practicum

Assessment Inventory

1. Schedule a time to meet with your mentor teacher to talk about the use of formal and informal tests to aid assessment in the classroom
2. List all of the formal tests (e.g., individual, standardized, norm-referenced) used in re-evaluations or initial placement meetings (e.g., Woodcock Johnson, BOS, SSIS, WISC, Brigance)
3. List all the informal tests that are routinely collected to support formative and summative assessment in the classroom during fall semester (e.g., DIBELS, Acadience, unit tests).
4. Choose one of the formal tests to observe (ideally occurring in the first month of the semester)
5. Submit a 3 page summary of your work including both lists of tests and a description of the formal assessment you plan to observe including a description of what you hope to learn by

observing this assessment.

Rubric

Criteria	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1	Does not address 0	Score
Shows evidence of meeting with teacher	Describes when and where the meeting took place. Meeting took place in person.	Describes when the meeting took place. Meeting took place in person or by email.	Mention of communication with teacher.	No evidence of meeting with teacher	
Discussion includes description of a variety of assessments	Discusses three or more academic assessments with description. At least one formal and one informal.	Discusses at least two academic assessments with description. At least one if formal and one is informal.	Discusses at least one assessment with description or two or more without description.	No discussion of assessment types	
Describes an appropriate assessment to observe	Selects an academic assessment with a detailed description.	Selects and academic assessment with a description.	Selects an academic assessment with no description.	No assessment or a non-academic assessment	
Writing style	Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics.	Paper is written in paragraph style with good attention to grammar, spelling and mechanics.	Paper is written in paragraph style with some attention to grammar, spelling and mechanics.	Paper is not written in paragraph style with little attention to grammar, spelling and mechanics.	

Format	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. No extra spaces or headings throughout paper. At least 2 pages.	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. At least 2 pages.	Page includes name with title directly below with no spaces. Body is double spaced. Less than 2 pages	Less than one page or excessive headings or spaces.	
Total					/15

Hosp Ch 1

Sep
16

Due: Thursday, Sep 16 at 3:30 pm

Quiz Venn Ch 4

Sep
23

Due: Thursday, Sep 23 at 3:30 pm

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

Hosp Ch 2

Sep
28

Due: Tuesday, Sep 28 at 3:30 pm

Benchmark Assessment

Sep
28

Due: Tuesday, Sep 28 at 11:59 pm

Fall Practicum

Administering a Benchmark Assessment

Using the information you gained from completing the Assessment Inventory, you will select an informal test to administer with students in your practicum setting. This decision should be made in consultation with your practicum teacher and should reflect the needs of the students in your classroom. During this assignment, you will give an informal test:

1. Work with your mentor teacher to select a student to give a benchmark test (ask the teacher for a student with good attendance)
2. Work with your mentor teacher to select one of the following benchmarks tests or another

approved by your CPSE 420 instructor and practicum teacher

- a. DIBELS Benchmark (Grades 1-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - b. DIBELS Daze Benchmark (Grades 3-6) <https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - c. Easy CBM (no benchmarks available on free version, but you can use the first progress monitoring assessment for the skill you choose) <https://www.easycbm.com/> (<https://www.easycbm.com/>)
 - d. Alternative test recommended by your practicum teacher
3. Bring your assessment to class during the class we learn about graphing your data and setting an aimline.
4. 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

Administer Brigance

Sep
30

Due: Thursday, Sep 30 at 11:59 pm

To complete this assignment, please identify a student in your practicum placement with whom you can administer the Brigance. To complete the required placement test and two sections, you will need at least 30 min. This can be spread over several days to simplify the requirements for the student. Please read all instructions and accurately complete the protocol. You will submit the protocol and a written summary. Your written summary should contain the following information:

- 1) student name (use pseudonym) and demographics (e.g., age, grade level, placement, strengths, and weaknesses)
- 2) testing conditions
- 3) summary of the results (e.g., PLAAFPs, key findings)
- 4) recommendations for instruction

Brigance	Score	Possible
Fill out demographics (cover and p.1)		2
Fill out protocol correctly (any 2 sections) w/ pencil and blue pen; circles and lines		6
Write 2 PLAAFPs with 2 Measurable Goals based on your testing		8
Summary report write-up (approx. 2 pages)		6
Submit copy of the exit ticket		3

Total	25
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Please submit your writeup to me via LS and then deliver a hard copy of your Brigance Record Book to me in class or in my mailbox in the CPSE offices.

