

Instructor/TA Info

Instructor Information

Name: Cade Charlton
Office Location: 340-N MCKB
Office Phone: 801-422-1238
Email: cade_charlton@byu.edu

TA Information





















Name: Aubrey McDonald
Office Phone: 509-221-9999
Office Hours: Only By Appointment
Email: aubrey.m.sintay@gmail.com

Course Information

Description

CPSE 420 has been designed to prepare teacher candidates to conduct a comprehensive assessment and make placement and instructional decisions based on data. Teacher candidates will use formal and informal measures to determining present levels of academic and functional performance, classifying students for special education services, and identifying student's instructional needs. These skills will be used to develop the ability to write measurable annual goals and short-term objectives for IEP development. Application of course concepts will occur in a local school district each week.

Materials

Item	Price (new)	Price (used)
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
          Assess Students W/ Spec Needs 5E W/Access Pkg - Required by Venn, J	100.00	75.00
OR <i>Option 2: 1 Item</i>		
          Ebook Assess Students W/Spec Needs 5E - Required by Venn, J	46.75	35.00

Learning Outcomes

Principles and standards for ethical assessment

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

Administer and interpret formal assessments

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

Assessment and determining special education services

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

Informal assessment

3. Describe informal assessments and applications for various disabilities.

Assessment and individualized education programs (IEP)

5. Use assessment results in creating individualized education programs.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%

B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Participation Policy

Examples of active participation:

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

Non-examples:

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

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

Assignments

Assignment Descriptions

Quiz Chapter 1

Sep 09 Due: Monday, Sep 09 at 2:30 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 Chapter 2

Sep 11 Due: Wednesday, Sep 11 at 2:30 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 Chapter 3

Sep 16 Due: Monday, Sep 16 at 2:30 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 Chapter 11.1

Sep 18 Due: Wednesday, Sep 18 at 2:30 pm

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

Practicum-Assessment Observation

Sep Due: Monday, Sep 23 at 11:59 pm

Mentored Teaching Experience
 Informal Assessment Assignment
 Using Progress Monitoring Data to Make Data Based Instructional Decisions

Assignment #1 Informal Assessment Observation Assignment Due on Sept 23

During your first days of your first setting

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

- a. Find out what kind of informal assessments happen in the classroom (DIBELS, other curriculum based measurement, teacher made assessments, etc.)
- b. Discuss a type of informal academic assessment that will occur this week (teacher made test, DIBELS Progress Monitoring, other type of CBM, etc.)
- c. Choose an assessment that you will observe this week and schedule the observation with your mentor teacher.
- d. Observe an assessment
- e. Write a 2-page double spaced reflection about that includes your teacher interview and your assessment observation
 - i. What kinds of assessments occur in the classroom?
 - ii. What type of assessment are you observing?
 - iii. Describe what happens during the assessment
 - iv. What information was gained about the student from the assessment?
 - v. What questions do you have after watching the assessment?

Submit your reflection on Learning Suite by Monday September 23rd

Rubric

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

Describes what happens during the assessment	A detailed description of what happens sequentially during the assessment.	A detailed description with an overview of the assessment.	A description of giving the assessment with minimal detail.	No description of what happens during the assessment.	
Provides information on what was learned from the assessment	A detailed description of 3 or more things that were learned from the assessment.	A detailed description of 2 things that were learned during the assessment.	A detailed description of 1 thing that was learned during the assessment.	No description or very little detail.	
Includes a discussion of further questions they have about assessment	TC shows evidence of thinking deeply about assessment and providing three or more questions they have.	TC shows evidence of some thinking about assessment and provides at least two questions they have.	TC shows evidence of minimal thinking about assessment and provides at least one question they have	No discussion about further questions	
Writing style	Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics.	Paper is written in paragraph style with good attention to grammar, spelling and mechanics.	Paper is written in paragraph style with some attention to grammar, spelling and mechanics.	Paper is not written in paragraph style with little attention to grammar, spelling and mechanics.	
Format	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. No extra spaces or headings throughout paper. At least 2 pages.	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. At least 2 pages.	Page includes name with title directly below with no spaces. Body is double spaced. Less than 2 pages	Less than one page or excessive headings or spaces.	
Total					/24

