

## Instructor/TA Info

### Instructor Information

**Name:** Heidi Nelson  
**Office Location:** 340-P MCKB  
**Office Phone:** 801-422-1690  
**Office Hours:** Mon, Wed 12:05pm-1:00pm  
 Or By Appointment  
**Email:** heidi\_nelson@byu.edu

### TA Information

**Name:** Aubrey McDonald  
**Email:** aubrey.m.sintay@gmail.com

## Course Information

### Description

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

### Learning Outcomes

#### 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.

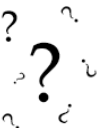
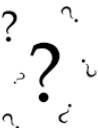
#### Informal assessment

3. Describe informal assessments and applications for various disabilities.

#### Assessment and individualized education programs (IEP)

5. Use assessment results in creating individualized education programs.

### Materials

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

### Grading Scale

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

D	64%
D-	60%
E	0%

## Grading Policy

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

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the **beginning** of class. Please do not work on assignments during class. **Late assignments will be worth 50% for up to one week. After a week they will not be accepted** In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

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

Complete all in-class assignments.

**No extra credit** will be offered in this course.

## Classroom Procedures

Complete all in-class assignments.

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

Interact in a professional manner with all students and parents that you work with as a part of the learning activities for this course following the professionalism rubric.

Complete assigned readings *before* class

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

## Teaching Philosophy

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

## Attendance Policy

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

## Assignments

### Assignment Descriptions

#### IEP Video Reflection

Sep  
04

Due: Wednesday, Sep 04 at 11:59 pm

Step 1: Read the following Case Study and the Snapshot IEP

James Rojas Case Study.pdf [Download \(plugins/Upload/fileDownload.php?fileId=5cbab214-cb5j-5GQk-Tmte-wn4bc105528e&pubhash=A3\\_30fnl4-iiVt0XEOh-0k2ihZt043G37msMGI-EVhT2D6b0jpTLtBFQCf7E6Poi2V4VHbEpz-1wUYBqnmXag==\)](#)

Snapshot IEP.James Rojas.pdf [Download \(plugins/Upload/fileDownload.php?fileId=88977a2e-14Jw-pWtF-uFDq-](#)

[0eb591cf2cd6&pubhash=q3RcT0sBoUj2xQ2VYM2qYaFvuw8bn85SQ9D7jwyOnlWY7iixMschdGhN5T2hgyBPtlcJbDEDI11M-X-Vn9Mt0A==\)](#)

Step 2: Watch these 4 IEP Video Segments

[http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351029073001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001)

([http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351029073001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001)).

[http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351040951001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001)

([http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351040951001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001)).

[http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351040949001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001)

([http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351040949001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001)).

[http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351018355001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001)

([http://players.brightcove.net/1126213333001/default\\_default/index.html?videoId=5351018355001](http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001)).

Step 3: Write a reflection paper that is 2 pages, double-spaced, Times New Roman.

Questions to consider:

1. What did you learn about IEP meetings from this video?
2. What elements of the IEP meeting did you like, dislike? Were there any surprising moments/events?
4. What type of information was included in the James Rojas Case Study IEP (snapshot)?
5. What questions did you develop while watching/ reading?

#### Study Guide Chapter 1

Sep  
09

Due: Monday, Sep 09 at 11:59 pm

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

CPSE 420 Study Guide Chapter 1.docx [Download \(plugins/Upload/fileDownload.php?fileId=605f515d-PbDZ-3Ht5-xXVO-](#)

[co08d27872b7&pubhash=XuXy\\_bQvKqBfHtFp-i6Uo2LgGFdmT3\\_Rfg473txa9wmjZa3Ed\\_VnsQ0B8klv6YzRIHulj\\_j4aNLy87xtAK\\_2w==\)](#)