Hosp Ch 10

Sep
30

Due: Thursday, Sep 30 at 11:59 pm

Test Observation

Oct
05

Due: Tuesday, Oct 05 at 11:59 pm

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

2. Write a 2-page double spaced reflection about 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

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.	
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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					/15

Quiz Venn Ch 5

Oct
07

Due: Thursday, Oct 07 at 3:30 pm

Oct

12

This quiz is CLOSED everything EXCEPT NOTES WRITTEN BY YOURSELF. You may not use the internet, a friend or your textbook. Due: Tuesday, Oct 12 at 3:30 pm

Vineland Assessment Review

Oct

12

Due: Tuesday, Oct 12 at 11:59 pm

In CLASS review

Quiz Chapter 9.2 (214-215)

Oct

14

Due: Thursday, Oct 14 at 3:30 pm

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

Connors Assessment Review

Oct

14

Due: Thursday, Oct 14 at 11:59 pm

In Class Review

Midterm

Oct

21

Due: Thursday, Oct 21 at 3:30 pm

Midcourse Evaluation

Oct

22

Due: Friday, Oct 22 at 11:59 pm

Follow this link <https://forms.gle/2zKXN4JtCyf4eUGV9> (https://forms.gle/2zKXN4JtCyf4eUGV9) to fill out the mid course evaluation. Don't be afraid to be brutally honest. I am the only one who will see your response and I value input (good or bad). I can handle it ;). Your feedback helps me make a stronger course and create a better learning experience for you and future scholars.

Once you complete the evaluation, write "complete" or "done" or the like in the submission box so that my TA and I know that it's done.

Administer KTEA

Oct

28

Due: Thursday, Oct 28 at 11:59 pm

To complete this assignment, please identify a student or other individual with whom you can administer the KTEA. You only need to find someone to complete two sections, you will need up to 60 min. This can be spread over several days to simplify the requirements for the student. Please read all instructions and accurately complete the protocol. You will submit the protocol and a written summary. Your written summary should contain the following information:

- 1) student name (use pseudonym) and demographics (e.g., age, grade level, placement, strengths, and weaknesses)
- 2) testing conditions
- 3) summary of the results (e.g., PLAAFPs, key findings)
- 4) recommendations for instruction

KTEA	Score	Possible
Fill out demographics (cover and p.1)		2

Fill out protocol correctly (any 2 sections) w/ pencil and blue pen; circles and lines	6
Write 2 PLAAFPS with 2 Measurable Goals based on your testing	8
Summary report write-up (approx. 2 pages)	6
Submit a copy of the CPSE Exit Ticket	3
Total	25

Please submit your writeup to me via LS and then deliver a hard copy of your Brigance Record Book to me in class or in my mailbox in the CPSE offices.

Practice Quiz: SLD Identification

Nov 02 Due: Tuesday, Nov 02 at 3:30 pm

Practice Quiz: Linking Assessment to Results

Nov 04 Due: Thursday, Nov 04 at 3:30 pm

WISC Assessment Review

Nov 09 Due: Tuesday, Nov 09 at 11:59 pm

Assessment Review assignment

Practice Quiz: ASD Identification

Nov 11 Due: Thursday, Nov 11 at 3:30 pm

Administer WJIV Achievement

Nov 11 Due: Thursday, Nov 11 at 11:59 pm

You can administer this test outside of practicum to a colleague, significant other, or other individual.