Benchmark Assessment

Sep
30

Due: Monday, Sep 30 at 2:30 pm

Assignment #2 Administering a Benchmark Assessment Due on Sept 30

During the second week in your first setting mentored (after you have completed the Informal Assessment Observation Assignment)

Using the information you gained from completing the Informal Assessment Observation, complete the following tasks. During the Informal Assessment Observation Assignment, you watched an assessment. During this assignment, you will give an informal assessment:

1. Work with your mentor teacher to select a student to give a benchmark assessment (ask the teacher for a student with good attendance)

2. Work with your mentor teacher to select one of the following benchmarks assessments or another approved by your CPSE 420 Professor and Mentor 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. Teacher made CBA for an academic skill (SEVERE ONLY)

3. Give your benchmark assessment by Friday September 27

4. Bring your assessment to class on Sept 30 to learn about graphing your data and setting an aimline.

5. 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.

Submit your benchmark assessment in class and submit your write up on LS by Sept 30

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.	
Benchmark assessment completed correctly	All portions of benchmark completed correctly.	Almost all portions of benchmark are completed correctly.	Some portions of benchmark are completed correctly	Benchmark was not completed correctly.	
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					/18

Confidentiality Form

Sep
30

Due: Monday, Sep 30 at 2:30 pm

Signed Fall Practicum confidentiality form due.

CONFIDENTIALITY AGREEMENT.2017.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2775888d-hBOM-oDCV-iWsU-bc9ec950b007&pubhash=6D-vdubUlwd1nyWeoYVy_wluuiCIZRUYJkxhxhkhJuMpCxEX1-cV-o9ovV3TW8UFXe6Fj8hVU4JMjx1sR69O9Q==\)](#)

You can take a picture of the form and upload it or bring the signed form to class.

Quiz Chapter 4

Sep
30

Due: Monday, Sep 30 at 2:30 pm

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

Brigance

Oct
02

Due: Wednesday, Oct 02 at 11:59 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 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		4
Total		20

Turn in a hard copy of everything in class.

Beery VMI

Oct

02 Due: Wednesday, Oct 02 at 11:59 pm

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

Quiz Chapter 6.1 (p. 102-127)

Oct 09 Due: Wednesday, Oct 09 at 2:30 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 Chapter 6.2 (127-132)

Oct 16 Due: Wednesday, Oct 16 at 2:30 pm

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

Vineland

Oct 16 Due: Wednesday, Oct 16 at 11:59 pm

In CLASS review

Initial Assessment Plan

Oct 25 Due: Friday, Oct 25 at 11:59 pm

Initial Assessment Plan

Group members should submit a google doc with the following information. The initial assessment plan should be completed and shared with the professor at ctom812@gmail.com by the date indicated on Learning Suite.

Submit an initial proposal for your group case study (rough draft)

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

Midcourse Evaluation

Oct 25 Due: Friday, Oct 25 at 11:59 pm

Midterm

Oct 28 Due: Monday, Oct 28 at 2:30 pm

SIB-R video

Oct 28 Due: Monday, Oct 28 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
Have a copy of the protocol in front of you as you watch video		1

List two questions you have about the assessment		2
Fill out and answer questions		2

SIB-R video worksheet2.docx [Download \(plugins/Upload/fileDownload.php?fileId=84062db3-SvSJ-Joaa-VYUW-994175a709c8&pubhash=uk1L1MSJuWEpXldW4yjWXhMfevyCjbe26j_rU3A6y3-A-Sq6EL1fCjqJfaACPL7VDCjnyxLe47lb7amqjL8TvQ==\)](https://www.dropbox.com/s/994175a709c8&pubhash=uk1L1MSJuWEpXldW4yjWXhMfevyCjbe26j_rU3A6y3-A-Sq6EL1fCjqJfaACPL7VDCjnyxLe47lb7amqjL8TvQ==)

