

**San José State University**  
**Connie L. Curie College of Education**  
**Department of Special Education**

**EDSE 206A Assessment Strategies for Students with Moderate  
and Severe Disabilities Section 01**

**Fall 2015**

**Course and Contact Information**

<b>Instructor:</b>	Sudha Krishnan
<b>Office Location:</b>	Sweeney Hall 235
<b>Telephone:</b>	(408) 888-9643
<b>Email:</b>	Krishnan_Sudha@cusdk8.org
<b>Office Hours:</b>	Before and after class or by appointment
<b>Class Days/Time:</b>	Monday 7:00-9:45
<b>Classroom:</b>	Sweeney Hall 230

**Course Format**

This course follows a traditional format of three hours of classroom time every week. Students will be expected to access readings and materials online to prepare for class or complete assignments. Students will also be expected to conduct interviews and assessments outside the classroom.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/sudha.krishnan> and/or on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description**

This course examines strategies for comprehensive assessment of students from

diverse backgrounds, including those with a variety of language and cognitive skills, for the purpose of making instructional decisions. This course has required field experiences and an emphasis on developing effective communication practices and collaborative partnerships.

## **Knowledge Base**

The philosophy of the specialist credential program in moderate/severe disabilities at San Jose State University is based on current, best practices in the field that include the assumption that students with moderate/severe disabilities are best educated with their peers in neighborhood schools and when included in general education classrooms with the support necessary to be successful. The foundation for coursework and fieldwork experiences required in this course utilize the theories and research-based practices advocated by Lou Brown et al. (1991), Wayne Sailor et al. (1989), Susan Stainback and William Stainback (1992), Michael Wehmeyer (2003), and Diane Browder et al. (2007). An emphasis is placed on person-centered and family-centered planning, general education content standards based assessment and curriculum, community-based assessment and instruction, and assisting students in building social networks, self-determination skills, and personal advocacy skills.

## **Learning Outcomes and Course Goals**

This course is intended to assist students to meet the competencies specified in the following CCTC Education Specialist Program Standards, Moderate / Severe Specialty Standards, and Teaching Performance Expectations:

### **Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated service based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public

agencies to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

### **Program Standard 5: Assessment of Students**

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and on-going program improvements. The program provides the opportunities for each candidate to demonstrate knowledge of required statewide assessments and local, state and federal accountability systems.

### **Program Standard 10: Preparation to Teach English Language Learners**

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.

Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy

connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standard. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.

### **Program Standard 15: Field Experiences in a Broad Range of Service Delivery Options**

The program will ensure that candidates have planned experiences and/or interaction with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experience in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectation for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

### **M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities**

The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance and autism spectrum disorders, while determining the implications of these characteristics for service delivery.

### **M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context**

Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.

#### **M/S Standard 4: Assessment, Program Planning and Instruction**

Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence-based instructional strategies to teach skills within school, community and work settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

#### **Teaching Performance Expectations**

TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments TPE 8: Learning About Students TPE 9: Instructional Planning

#### **Course Learning Outcomes [CLO]**

**Upon successful completion of this course, candidates will be able to:**

1. Identify the unique characteristics of learners with moderate to severe disabilities including students with autism spectrum disorders and those who are English Language Learners, and demonstrate an understanding of the impact of these characteristics on learning outcomes.
2. Discuss how accurately administered assessment tools can yield useful, reliable and valid nondiscriminatory information about student performance and progress and can effectively inform instruction for students with moderate to severe disabilities including those who are English learners
3. Articulate the steps in the assessment process and discuss the role of

assessment in the development of effective individualized education program goals for students with moderate to severe disabilities including those who are English learners

4. Demonstrate an understanding of the impact of socioeconomic, racial, cultural, and linguistic factors on assessment outcomes, and discuss the impact of these factors on the selection of appropriate evaluation strategies and test administration procedures for students with moderate to severe disabilities including those who are English learners
5. Select appropriate instruments and design an appropriate assessment plan that will yield information to address the assessment question for students with moderate to severe disabilities including those who are English learners
6. Utilize both formal and informal assessment methods and demonstrate the ability to carry out assessments in school settings incorporating multi-faceted assessment strategies for students with moderate to severe disabilities including those who are English learners
7. Demonstrate competency with the interpretation of assessment data, written preparation of test results, and oral presentation of assessment outcomes and discuss the implications of assessment results on the student's educational program for students with moderate to severe disabilities including those who are English learners
8. Demonstrate an understanding of person-centered/family centered planning and strength based functional/ecological assessments, including assessments of social integration and social functioning for students with moderate to severe disabilities including those who are English learners
9. Understand the role of assessment within the core curriculum/state standards in developing instructional programs for students with moderate and severe disabilities including those who are English learners
10. Conduct functional behavior assessments and develop positive behavior supports for students with moderate to severe disabilities including those who are English learners