Woodcock Johnson IV Achievement Rubric Fall 2007	Score	Possible
Examiner's name & date in ink		1
Administer subtests 1-11		4
Complete protocol correctly and submit response book		8
Compuscore Cognitive (submit compuscore generated report with standard scores, age equiv, and grade level equiv)		2
Write a 1 page summary (follow format handed out)		4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
Write a 1 page reflection		2
Total		25

Initial Assessment Plan

Nov
12

Due: Friday, Nov 12 at 11:59 pm

Initial Assessment Plan

This is a group assignment. You should complete it with a small group - sign up for groups [here \(https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing)

Group members should submit a google doc with the following information.

The proposal must include:

Names of everyone in your group

Demographic Information of referral

Reason for Referral

Areas of Concern for Referral

Things to consider when testing this particular person

Proposed Tests for Referral

Proposed Test Administrator for each assessment

Areas to consider for test accommodations

Proposed Dates and Times and Length of session for each assessment

Practice Quiz: Accommodations

Nov
16

Due: Tuesday, Nov 16 at 3:30 pm

Administer CARS

Nov
16

Due: Tuesday, Nov 16 at 11:59 pm

IN CLASS ASSIGNMENT

	Points	Possible
CARS		
Demographic info. complete on cover with C.A.		2
Numbers from 15 categories transferred to front page w/ total score		2
“Total Score” written on front page in correct box and box checked for Severity Group		3
All 15 categories scored (1-4)		3
Observations filled-in on each category		5
TOTAL		15

You should submit your CARS to Dr. Charlton's office. Please leave it with the secretary in 340 MCKB and ask her to put it in my box.

Brief Comprehensive Writeup

Nov
19

Due: Friday, Nov 19 at 11:59 pm

Brief Comprehensive Assessment Writeup

1. Select a focus student
2. Gather scores from multiple tests

- a. One should be a recent academic CBA/CBM that you or your partner administered
- b. Include a behavioral observation. This can be done formally or informally. Consider these forms for evaluating academic engagement behavior observation tools.pdf [Download \(plugins/Upload/fileDownload.php?fileId=aa8ea499-5SbD-c12p-GOW9-Uke0d4e0d634&pubhash=5AEbzOzmHJk6Kx26KdA11f_MDrR3sd9yOkkz3Np6YqW5fvqeyoHfWpHwfyf5CDLzjIMuTNDHTczqJkDeEKziQ==\)](#)
- c. Collect any scores from the most recent reevaluation that are pertinent to their current levels of performance

3. Collect a recent PLAFP from the students IEP

- a. If you cannot access the PLAFP, feel free to create one based on the data you have collected

4. Write a brief 2-3 page summary of these data including:

- a. A justification for the selection of this student - include a summary of the needs of the student and the justification for further testing.
- b. A brief description of the tests including the purpose, administration procedures (e.g., when, where, and how the test data were collected), and validity/reliability information where available.
- c. Summarize the test results. Include a table placing all standard scores and percentiles next to one another for comparison for cross sectional data or a line graph for any longitudinal data collection.
- d. A PLAFP including at least three measures and summarizing all the information known about academic and social behavior.
- e. Two MAGs that are informed by the data.
- f. Make at least two recommendations for instruction that include at least one program, practice, or intervention that is empirically supported (i.e., evidence-based).
- g. Standard formatting conventions apply (e.g., double spaced, 1-inch margins, APA formatting, 12 point font).
 - i. *Maintain all legal and ethical expectations when writing up the report. At a minimum, a pseudonym should be used for all school personnel, students, and parents in the report.*

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 formal tests	Describes the formal tests accurately and in detail.	Describes the formal tests somewhat accurately and in some detail.	Describes the formal tests inaccurately and in with little detail.	No description of the formal tests is provided.	

