

Instructor/TA Info

Instructor Information

Name: Cade Charlton

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Office Phone: 801-422-1238

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TA Information

Name: Kim Marshall

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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 emphases, the knowledge and skill standards as outlined in the NCATE curriculum guidelines, and the preparation standards promoted by the Council for Exceptional Children (CEC).

Prerequisites

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

Materials

Item	Price (new)	Price (used)
 <u>Assess Students W/ Spec Needs 5E W/Access Pkg - Required</u> by Venn, J	100.00	77.25
 <u>Ebook Assess Students W/Spec Needs 5E - Required</u> by Venn, J	73.35	57.75

Grading Scale

Grades	Percent

B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

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 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.
- No extra credit will be given.

Participation Policy

Participation counts for approximately 10% of your grade in this course.

Examples of active participation:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points. Points are awarded for participation at the end of the semester, but you will receive opportunities throughout the semester to get formative feedback on your performance.

Person-first Language

As a teacher, you are expected to uphold the highest standards of ethical and moral behavior. One of the most important and ubiquitous responsibilities of special educators is to model respectful, authentic ways to engage with individuals with disabilities. Parents, your colleagues, related service providers, administrators, and students will all look to you to set the expectations for how we act and speak to/about individuals with disabilities. Therefore, you should always strive to speak about people with disabilities in the most respectful ways by using person-first language or the label(s) preferred by the individual (see identity-first language). Person-first language starts with the individual and then indicates their disability status (e.g., Cade has epilepsy, students with ASD, children with Down Syndrome) as opposed to indicating the disability first (e.g., autistic students, disabled students). My personal preference is to start with person-first language and then ask if the individual prefers an alternative label, thus you will be expected to use person first language in class and on all written work submitted for this class.

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 potential point reductions. 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

Sep
10

Due: Monday, Sep 10 at 1:00 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

Sep
12

Due: Wednesday, Sep 12 at 1:00 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

Sep
17

Due: Monday, Sep 17 at 11:59 pm

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

Quiz 4: Chapter 5

Sep
19

Due: Wednesday, Sep 19 at 1:00 pm

Brigance**Sep
19**

Due: Wednesday, Sep 19 at 1:00 pm

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.

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

Turn in a hard copy of everything in class.

Quiz 5: Chapter 3**Sep
24**

Due: Monday, Sep 24 at 1:00 pm

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

Beery VMI**Sep
26**

Due: Wednesday, Sep 26 at 11:59 pm

Complete the In class review of the VMI- Make sure to turn in your completed review form

Quiz 6: Chapter 6 (102-127)**Oct
01**

Due: Monday, Oct 01 at 1:00 pm

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

WISC**Oct
03**

Due: Wednesday, Oct 03 at 11:59 pm

Assessment Review in-class assignment

Vineland

17

In CLASS review

Quiz 7: Chapter 6 (127-132)**Oct
23**

Due: Tuesday, Oct 23 at 11:59 pm

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

Quiz 8: Chapter 11**Oct
24**

Due: Wednesday, Oct 24 at 1:00 pm

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

Assessment Plan**Oct
29**

Due: Monday, Oct 29 at 1:00 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.

Your Group must administer the WCJIV- Cog, WCJ IV Achievement and a 3rd test you decide upon based on the needs of the individual you are testing. If your group has 4 people you must administer 4 assessments or 1 assessment per group member.

WJIV Cognitive**Oct
31**

Due: Wednesday, Oct 31 at 1:00 pm

Woodcock Johnson IV Cognitive Rubric	Score	Possible
Examiner's name & date in ink		1
Administer subtests: 1-7		4
Complete Protocol correctly		8
Compuscore Cognitive (submit compuscore generated report with standard scores, and age equiv/grade level equiv)		2
Write 1 page summary of the test scores- See assignment example		4
Write 2 PLAAFPS with 2 Measurable Goals based on your testing- PLAAFP and MAG are not counted as part of the one page summary.		4

TOTAL	25
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WJ IV Write up Example.docx [Download \(plugins/Upload/fileDownload.php?fileId=bd70fec1-Mngb-9dww-XqE4-6nae0ed4663e&pubhash=RODiIYW8MSv89gj4VEecZrTn0aVMtD5q-p8OdbkErdkUZ82Rp5HGGfWM3e90OzaY4M45VltlyfGDb_kc_vNLg==\)](#) - Please note this is only the write up and you will need to submit the score reports as well as a reflection.

Please submit a copy of the computer generated score report in addition to the one page summary.