## Required Texts/Readings

### Textbooks:

1. *Teaching Students with Severe Disabilities Authors: Westing, Fox, and Carter ISBN-10: 0133388085 ISBN-13: 9780133388084*
2. *Choosing Outcomes & Accommodations for Children 3<sup>rd</sup> edition Authors: Giangreco, Cloninger, and Iverson ISBN-10: 1598571877 ISBN-13: 978-1598571875*

Textbooks can be purchased through the [SJSU bookstore](http://sjsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65133&catalogId=10001&langId=-1) at <http://sjsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65133&catalogId=10001&langId=-1> or online from [Amazon](http://www.amazon.com) at [www.amazon.com](http://www.amazon.com).

### Supplemental Text:

#### *Assessment in Special Education: A Practical Approach (4<sup>th</sup> Edition)*

Authors: Pierangelo and Giuliani ISBN-10: 978-0132613262 ISBN-13: 0132613263

### Supplemental Readings:

Capizzi, A. M. (2008). From assessment to annual goal: Engaging a decision-making process in writing measurable IEPs. *TEACHING Exceptional Children*, 41(1), 18–25. doi:10.1177/004005990804100102

Conderman, G., & Hedin, L. (2012). Purposeful assessment practices for co-teachers. *TEACHING Exceptional Children*, 44(4), 18–27. doi:10.1177/004005991204400402

Cornelius, K. E. (2013). Formative assessments made easy: Templates for collecting daily data in inclusive classrooms. *TEACHING Exceptional Children*, 45(5), 14-21.

Kleinert, H., Green, P., Hurte, M., Clayton, J., & Oetinger, C. (2002). Creating and using meaningful alternate assessments. *TEACHING Exceptional Children*, 34(4), 40–47. doi:10.1177/004005990203400406

Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42(2), 44–51. doi:10.1177/004005990904200205

Meaden, H., Shelden, D.L., Appel, K., & DeGrazia, R. L. (2010). Developing a long-term vision: A road map for students' futures. *TEACHING Exceptional Children*, 43(2), 8-14.

Ryan, A. L., Halsey, H. N., & Matthews, W. J. (2003). Using functional assessment to promote desirable student behavior in schools. *TEACHING Exceptional Children*, 35(5), 8-15.

Shippen, M. E., Simpson, R. G., & Crites, S. A. (2003). A practical guide to functional behavioral assessment. *TEACHING Exceptional Children*, 35(5), 36-44.

Wells, J. C., & Sheehey, P. H. (2012). Person-centered planning: Strategies to encourage participation and facilitate communication. *TEACHING Exceptional Children*, 44(3), 32-39.

## **Library Liaison**

The library liaison is Teresa Slobuski. Teresa can be reached via email at: [teresa.slobuski@sjsu.edu](mailto:teresa.slobuski@sjsu.edu)

## **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **1) Weekly Reflections**

**10 reflections @ 5 points each = 50 points (14.3% of grade) [CLO 1-10]**

Students will complete weekly reflections based on course readings, course material, and class discussion. Reflections should focus on applying knowledge and best practices in the classroom. Students are also required to respond to the

reflections of two other students in class. The initial reflections are due by Thursday after class and the response to other reflections are due by Saturday.

## **2) In-class assignments**

**10 assignments @10 points each = 100 points (28.6% of grade) [CLO 1-10]**

Students will complete a variety of assignments in class, individually and in groups, including quick writes, quizzes, reflections, projects and analyses. There will be no make-ups for the missed assignments.

## **3) Functional Behavior Assessment IRIS Module**

**50 points (14.3% of grade) [CLO 10]**

Each candidate will complete the Functional Behavior Assessment IRIS Module. Candidates will submit their responses to the final assessment in the module and include a Behavior Support Plan for Nigel based on the functional behavior assessment information.