Description of formal test results	Describes the test results accurately and in detail.	Describes the results somewhat accurately and in some detail.	Describes the results inaccurately and in with little detail.	No description of the results is provided.	
An APA table or figure summarizes key data	A table or figure is included that summarizes all key data, conforms to APA standards, and is well-organized.	The table or figure is somewhat accurate and in some detail.	The table or figure is inaccurate or lacks critical detail.	No table is included.	
Summarize student data in a clear, succinct PLAFP	The PLAFP is well written, concise, and clearly articulates the students current performance and instructional needs.	The PLAFP is somewhat accurate and in some detail.	The PLAFP is inaccurate or lacks critical detail.	No PLAFP is included.	
Write two MAGs informed by the PLAFP	The two MAGS are informed by the PLAFP, associated with priority areas/needs, include all necessary detail (i.e., SMART).	The MAGs are somewhat accurate and in some detail.	The MAGs are inaccurate or lacks critical detail.	No MAGs are included.	
Implications for instruction	The paper includes at least two recommendations for instruction that are clearly associated with priorities from the PLAFP and MAGs. At least one empirically supported practice is clearly cited.	The recommendations are somewhat accurate and in some detail.	The recommendations are inaccurate and lack critical implementation details.	No recommendations are provided.	

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					/27

Practice Quiz: Venn Ch 8

**Nov
30**

Due: Tuesday, 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.

Practice Quiz: Writing Objectives

**Dec
07**

Due: Tuesday, Dec 07 at 3:30 pm

Administer WIDA

**Dec
09**

Due: Thursday, Dec 09 at 11:59 pm

Provide a brief summary of the skills and abilities (can do's) of your selected student. Please include all the can do's for your selected key use (i.e., recount, explain, argue, and discuss). Summarize the key points (2-3) from your group discussion regarding how to use this information to plan activities and lessons that will leverage the student's strengths.

Test Administration Video

**Dec
09**

Due: Thursday, Dec 09 at 11:59 pm

Part I: Administration Proficiency (20 pts.)

Item	Score		
	Pts. Earned	Pts. Possible	NA
The Evaluator:			
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	

Case Report Write-up



Due: Thursday, Dec 09 at 11:59 pm

This is a group assignment. You should complete it with a partner - sign up for groups [here \(https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1p-nAlw3qnRYtx2Mp3VKHxxA07pqjCDLgzwo83H8rfNo/edit?usp=sharing)

You will complete a 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 professional in appearance. Please submit one document for your project. The document will include the report and all of the associated test protocols that were given. I am asking that you GET EVERYTHING SPIRAL BOUND into a single product you can submit.

You will submit one report per group IN CLASS.

EXAMPLEcasesstudy.docx [Download \(plugins/Upload/fileDownload.php?fileId=ed2b3a25-Nx92-kvG6-msLH-tr4e9d2d0ad7&pubhash=aXLvhPzBXCKN0Qbx1oDBpjXMGHJsgMrh4nXIZ_S5dQuL_rlzx5EzUdSJu0UP_UDm6Q0kKZSt_BSdayHFFI_7Q==\)](#)
 TEMPLATEcasesstudy.docx [Download \(plugins/Upload/fileDownload.php?fileId=c3bc01ad-RBjn-x4NY-K1fL-Dbd48fcc1cc6&pubhash=NHZBILwN4Db2CJPDFbL5NHU09puae3DC-82rk41WHOFars2QqBUS5fZAMYLI2EI2BGeeivO41jEaN1WjLcT6Yw==\)](#)

Explain the Reason for Referral, and pertinent background info on student with confidentiality (include family history, when issue first presented etc.)	/2
Test Date	/1
Describe test	/2
Provide test results	/4
PLAAFP: Explain strengths with their connections to the assessments performed	/5
PLAAFP: Explain weaknesses with their connections to the assessments performed	/5
Develop 6 measurable annual goals based on the assessment results	/12
Include 4-6 recommendations with specific strategies for providing support in the area of weakness. Recommendations should be free of jargon and the intended audience should be parents or general education teachers.	/4
Total Score	/35

Oral Presentation

Dec 09

Due: Thursday, Dec 09 at 11:59 pm

In-depth Oral Presentation-Case Study Assessment
 Please submit a link or the files for your presentation on LS.