#### Study Guide Chapter 11

Sep

11

Due: Wednesday, Sep 11 at 2:25 pm

**Ch 11 Assessing Academic Achievement**

CPSE 420 Study Guide Chapter 11.docx [Download \(plugins/Upload/fileDownload.php?fileId=25e6301d-LgLI-MZYJ-5ZpJ-mQ79f0f6e4eb&pubhash=nG4d9xwYsSIMbDESh4F8HT5Pu3OfTADm75ErfBDH1K7cnNnqLvI0ljqpwjOFmpNrWq-RE8jvTPc8n-I06rePg==\)](#)

**Study Guide Chapter 2**

Sep

16

Due: Monday, Sep 16 at 2:25 pm

**Ch. 2 Steps in the Assessment Process**

CPSE 420 Study Guide Chapter 2.docx [Download \(plugins/Upload/fileDownload.php?fileId=55685f31-3SZa-ZAgV-gOoY-Qqffc4b47beb&pubhash=bk2uyit8iWlshcfxyrwZl8sf2lg0TsK16-gW8Wh4-meYbR\\_m8voyvpLDZUhlOmcAq2hkfkwWpPnE3ml4rFo4Yw==\)](#)

**Assessment Observation Assignment**

Sep

23

Due: Monday, Sep 23 at 2:25 pm

Assessment Observation Assignment is due. Please submit on LS

Informal Assessment Assignment.2019.V2.docx [Download \(plugins/Upload/fileDownload.php?fileId=1564cb5d-xHaX-UCPC-xopB-MA802342b061&pubhash=LyNIFcsazQP5YNlrUYg0ZaghK2JDN13fwBkb0ljJ0\\_vJP6pq\\_UiXi2mkTJx0zu7I2X0nl7I5taj31AMG\\_yGGqw==\)](#)

**Study Guide Chapter 3**

Sep

23

Due: Monday, Sep 23 at 2:25 pm

**Ch. 3 Practical Measurement Concepts**

CPSE 420 Study Guide Chapter 3.docx [Download \(plugins/Upload/fileDownload.php?fileId=31dad978-6T3V-BzDh-GRxw-B4e9b64267e4&pubhash=Y8\\_CB2VzDtlpLOFY9pnJpDErKsg0nGWThV7oEWKU\\_KbGgLREziYtOaCiCezgzNm1M7IAfc3BK8N5dFWMg1yIhg==\)](#)

**Study Guide Chapter 4**

Sep

25

Due: Wednesday, Sep 25 at 2:25 pm

**Ch. 4 Test Scores and What They Mean**

CPSE 420 Study Guide Chapter 4.docx [Download \(plugins/Upload/fileDownload.php?fileId=19aa31f6-l8SH-MfQr-BSbo-OA6e76f45143&pubhash=REw2IK85HgBNw0i-DKj6N72DsNRt0iHRetw22Soq2HDPzyuwWztqz1C23Z\\_C\\_FcinvSpRitG3fsHfyroOMpoCQ==\)](#)

**Administering a Benchmark Assessment**

Sep

30

Due: Monday, Sep 30 at 2:25 pm

Submit your benchmark assessment in class and your write up on LS

Informal Assessment Assignment.2019.V3.docx [Download \(plugins/Upload/fileDownload.php?fileId=e6bd5889-twgD-Oor7-scTf-4v64c1b6bf39&pubhash=F0lkaDiaJUTbl5EBt\\_nVISY\\_TV0LmjxvTssDNQ6kbym0bCa3WSUOK2t3xbDNd7edGJ\\_OFFAcYOlRP1XeOfwfkA==\)](#)

**Study Guide Chapter 5**

Oct

07

Due: Monday, Oct 07 at 2:25 pm

**Ch 5 Selecting and Using Assessment Instruments**

CPSE 420 Study Guide Chapter 5..docx [Download \(plugins/Upload/fileDownload.php?fileId=72f07d28-WhDv-HoGD-tC5L-8pef9f01d05b&pubhash=oom8yBFcIKcULHFDUbk1j0ezBwJtbxvtjEHvs8MJgPXNy32J0OFowEdoVeTAAN0HnO1AYnDbVYVtIs53YoHA==\)](#)