**Functional Behavior Assessment IRIS Module is due 11/23/15.**

## **4) Professional Growth Project**

**50 points (14.3% of grade) [CLO 1-10]**

Complete a self-evaluation on the “Best Practices Evaluation” after reviewing the description of each item on the “Best Practices Description” in class. Develop three objectives for improving your skills/knowledge/practices from three areas of the evaluation. Write a Contract for Professional Growth summarizing self-directed activities, and then write a summary of your progress at the end of the semester. One of the three areas should address instruction for English Learners.

**Professional Growth Project is due 12/7/15.**

## **5) Assessment Report**

**100 points (28.6% of grade) [CLO 1-10]**

Each candidate will complete a Comprehensive Assessment for a student with moderate to severe disabilities. The comprehensive assessment should include an informal observation of the student, a family interview with MAPS and/or COACH,

an ecological assessment with discrepancy analysis, and an assessment with a formal instrument. The written assessment report should include a summary of the student's strengths and challenges as well as recommendations for home, school, and community settings. Based on person-centered assessment results prioritize goal areas and write two IEP goals with short term objectives. Each candidate will submit a written assessment report and present their assessment to the class.

**Assessment Report is due 12/14/15.**

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Grading Policy**

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Grade</b>
Weekly Reflections	50 points	14.3%
Classroom Participation	100 points	28.6%
Functional Behavior Assessment IRIS Module	50 points	14.3%
Professional Growth Project	50 points	14.3%
Assessment Report	100 points	28.6%
<b>Total</b>	<b>350 points</b>	<b>100 %</b>

**Grade Allocation**

300-350            A  
 250-300            B  
 200-250            C

Assignments are due on the date indicated. There will be a penalty for late assignments.

### **Grievance Procedure:**

See the “Student Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

### **Classroom Protocol**

Students are expected to arrive on time to the class. If you miss class, you will not get the points for any in-class work assigned that day. Students are expected to be polite and respectful to all, **not carry on side conversations during instruction**, and demonstrate respectful and person-first language when talking about people with disabilities.

**Candidates are reminded that their course grade may be negatively impacted with repeated violations of classroom protocol and/or a negative disposition sheet may be submitted to the department.**

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars

[webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the

office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at

[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan

this code.) 

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# EDSE 206A / Assessment of Students with Moderate to Severe Disabilities, Fall 2015, Course Schedule

## Course Schedule

Please note that the schedule is subject to change with fair notice and information will be posted on CANVAS. All readings for the following week will be posted on CANVAS. Weekly reflections are due by Thursday and comments due by Saturday.

Date	Topic	Assignments Due
08/24/2015	Review of Syllabus Introduction to Assessment Federal Legislation in Assessment Eligibility Criteria	
08/31/2015	Areas of Assessment	Assigned readings (Canvas) Reflection 1
09/14/15	Progress Monitoring	Assigned readings (Canvas) Reflection 2 <b>Contract for Professional Growth (3 goals for self-directed activity)</b>
09/21/15	Ecological Assessment- Person-Centered Planning – MAPS	Assigned Readings (Canvas) Reflection 3
09/28/15	COACH – Choosing Outcomes & Accommodations for Children	Assigned Readings (Canvas) Reflection 4

10/05/15	COACH – Choosing Outcomes & Accommodations for Children	Assigned Readings (Canvas) Reflection 5
10/12/15	Criterion Based Assessments - ABLLS – SANDI, BRIGANCE	Assigned Readings (Canvas) Reflection 6
10/19/15	Validity and Reliability in Assessment Standardized Assessments  Norming Samples Measures of Central Tendency – Percentile Ranks – z scores – t scores – Stanines	Assigned Readings (Canvas) Reflection 7
10/26/15	Assessments of Academic Achievement  -Woodcock Johnson Achievement Test  -Wechsler Individual Achievement Test  Assessing English Language Learners	Assigned Readings (Canvas) Reflection 8
11/02/15	Functional Behavior Assessments Behavior	Assigned Readings (Canvas)

	Rating Scales	Reflection 9
11/16/15	Work on your own to finish Interviews for Assessment Report, FBA	
11/23/15	Adaptive Behavior Scales (Vineland) OT, PT, Speech Assessments	Assigned Readings (Canvas) Reflection 10 <b>Presentations of Functional Behavior Assessment due</b>
11/30/15	Standard based IEP's, Writing IEP goals	
12/07/15	Alternate Assessment/NCSC	<b>Presentations of Professional Growth Project Due</b>
12/14/15	Final Presentations of Assessment Report	<b>Presentations of Assessment Report Due</b>