Task	Possible	Points Earned
Explain the Reason for Referral, and pertinent background info on student with confidentiality	1	
Explain test results for Cog, Achievement, and other areas with appropriate norm/criterion referenced scores	2	
Explain PLAAFPS with their connections to the administered assessments	2	
Explain MAGS with their connections to the administered assessments and PLAAFPS	1	
Explain recommendations with their connections to the administered	1	

assessments		
Quality, accuracy, and effectiveness of visuals (overhead, handout, posters, etc.)	1	
Professionalism: dress, mannerisms, equal participation	1	
Stay within allotted time (15-20 min)	1	
TOTAL	10	

Case Study Reflection

**Dec
09**

Due: Thursday, Dec 09 at 11:59 pm

Submit a one page single spaced reflection about your final case study project. Please include at a minimum
 What went well
 What did not go well
 What you will do different next time
 What you learned completing the case study project
 Please try to also provide a summary of how this assignment helped you apply concepts you learned in this class to a real world situation.
 Be explicit and specific in your responses. You are free to go over a page and write anything else you feel is applicable.

Final Exam

**Dec
17**

Due: Friday, Dec 17 at 11:59 pm

Participation Points

**Dec
17**

Due: Friday, Dec 17 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Exams	20.56%
Quizzes	17.57%
Assessment Review	5.27%
2nd half Quizzes	0%
Assessments (given outside of class)	17.57%
Fall Practicum	13.53%
Final Case Study	16.7%
Participation	8.79%

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 432-2817 if you have questions about these standards.

standards. Please call the Honor Code Office at 422-2047 if you have questions about these standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

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

Academic Honesty

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

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.

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,

Schedule

Date	Content & Standards	Assignments
Week 1		
T Aug 31 Tuesday	Introduce syllabus and course expectations	<p>Prayer/Inspirational Thought Sign up</p> <p>Quiz Chapter 9.2 (214-215) Opens</p> <p>Quiz Venn Ch 1 Opens</p> <p>Quiz Chapter 6.2 + 9 (127-132) Opens</p> <p>Quiz Venn Ch 2 Opens</p> <p>Quiz Venn Ch 3 Opens</p> <p>Quiz Venn Ch 4 Opens</p> <p>Quiz Venn Ch 11 Opens</p> <p>Hosp Ch 1 Opens</p> <p>Hosp Ch 10 Opens</p> <p>Hosp Ch 2 Opens</p> <p>Quiz Venn Ch 5 Opens</p>
Th Sep 02 Thursday	Key Assessment Terms Combined with Severe	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 1 <p>Those of you without the book yet can download a copy of the chapter. Venn5e_Ch01.pdf Download.</p> <p>Quiz Venn Ch 1 Closes</p>
Week 2		
M Sep 06 Monday	Labor Day	
T Sep 07 Tuesday	<p>Devotional: President Kevin J Worthen and Peggy S. Worthen</p> <p>The Assessment Process</p> <ul style="list-style-type: none"> • Screening • Pre-referral/referral • Determining eligibility • Re-evaluations/progress monitoring 	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 2 <p>Utah SPED Rules and Regulations</p> <p>Quiz Venn Ch 2 Closes</p> <p>Confidentiality Form</p>
Th Sep 09 Thursday	<p>Practical Measurement Concepts</p> <ul style="list-style-type: none"> • Descriptive Statistics • Reliability • Validity <p>Height Data</p> <p>Sample Data</p> <p>Informal Assessment</p>	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 3 <p>Quiz Venn Ch 3 Closes</p>
Week 3		
T Sep 14 Tuesday	<p>Devotional: Dale G. Renlund, Quorum of the Twelve Apostles</p> <p>Assessing Academic Achievement: General Strategies</p> <ul style="list-style-type: none"> • Curriculum-based procedures • Formal Achievement Tests 	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 11 <p>USBE Data Gateway</p> <p>Quiz Venn Ch 11 Closes</p>