WJIV Cognitive

Oct
30

Due: Wednesday, Oct 30 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- PLAAF and MAG are not counted as part of the one page summary.		4
Write a 1 page reflection		2
TOTAL		25

WJ IV Write up Example.docx [Download \(plugins/Upload/fileDownload.php?fileId=bd70fec1-Mngb-9dww-XqE4-6nae0ed4663e&pubhash=RODiIYW8MSv89gj4VEecZrTn0aVMtD5q-p8OdblkErkUZ82Rp5HGGfWM3e90OzaY4M45VltlyfGDb_kc_vNLg==\)](https://www.dropbox.com/s/6nae0ed4663e&pubhash=RODiIYW8MSv89gj4VEecZrTn0aVMtD5q-p8OdblkErkUZ82Rp5HGGfWM3e90OzaY4M45VltlyfGDb_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

Quiz Chapter 11.2

Oct
30

Due: Wednesday, Oct 30 at 2:30 pm

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

Progress Monitoring Assessments and Graph

Oct
30

Due: Wednesday, Oct 30 at 11:59 pm

Assignment #3 Collect Progress Monitoring Data and Make a Data Based Decision Due Oct 28

During Weeks 3-5 of your first setting

1. Work with the same student
2. Give a progress monitoring assessment once a week for 3 weeks
3. Give the progress monitoring assessment associated with the benchmark
 - a. DIBELS Progress Monitoring FSF, PSF, NWF <https://dibels.org/dibelsnext.html>
(<https://dibels.org/dibelsnext.html>)
 - b. DIBELS Progress Monitoring DORF (Grades 1-6) (Use Survey Level Assessment to Determine Grade Level)
<https://dibels.org/dibelsnext.html> (<https://dibels.org/dibelsnext.html>)
 - c. DIBELS Daze Progress Monitoring (Grades 3-6) <https://dibels.org/dibelsnext.html>
(<https://dibels.org/dibelsnext.html>)

- d. Easy CBM Progress Monitoring <https://www.easycbm.com/> (<https://www.easycbm.com/>)
- e. Teacher made CBA of an academic skill (SEVERE ONLY)

4. Graph the data on a line graph include

- a. Benchmark and Target
- b. Student Performance Data
- c. Trendline

5. Discuss your results with your mentor teacher or TA

- a. What is the data telling us about the student's performance?
- b. What changes should be made to instruction if any?

6. Write a two to three-page double spaced reflection that describes your student, describes the progress monitoring tool you used and why it was selected, describes how the progress monitoring sessions went, discusses the student's performance in relation to the aimline. Provides and justifies an instructional decision (maintain current instruction and why, intensify current instruction and why, or decrease current instruction and why)

Submit your assessments in class and submit your graphs and a one page reflection (double spaced) on Learning Suite by Oct 28

Rubric

Criteria	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1	Does not address 0	Score
Description of student	Description includes age, grade, and detailed information about student skills.	Description includes age, grade, and some information about student skills.	Description includes age and grade.	No description.	
Description of Progress Monitoring Tool	Describes the progress monitoring tool accurately and in detail.	Describes the progress monitoring tool somewhat accurately and in some detail.	Describes the progress monitoring tool inaccurately and in with little detail.	No description of the progress monitoring tool.	
Description of Progress Monitoring Sessions	Describes the progress monitoring sessions in detail.	Describes the progress monitoring sessions in some detail.	Describes the progress monitoring sessions in little detail.	No description of the progress sessions.	
Description of student performance	Describes student performance using data, in relation to the aimline, accurately, and in detail.	Describes student performance using data, accurately, and in some detail.	Describes student performance in minimal detail.	No description of the student performance.	