**Study Guide Chapter 6**

Oct

09

Due: Wednesday, Oct 09 at 2:25 pm

**Chapter 6 Assessing Intelligence**

CPSE 420 Study Guide Ch 6.docx [Download \(plugins/Upload/fileDownload.php?fileId=9a519cb1-HmeN-Op9M-Rw2u-H2cbecbd6625&pubhash=OC7h8kUmmlD-ce5RRqxTh3ME3SD8ytYJwDarHEDtoET4f9gluwcqZIM1LlxQUvNLYtteeYs8zqtPM-9e2wAw==\)](#)

**WISC Assessment Review**

Oct

23

Due: Wednesday, Oct 23 at 2:25 pm

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

### Progress Monitoring Assessments and Data Based Decision

Oct  
28

Due: Monday, Oct 28 at 2:25 pm

Submit your progress monitoring assessments in class and your graph and write up on LS

Informal Assessment Assignment.2019.V3.docx [Download \(plugins/Upload/fileDownload.php?fileId=e6bd5889-twgD-Oor7-scTf-4v64c1b6bf39&pubhash=F0lkaDiaJUTbl5EbT\\_nVISY\\_TVoLmjxvTssDNQ6kbym0bCa3WSUOK2t3xbDNd7edGJ\\_OFFAcYOlRP1XeOfwfkA==\)](#)

### KTEA Assessment Review

Oct  
28

Due: Monday, Oct 28 at 2:25 pm

KTEA Assessment Review.2015.doc [Download \(plugins/Upload/fileDownload.php?fileId=de6b24ea-MTOS-QQga-t1YL-hm2d73c78525&pubhash=CVCCoVxDXThE-QERIKTt6IZ2XV0\\_FntRKJ0SMMhoeBac1ReyIVGlyQ\\_e2cfOtzOzGX2PgBeiQ-t6h6PG8bslfQ==\)](#)

### WJIII Cognitive Write Up

Oct  
30

Due: Wednesday, Oct 30 at 2:25 pm

Submit your WJ Cog written report on LS

CPSE 420 WJ III Cognitive Administration and Write Up.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=14b15269-HMXT-1EbH-RzPj-0p1181528462&pubhash=qrJORpxY7BP9-Gm\\_PrrlzGQrj10OJ6ib510FHch3Q873GLCS0PfxUOTSCAac\\_UWtkGN8xV2aldngtbn8c7eMA==\)](#)

### WJ Cog Administration

Oct  
30

Due: Wednesday, Oct 30 at 2:25 pm

Submit your completed WJ Cog Protocol, response booklet, score report and parent report.

CPSE 420 WJ III Cognitive Administration and Write Up.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=14b15269-HMXT-1EbH-RzPj-0p1181528462&pubhash=qrJORpxY7BP9-Gm\\_PrrlzGQrj10OJ6ib510FHch3Q873GLCS0PfxUOTSCAac\\_UWtkGN8xV2aldngtbn8c7eMA==\)](#)

### Initial Assessment Plan

Nov  
04

Due: Monday, Nov 04 at 2:25 pm

Submit Initial Assessment Plan

CPSE 420 Assessment Plan.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=6df6964d-GnZ9-AE8d-xS8O-Yfbb51fb1b37&pubhash=D8l\\_GhnYrve1h4tFc8AY-LI03-JY4aDfexV88YX1tSoWQ5F4hn4bXeguKI2xF283iLoWq3JC-PMU17mePWwsrg==\)](#)

### CPSE 420 Midterm

Nov  
05

Due: Tuesday, Nov 05 at 11:59 pm

This is a measure of your knowledge of the concepts covered in Ch. 1-7 of the text and in class discussions. Some questions will come directly from the text or lecture and some questions will cause you to apply your understanding of those concepts to answer the question. Once you start the test, you will not be able to go close and go back into the test, so please plan to take it in one setting. This is a closed book, note, and neighbor exam. Please do not discuss the exam with classmates who have not taken the exam.