	Formal Achievement Tests	Assessment Inventory
Th Sep 16 Thursday	<p>Curriculum-based Measurement</p> <ul style="list-style-type: none"> Benchmarking Easy CBM <p>Combined with Severe</p>	<p>Read:</p> <ul style="list-style-type: none"> Hosp Ch 1 <p>Do:</p> <ol style="list-style-type: none"> Before class, follow this link https://app.easycbm.com/ccharlton Click on CPSE 420 2021 Click on your name Take the assessments (3) <p>https://www.easycbm.com/</p> <p><u>Intervention Central CBM Warehouse</u></p> <p>Hosp Ch 1 Closes</p>
Week 4		
T Sep 21 Tuesday	<p>Devotional: Paul B. Pieper, General Authority Seventy</p> <p>Formal Tests of Achievement</p> <ul style="list-style-type: none"> Training to administering the Brigance Comprehensive Indicators of Basic Skills (CIBS) II <p>Combined with Severe</p>	<p>Check out one copy of the Brigance and a protocol for you and your practicum partner from the CPSE vault before class.</p> <p><u>Brigance Brochure</u></p>
Th Sep 23 Thursday	<p>Test Scores and What they Mean</p> <ul style="list-style-type: none"> Reading score reports Integrating findings Sharing scores <p>KTEA-3-Score-Report.pdf Download</p>	<p>Read:</p> <ul style="list-style-type: none"> Venn Ch 4 <p>Quiz Venn Ch 4 Closes</p>
Week 5		
T Sep 28 Tuesday	<p>Forum: Martin Luther King, III, American Human Rights Activist</p> <p>Curriculum-based Measurement</p> <ul style="list-style-type: none"> Progress Monitoring Response to Intervention <p><u>Utah SPED Rules and Regulations Eligibility Activity</u></p>	<p>Read:</p> <ul style="list-style-type: none"> Hosp ch 2 Stecker, P.M. (2007). Monitoring student progress in individualized educational programs using curriculum-based measurement. <i>National Center for Progress Monitoring</i>. https://files.eric.ed.gov/fulltext/ED502450.pdf <p>Hosp Ch 2 Closes Benchmark Assessment</p>
Th Sep 30 Thursday	<p>Curriculum-based Measurement</p> <ul style="list-style-type: none"> Data-based Decision Making Graphing 	<p>Read:</p> <ul style="list-style-type: none"> Hosp Ch 10 <p>Hosp Ch 10 Closes</p>

Administer Brigance		
Week 6		
T Oct 05 Tuesday	<p>Formal Tests of Achievement</p> <ul style="list-style-type: none"> • Training to administer the Kaufman Test of Educational Achievement <p>GUEST LECTURE: Ty Storey Combined with Severe</p>	<p>Test Observation</p> <p>Do:</p> <ul style="list-style-type: none"> • Check out 1 KTEA test kit and 2 protocols (1 per partnership in your pod) BEFORE class and bring it with you to class. • Before class, <u>watch this video</u> of Carrie administering the written expression section of the KTEA. Push pause when the video shows the testing instructions and read them carefully. Take note of what she does and does not say to the student. Be ready to talk about it in class.
Th Oct 07 Thursday	Selecting Assessments	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 5 <p>Quiz Venn Ch 5 Closes</p>
Week 7		
T Oct 12 Tuesday	<p>Devotional: W. Christopher Waddell, First Counselor in the Presiding Bishopric</p> <p>Assessing Adaptive and Social Behavior</p> <p>Eligibility for ED <u>Eligibility Revisited</u></p>	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 6 pp. 127-132 • Venn Ch 9 pp. 194-201 • Walker, J. D., & Barry, C. (2018). Assessing and Supporting Social-Skill Needs for Students With High-Incidence Disabilities. TEACHING Exceptional Children, 51(1), 18–30. https://doi.org/10.1177/0040059918790219 <p><u>Vineland Appendices</u> <u>Utah SPED Rules and Regulations</u> Quiz Chapter 6.2 + 9 (127-132) Closes Vineland Assessment Review</p>
Th Oct 14 Thursday	<p>Assessing Attention Deficit & Hyperactivity Disorder (ADHD)</p> <ul style="list-style-type: none"> • Eligibility for OHI via ADHD • Administer the <u>Connors Scales of Attention</u> 	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 9 pp. 214-215 <p>Midterm Opens Quiz Chapter 9.2 (214-215) Closes Connors Assessment Review</p>
Week 8		
T Oct 19 Tuesday	<p>Devotional: Becky Craven, Second Counselor in the Young Women General Presidency</p> <p>MIDTERM- Taken on LS- No class this day</p>	