Instructional changes discussed with teacher or Practicum TA	Discussion of ideas for changes to instruction. Evidence of communication with teacher or practicum TA.	Discussion of ideas for changes to instruction.	Limited discussion of changes to instruction. Or discussion is inaccurate.	No discussion of changes to instruction.	
Justifies the instructional change	Discussion of the instructional change is appropriate and justified in detail.	Discussion of the instructional change is appropriate and justified in some detail.	Discussion of the instructional change is justified in minimal detail.	No justification of the instructional change.	
Appropriate progress monitoring assessment	Submitted 3 progress monitoring assessments with the same skill, and requirements in each and same skills and requirements as the benchmark.	Submitted 2 progress monitoring assessments with the same skill, and requirements in each.	Submitted 1 progress monitoring assessments or skills and requirements are not the same in each.	No progress monitoring assessments submitted or progress monitoring is not appropriate.	
Progress monitoring assessments completed correctly	All portions of progress monitoring assessments completed correctly.	Almost all portions of progress monitoring assessments are completed correctly.	Some portions of progress monitoring assessments are completed correctly	Progress monitoring assessments were not completed correctly.	
Benchmark graph completed correctly	Progress monitoring graph includes benchmark, target, aimline, performance line, trendline, title, and legend.	Progress monitoring graph includes benchmark, target, aimline, performance line, trendline, and title.	Progress monitoring graph missing benchmark, target, aimline, performance line, or trendline.	No graph	
Writing style	Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics. At least 2 pages.	Paper is written in paragraph style with good attention to grammar, spelling and mechanics. At least 2 pages.	Paper is written in paragraph style with some attention to grammar, spelling and mechanics. Less than two pages.	Paper is not written in paragraph style with little attention to grammar, spelling and mechanics. Less than one page.	
Format	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. No extra spaces or headings throughout paper. At least 2 pages.	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. At least 2 pages.	Page includes name with title directly below with no spaces. Body is double spaced. Less than 2 pages	Less than one page or excessive headings or spaces.	

Total					/33
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Quiz Chapter 9

Nov
06

Due: Wednesday, Nov 06 at 2:30 pm

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

Final Assessment Plan

Nov
08

Due: Friday, Nov 08 at 11:59 pm

Group members should submit a final assessment plan. The final assessment plan should be completed and submitted on a word doc on Learning Suite by the date indicated.

Submit a finalized proposal for your group case study

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
- Planned Tests for Referral
- Planned Test Administrator for each assessment
- Areas to consider for test accommodations
- Planned Dates and Times and Length of session for each assessment

Rubric for grading assessment plan

Names of everyone in the group	.5
All Required Items were included with appropriate detail	2.5
Proposal for testing is logical and well-planned	1
Professional Language and Writing	1
Total	/5

CARS

Nov
11

Due: Monday, Nov 11 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.

Nov
11

Due: Monday, Nov 11 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

WJIV AchievementNov
13

Due: Wednesday, Nov 13 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 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

Formal Assessment ObservationNov
13

Due: Wednesday, Nov 13 at 2:30 pm

Assignment #1 Formal Assessment Observation

During your first or second day of your second practicum setting:

1. Schedule a time to meet with your mentor teacher to talk about formal assessments
 - a. Find out what kind of formal tests are used in re-evaluations or initial placement meetings (e.g., Woodcock Johnson, BOS, SSIS, WISC, Brigance)

2. List all the formal tests that will be collected by your mentor teacher or another service provider in the school during the fall semester.
3. Choose one of the tests to observe.
 - a. 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.
 - b. During the observation, write detailed notes describing what you see the examiner doing during testing.
 - i. *Please do not interrupt or distract the teacher/student during testing.*
 - c. After the observation, share your notes with the teacher and ask any clarifying questions that might help you complete the report.
4. Write a 2-page double spaced reflection about that includes your teacher interview and your assessment observation
 - a. What kinds of tests will be used in classroom and school this fall?
 - b. What test did you observe and what was the point of assessment for this student?
 - c. Describe what happened during testing.
 - d. Summarize the results of testing including statistical information (i.e., normative or criterion-referenced information, standard scores, subdomain summaries)?
 - i. *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.*
 - e. What was the purpose of assessment for this student?
 - f. What questions do you have after watching the assessment?