### WIDA Out of Class Assignment

Nov  
11

Due: Monday, Nov 11 at 2:25 pm

Watch the video at <https://vimeo.com/146037475>

Here is the Powerpoint.

WIDA Sample students Individual Factors and WIDA[2].pptx [Download \(plugins/Upload/fileDownload.php?fileId=36732e07-Cb7q-MRXY-RMif-COc92ad4d89c&pubhash=CXlegX5IQjH9fGdO8Eo6AYSof-z59A5PJGczkiUw\\_XlyBdbIhRG1NZDXooQLAIEGEIUFQsezawoY\\_38hrt7w==\)](#)

Complete the video study guide

Study Guide for WIDA Access test.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dbdf97a2-l9bo-GnKu-0OwA-YV1ed4249d26&pubhash=0uh1BCb6buloY1A\\_nCZd6iv-HeE1W1rwXZ5BUIOzTv29fRclR3SvuveqXU8IHBOpS640dFg0h90MBQB\\_gOCU3Q==\)](#)

### Final Assessment Plan

Nov

11

Due: Monday, Nov 11 at 2:25 pm

Submit a final assessment plan on google docs.

Cut and paste if you haven't already. You can just update your initial assessment plan on your google doc.

CPSE 420 Assessment Plan.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=6df6964d-GnZ9-AE8d-xS8O-Yfbb51fb1b37&pubhash=D8l\\_GhnYrve1h4tFc8AY-LI03-JY4aDfexV88YX1tSoWQ5F4hn4bXeguKI2xF283iLoWq3JC-PMU17mePWwsrg==\)](#)

### Formal Assessment Observation

Nov

11

Due: Monday, Nov 11 at 2:25 pm

Complete Assignment #1 Formal Assessment Observation by this date.

CPSE 420 Formal Assessment Practicum Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=6a578fae-Mmq8-h4PU-2fJT-H16d8c4aac7f&pubhash=Vy1hwBeo-ovibmkXakG9-gfJeFJnpa\\_jvN0yp-FNWiY6xUIQ8HJ0W4z8OpYHtzxRMI-essZFf48drzwGOH\\_4eQ==\)](#)

### WJIII Achievement Administration

Nov

13

Due: Wednesday, Nov 13 at 2:25 pm

Submit your completed WJ IV Achievement Protocol, Response Booklet, Score report with CALP and parent report in class.

CPSE 420 WJ IV Achievement Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=3ddb3db2-Z8io-a2eu-Yxbq-Qcb0a68187ab&pubhash=Tf2cn8NRcgLJ\\_fC6uBrrlwAkSnd-4F4EJXKydh\\_sQIFv3sfBrXcv-0ITi7kj9Sma\\_L-MLvdxgCQwq-1Kopo2nQ==\)](#)

### WJIII Achievement Write Up

Nov

13

Due: Wednesday, Nov 13 at 2:25 pm

Submit your completed WJ Achievement Written Report on LS

CPSE 420 WJ IV Achievement Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=3ddb3db2-Z8io-a2eu-Yxbq-Qcb0a68187ab&pubhash=Tf2cn8NRcgLJ\\_fC6uBrrlwAkSnd-4F4EJXKydh\\_sQIFv3sfBrXcv-0ITi7kj9Sma\\_L-MLvdxgCQwq-1Kopo2nQ==\)](#)

### Study Guide Chapter 7

Nov

18

Due: Monday, Nov 18 at 2:25 pm

CH 7 Developmental Disabilities

CPSE 420 Study Guide Chapter 7.docx [Download \(plugins/Upload/fileDownload.php?fileId=69eb1aa8-mTN6-UEi0-UU0G-eJ75da47dd82&pubhash=uGP-NE5u1E0VsP94E\\_7akDL1VszogVG3PzMQGXu2DZnpiFN6bhYLYy7YS5\\_CqskpSOPxYtiTi68JSDivQCItg==\)](#)