Th Oct 21 Thursday	<p>Formal Tests of Academic Achievement</p> <ul style="list-style-type: none"> • Administer Woodcock-Johnson IV Achievement Battery • Check out WJ IV Achievement kit —1 per team • Practice administering sections and computing scores <p>Combined with Severe</p>	<p>Read:</p> <ul style="list-style-type: none"> • pp. 24-36 of the WJIV Achieve Manual.pdf Download. Pay close attention to the Basal and Ceiling rules and be ready with questions when you come to class. <p>Do:</p> <ul style="list-style-type: none"> • Check out WJ IV Achievement test kit and 2 protocols (1 per partnership in your pod) BEFORE class and bring it with you. <p>Midterm Closes Practice Quiz: ASD Identification Opens Practice Quiz: Accommodations Opens Practice Quiz: SLD Identification Opens Practice Quiz: Writing Objectives Opens Practice Quiz: Linking Assessment to Results Opens Practice Quiz: Venn Ch 8 Opens</p>
Week 9		
T Oct 26 Tuesday	<p>Forum: Rev. Dr. Andrew Teal, Chaplain, Fellow, & Lecturer in Theology, Pembroke College</p> <p>Formal Tests of Academic Achievement</p> <ul style="list-style-type: none"> • Complete Woodcock-Johnson IV Achievement Battery • Create score report • Disseminate findings <p>Combined with Severe</p> <p>Learn how to Compuscore WCJ IV- Watch tutorial videos on the WCJ IV scoring website- located under resources tab at top of page prior to class.</p>	
Th Oct 28 Thursday	<p>Assessing Intelligence</p> <ul style="list-style-type: none"> • Defining Intelligence • Eligibility for ID and SLD 	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 6 pp. 102 - 127 <p>Administer KTEA</p>
Week 10		
T Nov 02 Tuesday	<p>Devotional: Julie Valentine, Professor of Nursing at BYU</p> <p>Eligibility for SLD</p> <ul style="list-style-type: none"> • Response to Intervention • Patterns of Strengths and Weaknesses 	<p>Read:</p> <ul style="list-style-type: none"> • Maki, K. E., & Adams, S. R. (2020). Specific learning disabilities identification: Do the identification methods and data matter?. <i>Learning Disability Quarterly</i>, 43(2), 63-74. https://doi.org/10.1177/0731948719826296 <p>Practice Quiz: SLD Identification Closes</p>