Submit hard copies of everything including the test protocol in class

SIB-R video

**Oct
31**

Due: Wednesday, Oct 31 at 11:59 pm

With a partner from class, have a SIB-R Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> (<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 \(plugins/Upload/fileDownload.php?fileId=635546af-K47Q-YhS0-aBg6-cZ09f4c37e9e&pubhash=9jY3Vh2poRWCLAowiwwb6gJF0pcsKwb4CtDZePmqSE516etN133igFKRM91Glz7igPB4BHIqHWxWGDe6Qe3cSw=\)](#)

Practicum-Assessment Observation

**Nov
02**

Due: Friday, Nov 02 at 11:59 pm

During week 1 of the Fall Practicum

Schedule a time to meet with your mentor teacher to talk about assessment

- a. Find out what kind of assessments happen in the classroom
 - i. Discuss formal assessments (ex. Woodcock Johnson, KTEA, UNIT)
 - ii. Discuss informal assessment (DIBELS, other curriculum based measurement, teacher made)

- b. Discuss a type of academic assessment that will occur in the next three weeks that you would be able to observe (Assessment may be formal or informal)
- c. Decide on the academic assessment and schedule a time to observe

During weeks 1-3 of the Fall Practicum

Observe an assessment

1. What type of assessment are you observing?
2. Describe what happens during the assessment
3. What information was gained about the student from the assessment?
4. What questions do you have after watching the assessment?

Write a 1-page single spaced reflection about that includes your teacher interview and your assessment observation.

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	
Describes what happens during the assessment	A detailed description of what happens sequentially during the	A detailed description with an overview of the assessment.	A description of giving the assessment with minimal detail.	No description of what happens during the assessment.	

Provides information on what was learned from the assessment	A detailed description of 3 or more things that were learned from the assessment.	A detailed description of 2 things that were learned during the assessment.	A detailed description of 1 thing that was learned during the assessment.	No description or very little detail.	
Includes a discussion of further questions they have about assessment	TC shows evidence of thinking deeply about assessment and providing three or more questions they have.	TC shows evidence of some thinking about assessment and provides at least two questions they have.	TC shows evidence of minimal thinking about assessment and provides at least one question they have	No discussion about further questions	
Writing style	Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics. 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. One page, but less than two.	Paper is not written in paragraph style with little attention to grammar, spelling and mechanics. Less than one page.	
Total					

Midcourse Evaluation

Nov
05

Due: Monday, Nov 05 at 1:00 pm

SIB-R

Nov
07

Due: Wednesday, Nov 07 at 1:00 pm

Example Compu-score.pdf Download	Points Earned	Points Possible
SIB-R Objectives		

Demographic info filled out in ink	1
Appropriate chronological age found	2
Administer all subtests: A-N appropriately	4
Correct basal and ceiling for each subtest	4
Problem behavior section appropriately filled in	3
Individual Plan Recommendation filled out	3
Score correctly	3
Write 2 PLAAFPS with 2 Measurable Goals based on your testing	5
TOTAL	25

Quiz 9: Chapter 9

Nov
07

Due: Wednesday, Nov 07 at 1:00 pm

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

Midterm

Nov
07

Due: Wednesday, Nov 07 at 1:00 pm

BASC- Video

Nov
12

Due: Monday, Nov 12 at 11:59 pm

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

Assessment Review [Download \(plugins/Upload/fileDownload.php?fileId=e245d0bc-Hi95-3ORY-NIJC-j1cf8d064fc7&pubhash=kopuzFNIIUcs1kqUkiHFY47xN-9CFMzK42dFGNojDaUNIYCnbiBrLWwuOq5BEtYErNKpsTXbXxOOmMs_tgJ-Q==\)](https://vimeo.com/album/2999242)

BOS Video

Nov
12

Due: Monday, Nov 12 at 11:59 pm

Have a BOS administration book with you as you watch the video online: <https://vimeo.com/album/2999242>
(<https://vimeo.com/album/2999242>) password: cpse420 and complete BOS worksheet with a partner

atNWYMs8BrCbAKGxiBMT08Du3tRMWRIA5bQsdQQWjGThQnzv3YhsHNxA==)

BOS video wkst.docx [Download \(plugins/Upload/fileDownload.php?fileId=83828213-pRU3-O0Dk-gSd7-79a395697006&pubhash=_dbEjND3w9JwX_r1WqItVwynmb_rIKloKd282_JZ-sSkN1_-UhwIELx5cpiZOmArNCsT- HbqSCYznBkfs-FzA==\)](#)

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

WJIV Achievement

Nov
14

Due: Wednesday, Nov 14 at 1:00 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 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

CARS

Nov
26

Due: Monday, Nov 26 at 1:00 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		3
Write 2 PLAAFPS with 2 Measurable Goals based on your testing		4
1 Page single spaced reflection		2
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.

Quiz 10: Chapter 8

Dec
03

Due: Monday, Dec 03 at 1:00 pm

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

UNIT

Dec
03

Due: Monday, Dec 03 at 3:00 pm

Watch video online: <https://vimeo.com/album/2999242> password: cpse420

We will complete the Assessment Review in class.