Submit your reflection, notes, and formal test “calendar” on Learning Suite.
 Assignment #1 Rubric

Criteria	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1	Does not address 0	Score
Shows evidence of meeting with teacher	Describes when and where the meeting took place. Meeting took place in person.	Describes when the meeting took place. Meeting took place in person or by email.	Mention of communication with teacher.	No evidence of meeting with teacher	
Discussion includes description of a variety of assessments	Discusses three or more academic assessments with description. At least one formal and one informal.	Discusses at least two academic assessments with description. At least one if formal and one is informal.	Discusses at least one assessment with description or two or more without description.	No discussion of assessment types	
Describes an appropriate assessment to observe	Selects an academic assessment with a detailed description.	Selects an academic assessment with a description.	Selects an academic assessment with no description.	No assessment or a non-academic assessment	
Describes what happens during the assessment	A detailed description of what happens sequentially during the assessment.	A detailed description with an overview of the assessment.	A description of giving the assessment with minimal detail.	No description of what happens during the assessment.	
Provides information on what was learned from the assessment	A detailed description of 3 or more things that were learned from the assessment.	A detailed description of 2 things that were learned during the assessment.	A detailed description of 1 thing that was learned during the assessment.	No description or very little detail.	

Includes a discussion of further questions they have about assessment	TC shows evidence of thinking deeply about assessment and providing three or more questions they have.	TC shows evidence of some thinking about assessment and provides at least two questions they have.	TC shows evidence of minimal thinking about assessment and provides at least one question they have	No discussion about further questions	
Writing style	Paper is written in paragraph style with excellent attention to grammar, spelling and mechanics.	Paper is written in paragraph style with good attention to grammar, spelling and mechanics.	Paper is written in paragraph style with some attention to grammar, spelling and mechanics.	Paper is not written in paragraph style with little attention to grammar, spelling and mechanics.	
Format	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. No extra spaces or headings throughout paper. At least 2 pages.	Page includes name with title directly below with no spaces. No additional headings or spaces in title. Body is double spaced. At least 2 pages.	Page includes name with title directly below with no spaces. Body is double spaced. Less than 2 pages	Less than one page or excessive headings or spaces.	
Total					/24

BASC- Video

Nov
13

Due: Wednesday, Nov 13 at 11:59 pm

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

Assessment Review [Download \(plugins/Upload/fileDownload.php?fileId=e245d0bc-Hi95-3ORY-NIJC-j1cf8d064fc7&pubhash=kopuzFNIIUcs1kqUkiHFY47xN-9CFMzK42dFGNojDalUNIYCnbiBrLWwuOq5BEtYErNKpsTXbXxOOmMs_tgJ-Q==\)](https://vimeo.com/album/2999242)

WISC

Nov
20

Due: Wednesday, Nov 20 at 11:59 pm

Assessment Review in-class assignment

Quiz Chapter 8

Dec
02

Due: Monday, Dec 02 at 2:30 pm

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

Brief Comprehensive Writeup

Dec
04

Due: Wednesday, Dec 04 at 2:30 pm

Assignment #2 Brief Comprehensive Assessment Writeup

During Weeks 3-5 of your second setting

1. Gather scores from at least one measure related to the formal test you observed in Assignment #1 (concurrent validity), scores from an academic assessment, and scores from a measure of cognitive performance.
2. Write a brief 2-3 page summary of these data including:

- a. Provide a brief summary of the assessment context including a description of the current needs of the student or the justification for further assessment.
- b. A description of the purpose, administration procedures, and measures associated with each test you include in this brief writeup.
- c. A table placing all standard scores and percentiles next to one another for comparison.
- 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.*