### CARS 2 Write Up

Nov

20

Due: Wednesday, Nov 20 at 2:25 pm

CPSE 420 CARS Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dacc5e03-cYG9-N9Lj-wd19-jp77684b9649&pubhash=liwc-BvaeMW\\_WdewDcU6qLKtfileX7QJhXaeKoTZGPE6\\_INr5s9-tdubj5LHSejN5VaJdLnEH3litZJHdnq2w==\)](#)

### CARS-Administration

Nov

20

Due: Wednesday, Nov 20 at 2:25 pm

CPSE 420 CARS Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dacc5e03-cYG9-N9Lj-wd19-jp77684b9649&pubhash=liwc-BvaeMW\\_WdewDcU6qLKtfileX7QJhXaeKoTZGPE6\\_INr5s9-tdubj5LHSejN5VaJdLnEH3litZJHdnq2w==\)](#)

### Brigance Assessment Review

Nov

25

Due: Monday, Nov 25 at 2:25 pm

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

Brigance Assessment Review.2015r.doc [Download \(plugins/Upload/fileDownload.php?fileId=e9ccc11a-WkfW-HHY2-Q8qL-Jvd5486c1199&pubhash=DujAEmNIM1UcMH8SGBq7BVLmNz1pp1FM2geMG5MxUtMHUcSxs0SIVel3NzHu05X\\_-w5fDdXQR6yd1L6xa0cta==\)](#)

### Study Guide Online LS Chapter

Nov

25

Due: Monday, Nov 25 at 2:25 pm

Determining Inadequate Academic Achievement from The RTI Approach for Evaluating Learning Disabilities

CPSE 420 Study Guide LS Chapter .docx [Download \(plugins/Upload/fileDownload.php?fileId=1ec774e3-h1Qr-SLKL-OxZw-1m236e789845&pubhash=mQpSa4cai4T7ULIThLDU-6EblV6HVYLsLuxixpL9TDEKGNv-aCq8qxCUdKCEjuqLYxwmy\\_LwKMWQUWC-4OXew==\)](#)

## Connors Write Up

Dec  
02

Due: Monday, Dec 02 at 2:25 pm

CPSE 420 Connors Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d727241-XbSH-2BLo-BkOd-JO2a43b866bd&pubhash=AdZeLW-JMeMfh5ZFkSFgrLFsQshmcxrCBxYIQXdv4RiUVeFBhf3LuLYe-km1Zwerh63c\\_LztfVWUChOOyneQ==\)](#)

## Connors Administration

Dec  
02

Due: Monday, Dec 02 at 2:25 pm

CPSE 420 Connors Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d727241-XbSH-2BLo-BkOd-JO2a43b866bd&pubhash=AdZeLW-JMeMfh5ZFkSFgrLFsQshmcxrCBxYIQXdv4RiUVeFBhf3LuLYe-km1Zwerh63c\\_LztfVWUChOOyneQ==\)](#)

## Brief Comprehensive Assessment Write Up

Dec  
09

Due: Monday, Dec 09 at 2:25 pm

Complete the Brief Comprehensive Assessment Write Up and submit on LS.

CPSE 420 Formal Assessment Practicum Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=6a578fae-Mmq8-h4PU-2fJT-H16d8c4aac7f&pubhash=Vy1hwBeo-ovibmkXakG9-gfJeFJnpa\\_jvN0yp-FNWiY6xUIQ8HJ0W4z8OpYHztXRMI-essZF48drzwGOH\\_4eQ==\)](#)