PPVT

Dec
05

Due: Wednesday, Dec 05 at 3:00 pm

Complete the assessment review in class.

Educational Assessment- Video

Dec
10

Due: Monday, Dec 10 at 1:00 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	

7. Correctly completed the scoring.

3

Oral Presentation**Dec**
10

Due: Monday, Dec 10 at 1:00 pm

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

Task	Possible	Points Earned
Explain the Reason for Referral, and pertinent background info on student with confidentiality	1	
Explain test results for Cog, Achievement, and other areas with appropriate normative/criterion referenced scores	2	
Explain PLAAFPS with their connections to the administered assessments	2	
Explain MAGS with their connections to the administered assessments and PLAAFPS	1	
Explain recommendations with their connections to the administered assessments	1	
Quality, accuracy, and effectiveness of visuals (overhead, handout, posters, etc.)	1	
Professionalism: dress, mannerisms, equal participation	1	
Stay within allotted time (15-20 min)	1	
TOTAL	10	

Case Study Reflection**Dec**
10

Due: Monday, Dec 10 at 1:00 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

Case Report Write-up

Dec
10

Due: Monday, Dec 10 at 1:00 pm

This is a group assignment. You should complete it with a small group (3-5 members) - 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.

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

[pubhash=aXLvhPzBXCKN0Qbx11oDBpjXMGHJsgMrh4nXIZ_S5dQuL_rlzx5EzUdSJU0UP_UDm6Q0kKZSt_BSdayHFFI_7Q==](#)

TEMPLATEcasestudy.docx [Download \(plugins/Upload/fileDownload.php?fileId=c3bc01ad-RBJn-x4NY-K1fL-Dbd48fcc1cc6&pubhash=NHZBILwN4Db2CJPDFbL5NHU09puae3DC-82rk41WHOFars2QqBUS5fZAMYLI2EI2BGeeivO41jEaN1WjLcT6Yw==\)](#)

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

Practicum- Informal Assessment

Dec
12

Due: Wednesday, Dec 12 at 1:00 pm

420 Prac Informal Assessment 2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=e53ead01-3UGN-bSof-JVwZ-em652f80c1ee&pubhash=YRITdpPlq-](#)

Participation Points

Dec
12

Due: Wednesday, Dec 12 at 11:59 pm

Final Exam

Dec
20

Due: Thursday, Dec 20 at 11:59 pm

Schedule

Date	In Class	Readings Due	Assignments Due
Week 1			
W Sep 05 Wednesday	Introduce syllabus and course expectations. Form teams based on practicum groups.		Quiz 1: Chapter 1 Opens Quiz 2: Chapter 4 Opens Prayer/Spiritual Thought Sign up
Week 2			
M Sep 10 Monday	Key Assessment Terms	Defining and Describing the Assessment of Students with Special Needs Chapter 1- Those of you without the book yet can download a copy of the chapter. Venn5e_Ch01.pdf Download . Study Guide- Quiz 1: Chapter 1.docx Download	Quiz 3: Chapter 2 Opens Quiz 1: Chapter 1 Closes
W Sep 12 Wednesday	Test Scores and What they Mean	Chapter 4 Test Scores and What They Mean Study Guide 2 (Ch.4).docx Download	Quiz 2: Chapter 4 Closes Quiz 4: Chapter 5 Opens
Week 3			

M Sep 17 Monday	<p>Steps in the assessment process- Pre-referral/referral process. Eligibility through Assessment</p> <p><u>Review IEP Process/Write Present Level of Academic and Functional Performance/IEP Goals.</u> IEP (Pre-referral) process.</p>	<p>Chapter 2</p> <p>Steps in the Assessment Process</p> <p>Study Guide 3 (Ch.2).docx Download</p>	<p>Quiz 3: Chapter 2 Closes</p> <p>Quiz 5: Chapter 3 Opens</p>
W Sep 19 Wednesday	<p><u>Criterion Referenced Assessment and Curriculum-Based Assessment.</u></p>	<p>Chapter 5</p> <p>Selecting and Using Assessment Instruments</p> <p>Study Guide 4 (Ch.5).docx Download</p>	<p>Quiz 4: Chapter 5 Closes</p> <p>Brigance</p>
Week 4			
M Sep 24 Monday	<p>Rubric & Portfolio Assessments</p> <p>In-Class Assessment Review: VMI</p>	<p>Chapter 3</p> <p>Practical Measurement Concepts</p> <p>Study Guide 5 (Ch.3).docx Download</p>	<p>Quiz 5: Chapter 3 Closes</p> <p>Quiz 6: Chapter 6 (102-127) Opens</p>
W Sep 26 Wednesday	<p>Ecological Inventories. Inclusive Assessment</p>		<p>Beery VMI</p>
Week 5			
M Oct 01 Monday	<p>Cognitive Testing</p>	<p>Chapter 6</p> <p>Pg. 102 - 127</p> <p>Assessing Intelligence</p> <p>Study Guide 6 (Ch 6 pg 102-127).docx Download</p>	<p>Quiz 6: Chapter 6 (102-127) Closes</p>
W Oct 03 Wednesday	<p>SLD eligibility and RTI.</p> <p>Guest Lecture - Rebecca Cramer (School Psych Grad Student)</p>		<p>WISC</p> <p>Quiz 7: Chapter 6 (127-132) Opens</p>