Submit your writeup on Learning Suite

Assignment #2 Rubric

Criteria	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1	Does not address 0	Score
Description of student	Description includes age, grade, and detailed information about student skills.	Description includes age, grade, and some information about student skills.	Description includes age and grade.	No description.	
Description of formal test (you observed)	Describes the formal test(s) accurately and in detail.	Describes the formal test(s) somewhat accurately and in some detail.	Describes the formal test(s) inaccurately and in with little detail.	No description of the formal test(s) is provided.	
Description of formal test (academic)	Describes the formal test(s) accurately and in detail.	Describes the academic test(s) somewhat accurately and in some detail.	Describes the academic test(s) inaccurately and in with little detail.	No description of the academic test(s) is provided.	
Description of formal test (cognitive)	Describes the formal test(s) accurately and in detail.	Describes the formal cognitive test(s) somewhat accurately and in some detail.	Describes the formal cognitive test(s) inaccurately and in with little detail.	No description of the formal cognitive test(s) is provided.	
An APA table summarizes key data	A table is included that summarizes all key data, conforms to APA standards, and is well-organized.	The table is somewhat accurate and in some detail.	The table 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					/30

UNIT

Dec
04

Due: Wednesday, Dec 04 at 11:59 pm

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

We will complete the Assessment Review in class.

Educational Assessment- Video

Dec
09

Due: Monday, Dec 09 at 2:30 pm

Part I: Administration Proficiency (20 pts.)

Item	Score		
The Evaluator:	Pts. Earned	Pts. Possible	NA
1. Reviewed prior assessment results and student needs prior to testing.		2	
2. Prepared a suitable location with necessary materials and equipment.		1	
3. Established a rapport prior to assessment.		2	
4. Explained the purpose of assessment in an appropriate manner.		1	
5. Maintained student attention during the assessment.		2	
6. Used appropriate prompting procedures.		2	

7. Repeated or demonstrated items as appropriate.		2	
8. Administered items in correct order and gave all items.		2	
9. Provided appropriate feedback to student responses to the items.		2	
10. Properly managed inappropriate behavior.		2	
11. Ended the assessment positively with appropriate praise.		2	

Part II: Scoring Proficiency (20 pts.)

Item	Score		
	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	

PPVT

Dec
09

Due: Monday, Dec 09 at 11:59 pm

Complete the assessment review in class.

Case Report Write-up

Dec
11

Due: Wednesday, Dec 11 at 2:30 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.

EXAMPLEcasestudy.docx [Download \(plugins/Upload/fileDownload.php?fileId=ed2b3a25-Nx92-kvG6-msLH-tr4e9d2d0ad7&pubhash=aXLvhPzBXCKN0Qbx1oDBpjXMGHJsgMrh4nXIZ_S5dQuL_rizx5EzUdSJU0UP_UDm6Q0kKZSt_BSDayHFFI_7Q==\)](#)
 TEMPLATEcasestudy.docx [Download \(plugins/Upload/fileDownload.php?fileId=c3bc01ad-RBJn-x4NY-K1fL-Dbd48fcc1cc6&pubhash=NHZBILwN4Db2CJPDFbL5NHU09puae3DC-82rk41WHOFars2QqBUS5fZAMYLI2E12BGeeivO41jEaN1WjLcT6Yw==\)](#)

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

Case Study Reflection

Dec
11

Due: Wednesday, Dec 11 at 2:30 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.

Oral Presentation

Dec
11

Due: Wednesday, Dec 11 at 2:30 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	

Participation Points

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

Final Exam

Dec
19

Due: Thursday, Dec 19 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Quizzes	15.89%
Exams	17.91%
Assessment Review	5.45%
Assessments (given outside of class)	17.13%
Fall Practicum	20.25%
Final Case Study	15.58%
Participation	7.79%

Schedule

Date	Column 1	Column 2
Week 1		
W Sep 04 Wednesday	Introduce syllabus and course expectations	Quiz Chapter 1 Opens Prayer/Spiritual Thought Sign up
Week 2		
M Sep 09 Monday	Chapter 1 Key Assessment Terms Combined with Mild/Moderate in 331 MCKB	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 . Ch1 Study Guide 420.docx Download Quiz Chapter 2 Opens Quiz Chapter 1 Closes
W Sep 11 Wednesday	Chapter 2 Steps in the assessment process <ul style="list-style-type: none">• Screening• Pre-referral/referral• Determining eligibility• Re-evaluations/progress monitoring	Chapter 2 Steps in the Assessment Process Ch2 Study Guide 420.docx Download Quiz Chapter 2 Closes Quiz Chapter 3 Opens
Week 3		
M Sep 16 Monday	Chapter 3 Practical Measurement Concepts <ul style="list-style-type: none">• Measures of central tendency & variability• Reliability• Validity Sample Data Informal Assessment	Chapter 3 Practical Measurement Concepts Ch3 Study Guide420.docx Download Quiz Chapter 3 Closes Quiz Chapter 11.1 Opens