Th Nov 04 Thursday	Instructional Intervention Planning KTEA-3 Score Report Sample.pdf Download DIBELS NEXT Benchmarks	Practice Quiz: Linking Assessment to Results Closes Read: <ul style="list-style-type: none"> • Mahdavi, J., & Haager, D. (2007). Linking progress monitoring results to interventions. <i>Perspectives on Language and Literacy</i>, 33(2), 25-29. link on RTI Action Network
Week 11		
T Nov 09 Tuesday	Devotional: Gilbert W. Fellingham, Professor of Statistics at BYU Formal Tests of Intelligence <ul style="list-style-type: none"> • Assessment review of the Wechsler Intelligence Scale for Children V • GUEST LECTURE: Bailey Schaeffer • Combined with Severe 	WISC Assessment Review
Th Nov 11 Thursday	Identifying and Assessing Autistic Students <ul style="list-style-type: none"> • Administer, score, and interpret the CARS. • GUEST LECTURE: Dr. Terisa Gabrielsen • Combined with Severe 	Read: <ul style="list-style-type: none"> • Safer-Lichtenstein, J., & McIntyre, L. L. (2020). Comparing Autism Symptom Severity Between Children With a Medical Autism Diagnosis and an Autism Special Education Eligibility. <i>Focus on Autism and Other Developmental Disabilities</i>, 35(3), 186-192. https://doi.org/10.1177/1088357620922162 • Barton, E. E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2016). An analysis of state autism educational assessment practices and requirements. <i>Journal of Autism and Developmental Disorders</i>, 46, 737-748. https://doi.org/10.1007/s10803-015-2589-0 Administer WJIV Achievement Practice Quiz: ASD Identification Closes
F Nov 12 Friday		Initial Assessment Plan
Week 12		
T Nov 16 Tuesday	Devotional: W. Mark Bassett, General Authority Seventy Administer tests of Cognitive Ability <ul style="list-style-type: none"> • Universal Nonverbal Intelligence Testing - UNIT • Administer WJ IV Cognitive Battery 	Read: <ul style="list-style-type: none"> • Salend, S. J. (2008). Determining appropriate testing accommodations: Complying with NCLB and IDEA. <i>TEACHING Exceptional Children</i>, 40(4), 14–22. https://doi.org/10.1177/004005990804000402 Administer CARS Practice Quiz: Accommodations Closes
Th Nov 18 Thursday	TECBD - No Class Meeting	
F Nov 19 Friday		Brief Comprehensive Writeup

Week 13		
T Nov 23 Tuesday	Friday Instruction	
Th Nov 25 Thursday	Thanksgiving	
Week 14		
T Nov 30 Tuesday	<p>Forum: William Barber, II, American Protestant Minister and Social Activist</p> <p>Eligibility for CD</p> <p>Administration and reporting for UNIT & WIDA</p> <p><u>Language and Bilingual Assessment</u></p> <p>Disproportionate representation.</p> <p>Language Interviews.</p>	<p>Read:</p> <ul style="list-style-type: none"> • Venn Ch 8 <p>Watch:</p> <ul style="list-style-type: none"> • <u>CBS News Segment on Stuttering</u> <p>Practice Quiz: Venn Ch 8 Closes</p>
Th Dec 02 Thursday	<p>Collaborating to with school psychologists on bilingual assessment</p> <p>GUEST LECTURE: Dr. Nancy Miramontes</p> <p>Combined with Severe</p>	
Week 15		
T Dec 07 Tuesday	<p>Devotional: Neil L. Andersen, Quorum of the Twelve Apostles</p> <p>Writing Exceptional Comprehensive Assessment Reports for Exceptional Students</p> <p><u>Guest Lecturer Feedback</u></p>	<p>Practice Quiz: Writing Objectives Closes</p> <p>Read:</p> <ul style="list-style-type: none"> • Lynch, S., & Adams, P. (2008). Developing Standards-Based Individualized Education Program Objectives for Students with Significant Needs. TEACHING Exceptional Children, 40(3), 36–39. https://doi.org/10.1177/004005990804000303 • Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). Writing Better Goals and Short-Term Objectives or Benchmarks. TEACHING Exceptional Children, 34(1), 52–59. https://doi.org/10.1177/004005990103400107 <p>WIDA Sample students Individual Factors and WIDA.pptx Download</p> <p>https://wida.wisc.edu/teach/can-do/descriptors</p>
Th Dec 09 Thursday	<p>Case Study Oral Presentations</p> <p><u>Review for Final</u></p>	<p>Case Study Reflection</p> <p>Case Report Write-up</p> <p>Oral Presentation</p> <p>Final Exam Opens</p> <p>Administer WIDA</p> <p>Test Administration Video</p>
Week 16		
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)	
F Dec 17 Friday		<p>Final Exam Closes</p> <p>FINAL EXAM on Learning Suite- Must be completed (NOT JUST STARTED) by 11:59 on the last day of finals week.</p> <p>Participation Points</p>