Week 6			
M Oct 08 Monday	Adaptive Behavior Review Vineland	Chapter 6 Pg. 127-132 Adaptive Behavior Study Guide 7 (Ch.6 pg 127-132).docx Download	
T Oct 09 Tuesday			
W Oct 10 Wednesday	<u>Woodcock- Johnson IV Cognitive Battery.</u> Measurement Concepts. Check out WJ IV Cognitive kit —1 per team. Heidi Nelson Presenting Meet with Mild/Moderate class 185 MCKB	Cognitive testing	
Week 7			
M Oct 15 Monday	<u>Woodcock- Johnson IV Cognitive Battery.</u> Measurement Concepts. Meet with Mild/Moderate class 185 MCKB	Cognitive Testing	
W Oct 17 Wednesday	Academic Achievement- Content from Chapter 11 will be on the Midterm	Chapter 11 Assessing Academic Achievement Study Guide 8 (Ch. 11).docx Download	Quiz 8: Chapter 11 Opens Vineland
Week 8			

M Oct 22 Monday	<p><u>WJ IV Achievement Battery.</u> Learn the WJ IV Achievement. Administer, score, and interpret.</p> <p>Check out WJ IV Achievement kit —1 per team</p> <p>Dr. Gibb lecture</p> <p>Meet with Mild/Moderate class 185 MCKB</p>		
T Oct 23 Tuesday			Quiz 7: Chapter 6 (127-132) Closes
W Oct 24 Wednesday	<p>Woodcock Johnson IV Achievement</p> <p>Meet with Mild/Moderate class 185 MCKB</p>		Quiz 8: Chapter 11 Closes
Week 9			
M Oct 29 Monday	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.		Assessment Plan
W Oct 31 Wednesday	Administer, score, and interpret the SIB-R (video). Bring a copy of SIB-R to class	Watch: https://vimeo.com/album/2999242 password: cpse420	SIB-R video WJIV Cognitive Midterm Opens
F Nov 02 Friday			Practicum-Assessment Observation
Week 10			
M Nov 05 Monday	MIDTERM- Taken on LS- No class this		Quiz 9: Chapter 9 Opens

W Nov 07 Wednesday	<u>Behavioral Assessment.</u> Eligibility for ED.	Chapter 9 Assessing Behavior Ch9 Study Guide 420.docx Download	Quiz 9: Chapter 9 Closes SIB-R Midterm Closes
Week 11			
M Nov 12 Monday	Behavioral Assessment Scales for Children Learn how to Administer the BOS	Watch: BASC Video on Vimeo Watch with a partner: BOS video and complete activity	BASC- Video BOS Video
W Nov 14 Wednesday	<u>Autism:</u> Eligibility for Autism. <u>Autism:</u> Administer, score, and interpret the CARS. Dr. Gabrielsen will present Meet with Mild/Moderate class 185 MCKB		WJIV Achievement
Week 12			
M Nov 19 Monday	HAPPY THANKSGIVING- No Class		
W Nov 21 Wednesday	No Classes		
Week 13			
M Nov 26 Monday	Dynamic Learning Maps	Essential Elements DLM Handout DLM Score Report	CARS Quiz 10: Chapter 8 Opens
W Nov 28 Wednesday	<u>Language and Bilingual Assessment</u> Disproportionate representation. Language Interviews.	Chapter 8 Language and Bilingual Assessment Study Guide 10 (Ch.8).docx Download	State Accommodations and Testing Policies
Week 14			

M Dec 03 Monday	Eligibility for CD <u>Visual/Auditory Processing</u> <u>Problems/Learning Styles/Motor Proficiency Task Analysis</u>	Watch the Unit Video on vimeo	UNIT Quiz 10: Chapter 8 Closes
W Dec 05 Wednesday	PPVT- In class review		PPVT
Week 15			
M Dec 10 Monday	Case Study Oral Presentations		Oral Presentation Case Report Write-up Educational Assessment-Video Case Study Reflection
W Dec 12 Wednesday	Case-study Oral Presentations cont. <u>Case-study Reports Due</u> <u>Review for Final</u>		Practicum- Informal Assessment Participation Points Final Exam Opens
Week 16			
Th Dec 20 Thursday		FINAL EXAM on Learning Suite- Must be completed NOT STARTED by Midnight on the 20th.	Final Exam Closes

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. 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