W Sep 18 Wednesday	<p>Chapter 11.1 Assessing Academic Achievement: General Strategies p. 242-253</p> <ul style="list-style-type: none"> • Curriculum-based assessment • Curriculum-based measurement <p>Easy CBM Heidi Nelson GUEST LECTURE Combined with Mild/Moderate in BRMB 380</p>	<p>Chapter 11 Assessing Academic Achievement Study Guide Ch. 11 (p. 242-253).docx Download</p> <p>Before class</p> <ol style="list-style-type: none"> 1. Click on the link below https://app.easycbm.com/heidiabe 2. Click on CPSE 420.2019 3. Click on your name 4. Take the assessments (3) <p>https://www.easycbm.com/</p> <p>https://acadiencelarning.org/acadiencereading.html</p> <p>Quiz Chapter 11.1 Closes</p>
Week 4		
M Sep 23 Monday	In-class Assessment Review: Brigance	Practicum-Assessment Observation
W Sep 25 Wednesday	<p><u>Review IEP Process/Write Present Level of Academic and Functional Performance/IEP Goals.</u> IEP (Pre-referral) process.</p> <p>Dynamic Learning Maps Rubric & Portfolio Assessments</p>	<p><u>Essential Elements</u> <u>DLM Handout</u> <u>DLM Score Report</u></p> <p>Quiz Chapter 4 Opens</p>
Week 5		
M Sep 30 Monday	<p>Test Scores and What they Mean Graphing Combined with Mild/Moderate in BRMB 380</p>	<p>Chapter 4 Test Scores and What They Mean Ch4 Study Guide 420.docx Download</p> <p>Benchmark Assessment Quiz Chapter 4 Closes Confidentiality Form</p>
W Oct 02 Wednesday	<p><u>Visual/Auditory Processing Problems/Learning Styles/Motor Proficiency Task Analysis</u></p> <p>In-Class Assessment Review: VMI</p>	<p>Brigance Beery VMI</p>
F Oct 04 Friday		
Week 6		
M Oct 07 Monday	<p>TWS 3 Assessment Plan Bring completed TWS 2 to class</p>	<p>Chapter 5 Selecting and Using Assessment Instruments Ch5 Study Guide 420.docx Download</p> <p>Quiz Chapter 6.1 (p. 102-127) Opens</p>
W Oct 09 Wednesday	<p><u>WJ IV Cognitive Battery.</u> Learn the WJ IV Cognitive. Administer and scoring.</p> <p>Check out WJ Cognitive kit (1 per practicum group) and 5 protocols</p> <p>Heidi Nelson GUEST LECTURE Combined with Mild/Moderate in BRMB 380</p>	<p>Chapter 6 Pg. 102 - 127 Assessing Intelligence Ch6 Study Guide (102-127) 420.docx Download</p> <p>Quiz Chapter 6.1 (p. 102-127) Closes</p>
Week 7		