## Oral Presentation

Dec  
11

Due: Wednesday, Dec 11 at 2:25 pm

Oral Presentation

Oral Presentation.docx [Download \(plugins/Upload/fileDownload.php?fileId=57ac3a09-a5TF-1JbQ-Efi3-o19cc60c2b59&pubhash=GK8hES5z15yY2pqftbBEb7J16gE7VWcHZVYpNkttB6Fbbac3VHbTqz9Epzq8Q7Jjzmq9OYiiV1jU90fTw8-usQ==\)](#)

## Comprehensive Educational Assessment

Dec  
11

Due: Wednesday, Dec 11 at 2:25 pm

Please submit a google doc of your Comprehensive Educational Assessment to [heidinelsonbyu@gmail.com](mailto:heidinelsonbyu@gmail.com)

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

Comprehensive Educational Assessment.2015R.docx [Download \(plugins/Upload/fileDownload.php?fileId=b1506e13-M8ho-0SH8-A8Ha-5De72c1890c7&pubhash=dl689TCnjwOx6Bdc9hTYRC6jWLVhk4Xfy-ZFNqvw7il-8T0ngzUUw13ZsHssUbvMri\\_glCC8Tyw7gl0MHkicg==\)](#)

## Educational Assessment Video

Dec  
12

Due: Thursday, Dec 12 at 2:25 pm

### Educational Administration Video

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

<https://byu.goreact.com/join/61ec2467-5b9a-4a16-a45a-8cc92e429c0d> (<https://byu.goreact.com/join/61ec2467-5b9a-4a16-a45a-8cc92e429c0d>)

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

Educational Administration Video.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=9e6bbe4c-4gIJ-5H88-CwJu-](#)

[lkce4d616e41&pubhash=T1RahKT4R4log1BxuYGIM5mNUPSvBtziNE71XRxO6Q9qHNXQsdHaB75EowPbTQY2BpsKJFN-OCHQ-flZXSyUA==\)](#)

## Final Exam Assessment Report

Dec  
12

Due: Thursday, Dec 12 at 11:59 pm

## CPSE 420 Final Exam

Dec  
16

Due: Monday, Dec 16 at 11:59 pm

This is where your score will be recorded for the final exam option you selected. You do not need to submit anything because your score will be transferred from the exam you chose to take.

## 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 visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires 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](mailto: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.

## Academic Honesty

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

## Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

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

## Schedule

Date	Mentored Teaching Experience	Class Topic	Reading and other Assignments
Week 1			

W Sep 04 Wednesday	No Mentored Teaching Experience	CPSE 420 Introduction Intro to Assessment	Watch IEP Video <b>IEP Video Reflection</b> Segment 1 (4:24) <a href="http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001">http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001</a> Segment 2 (5:41) <a href="http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001">http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001</a> Segment 3 (1:41) <a href="http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001">http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001</a> Segment 4 (7:14) <a href="http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001">http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001</a>
Week 2			
M Sep 09 Monday	No Mentored Teaching Experience	Review of Key Special Education Principles What is Assessment? Combine with Severe Section.	Chapter 1 Defining and Describing the Assessment of Students with Special Needs <b>Study Guide Chapter 1</b> Read Aims of a BYU Education <a href="http://aims.byu.edu/aims">http://aims.byu.edu/aims</a> Highlight three ideas that stick out to you
W Sep 11 Wednesday	No Mentored Teaching Experience	What is informal assessment? CBA, CBM, other informal assessments	Chapter 11 Assessing Academic Achievement <b>Study Guide Chapter 11</b>
Week 3			
M Sep 16 Monday	Week One Mentored Teaching Experience First Setting Observe an Informal Assessment this week	Steps in the Assessment Process - RTI/MTSS <a href="https://sites.google.com/site/sped10011/an-overview-of-idea">https://sites.google.com/site/sped10011/an-overview-of-idea</a>  CPSE 420 Eligibility Notes.2019.docx <a href="#">Download</a>	Chapter 2 Steps in the Assessment Process <b>Study Guide Chapter 2</b> Read Utah Rules and Regulations p. 21-56 <a href="https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507">https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507</a>
W Sep 18 Wednesday		DIBELS Benchmark and Progress Monitoring EASY CBM Combine with Severe Section Meet in 380 Brimhall	Before class 1. Click on the link below <a href="https://app.easycbm.com/heidiabe">https://app.easycbm.com/heidiabe</a> 2. Click on CPSE 420.2019 3. Click on your name 4. Take the assessments (3)  Bring DIBELS Benchmarking Materials and Administration Guide to class if you have them. You may have printed them in your CPSE 425 class.
Week 4			
M Sep 23 Monday	Week Two Mentored Teaching Experience First Setting Give a Benchmark CBM this week	Measurements - Terminology	Chapter 3 Practical Measurement Concepts <b>Study Guide Chapter 3</b> <b>Assessment Observation Assignment</b>
W Sep 25 Wednesday		Test Scores - Terminology - Types of Scores - Interpreting Scores	<b>Study Guide Chapter 4</b> Chapter 4 Test Scores and What They Mean