M Oct 14 Monday	Woodcock Johnson IV Cognitive Heidi Nelson GUEST LECTURE Combined with Mild/Moderate in BRMB 380	Quiz Chapter 6.2 (127-132) Opens
W Oct 16 Wednesday	Behavioral Assessment. Eligibility for ED. Adaptive Behavior Review Vineland	Chapter 6 Pg. 127-132 Adaptive Behavior Ch6 Study Guide (127-132) 420.docx Download Vineland Appendices Utah SPED Rules and Regulations Vineland Quiz Chapter 6.2 (127-132) Closes
F Oct 18 Friday		
Week 8		
M Oct 21 Monday		Midterm Opens
W Oct 23 Wednesday	TECBD MIDTERM- Taken on LS- No class this day	
F Oct 25 Friday		Initial Assessment Plan Midcourse Evaluation
Week 9		
M Oct 28 Monday	Woodcock-Johnson IV Achievement Battery. Learn the WJ IV Cognitive, administration, scoring, and basic interpretation. Check out WJ IV Achievement kit —1 per team. Combined with Mild/Moderate in 380 BRMB	SIB-R video Watch SIB R Video: https://vimeo.com/album/2999242 password: cpse420 Quiz Chapter 11.2 Opens Midterm Closes
T Oct 29 Tuesday	Devotional: Mark L. Pace, Sunday School General President	
W Oct 30 Wednesday	Chapter 11.2 Assessing Academic Achievement: General Strategies p. 253-264 <ul style="list-style-type: none"> • Norm-referenced tests of achievement • Kaufman Test of Education Achievement II • Woodcock-Johnson Achievement III Woodcock-Johnson IV Achievement Battery. Measurement Concepts. Combined with Mild/Moderate in BRMB 380	Chapter 11.2 Achievement Testing Ch11.2 Study Guide 420 (p. 253-264).docx Download WJIV Cognitive Quiz Chapter 11.2 Closes Progress Monitoring Assessments and Graph
Week 10		
M Nov 04 Monday	Administer, score, and interpret the SIB-R (video). Bring a copy of SIB-R to class 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.	Quiz Chapter 9 Opens

W Nov 06 Wednesday	Learn how to Administer the BOS	<p>Read:</p> <ul style="list-style-type: none"> Chapter 9 p. 194-204, 210-218 <p>Do:</p> <ul style="list-style-type: none"> Ch9 Study Guide 420 Fa19.docx Download <p>Quiz Chapter 9 Closes</p>
F Nov 08 Friday		Final Assessment Plan
Week 11		
M Nov 11 Monday	<p><u>Autism</u></p> <p>Administer, score, and interpret the CARS. Dr. Terisa Gabrielsen GUEST LECTURE Combined with Mild/Moderate in BRMB 380</p>	<p>CARS SIB-R</p>
W Nov 13 Wednesday	Behavioral Assessment Scales for Children	<p>Watch: BASC Video on Vimeo</p> <p>BASC- Video WJIV Achievement Formal Assessment Observation</p>
Week 12		
M Nov 18 Monday	<u>Ecological Inventories</u>	State Accommodations and Testing Policies
T Nov 19 Tuesday	Forum: Henry Louis Gates, Jr., Emmy Award-winning Filmmaker and Historian	
W Nov 20 Wednesday	<p>SLD eligibility and RTI. In-class Assessment Review: WISC</p>	<p>Quiz Chapter 8 Opens WISC</p>
Week 13		
M Nov 25 Monday	HAPPY THANKSGIVING- No Class	
W Nov 27 Wednesday	No Classes	
Week 14		
M Dec 02 Monday	<p><u>Language and Bilingual Assessment</u></p> <p>Disproportionate representation. Language Interviews.</p>	<p>Chapter 8 Language and Bilingual Assessment Ch8 Study Guide 420.docx Download</p> <p>Quiz Chapter 8 Closes</p>
W Dec 04 Wednesday	Eligibility for CD	<p>Watch the Unit Video on vimeo</p> <p>UNIT Brief Comprehensive Writeup</p>
Week 15		
M Dec 09 Monday	PPVT- In class review	<p>PPVT Educational Assessment- Video</p>
W Dec 11 Wednesday	<p>Case Study Oral Presentations</p> <p>Review for Final</p>	<p>Case Study Reflection Case Report Write-up Oral Presentation</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><u>Case-study Reports Due</u></p> <p>Participation Points Final Exam Opens</p>
Week 16		

M Dec 16 Monday	Final Exam: 341 MCKB 2:30pm - 5:30pm	
Th Dec 19 Thursday		Final Exam Closes