Week 5

M Sep 30 Monday	Week Three Mentored Teaching Experience First Setting  Give a Progress Monitoring CBM this week	Graphing Benchmark and Progress Monitoring Data  Bring your Benchmark scores to class  Combine with Severe Section  Meet in 380 Brimhall	<b>Administering a Benchmark Assessment</b>
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W Oct 02 Wednesday		Selecting Assessments	
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Week 6

M Oct 07 Monday	Week Four Mentored Teaching Experience First Setting  Give a Progress Monitoring CBM this week	TWS 3 Assessment Plan  Bring your completed TWS 2 to class	Chapter 5  Selecting and Using Assessment Instruments  <b>Study Guide Chapter 5</b>
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W Oct 09 Wednesday		WJIII Cognitive Administration    Combine with Severe Section  Meet in 380 Brimhall	<b>Study Guide Chapter 6</b>  Chapter 6  Assessing Intelligence
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Week 7

M Oct 14 Monday	Week Five Mentored Teaching Experience First Setting  Fall Break Oct 17, 18  Give your last Progress Monitoring CBM this week	WJIII Cognitive Administration    Combine with Severe Section  Meet in 380 Brimhall	
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W Oct 16 Wednesday		Discuss Initial Assessment Plan  <a href="https://www.northeastern.edu/graduate/blog/what-is-technical-writing/">https://www.northeastern.edu/graduate/blog/what-is-technical-writing/</a>  How to write a Assessment Report	
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Week 8

M Oct 21 Monday	No Mentored Teaching Experience	WISC Assessment Review Compuscore WJ Cog Discuss Case Study CPSE 420 Assessment Plan.2015.docx <a href="#">Download</a>	Check out one WISC assessment and one protocol per group and bring to class.  Bring your WJ-Cog protocols  You do not need to have given the test by this date  WJIV Compuscore  Go to <a href="https://www.wjscore.com/WJIV">https://www.wjscore.com/WJIV</a>  1. sign in (if you don't have sign in access contact <a href="mailto:diane_hancock@byu.edu">diane_hancock@byu.edu</a> )  2. Go to resources  3. Watch the following videos  <ul style="list-style-type: none"> <li>• Online scoring and reporting dashboard</li> <li>• Add and share an examinee</li> <li>• Add test record and enter test record data</li> <li>• Create reports</li> </ul> 3. If you feel comfortable, enter your data and print  <ul style="list-style-type: none"> <li>• Score report</li> <li>• Parent report</li> </ul> 3. Bring any questions you have to class on wed
W Oct 23 Wednesday		KTEA Assessment Review	Check out one KTEA assessment and one protocol per group and bring to class.  <b>WISC Assessment Review</b>  Review Ch 11 second half about formal assessment for achievement. No study guide.
Week 9			
M Oct 28 Monday	Week One Mentored Teaching Experience Second Setting	WJIV Achievement Administration  Combine with Severe Section Meet in 380 Brimhall	Check out one WJ Achievement and 5 protocols and response booklets per group to class.  <b>KTEA Assessment Review</b> <b>Progress Monitoring Assessments and Data Based Decision</b>
W Oct 30 Wednesday		WJIV Achievement Administration  Combine with Severe Section Meet in 380 Brimhall	<b>WJIII Cognitive Write Up</b> <b>WJ Cog Administration</b>
Week 10			
M Nov 04 Monday	Week Two Mentored Teaching Experience Second Setting	Midterm- No Class Take Midterm online by 11:55 pm	<b>Initial Assessment Plan</b>  Study for midterm  Review all study guides Ch 1-6 and class power points through ch 6. Also informal assessment (CBA, CBM, etc.) and WISC and KTEA Assessment Reviews  <b>CPSE 420 Midterm Opens</b>
T Nov 05 Tuesday			<b>CPSE 420 Midterm Closes</b>
W Nov 06 Wednesday		Out of Class Assignment  1. Cut and paste this URL into your browser to access this video.  2. Watch the WIDA Video Lecture <a href="https://vimeo.com/146037475">https://vimeo.com/146037475</a>  3. Use Powerpoint  WIDA Sample students Individual Factors and WIDA[2].pptx <a href="#">Download</a>  4. Complete the out of class assignment listed on Mon Nov 11  Professor Nelson out of town for TED Conference	Ch. 8  Bilingual Assessment-No Study Guide, but info may be on final.  Here is the study guide for your information only  CPSE 420 Study Guide Chapter 8.docx <a href="#">Download</a>
Week 11			

M Nov 11 Monday	Week Three Mentored Teaching Experience Second Setting	CARS 2 Administration  Dr. Gabrielson will present. Combine with Severe Section Meet in 380 Brimhall	<b>WIDA Out of Class Assignment</b> <b>Final Assessment Plan</b> <b>Formal Assessment Observation</b>
W Nov 13 Wednesday		ADHD Assessment Conners Administration	Bring the following to class 1 Conners assessment manual per group 1 Conners self report questionnaire per student 1 Conner's teacher report questionnaire per student 1 Conners parent report questionnaire per student  <b>WJIII Achievement Write Up</b> <b>WJIII Achievement Administration</b>
Week 12			
M Nov 18 Monday	Week Four Mentored Teaching Experience Second Setting	Brigance Assessment Review Developmental Assessment	Chapter 7 Developmental Assessment <b>Study Guide Chapter 7</b>
W Nov 20 Wednesday		Summarizing Formal Assessment	<b>CARS-Administration</b> <b>CARS 2 Write Up</b>
Week 13			
M Nov 25 Monday	No Mentored Teaching Experience Thanksgiving Holiday	Making Eligibility Decisions Using RTI	Read online chapter The chapter can be found on the content pages under LS Chapter. <b>Study Guide Online LS Chapter</b> <b>Brigance Assessment Review</b>
T Nov 26 Tuesday	<b>Friday Instruction</b>		
W Nov 27 Wednesday	<b>No Classes</b>		
Week 14			
M Dec 02 Monday	Week Five Mentored Teaching Experience Second Setting	Patterns of Strength and Weaknesses Guest Presenter	<b>Connors Write Up</b> <b>Connors Administration</b>
W Dec 04 Wednesday		No Class Work on Case Study Assessments	
Week 15			
M Dec 09 Monday		Case Study Oral Reports	<b>Brief Comprehensive Assessment Write Up</b>
W Dec 11 Wednesday		Case Study Oral Reports	<b>Comprehensive Educational Assessment</b> <b>Oral Presentation</b>
Th Dec 12 Thursday		All Class Assignments Must Be Submitted by This Date.	<b>Final Exam Assessment Report</b> <b>Educational Assessment Video</b>
Week 16			
M Dec 16 Monday	Final Exam: 331 MCKB 2:30pm - 5:30pm		<b>CPSE 420 Final Exam</b>