

# 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 2014

### Course and Contact Information

<b>Instructor:</b>	Dr. Lisa Simpson
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<b>Office Hours:</b>	Mondays and Wednesday 3:00 – 5:00 and by appointment
<b>Class Days/Time:</b>	Monday 7:00 – 9:45pm
<b>Classroom:</b>	Sweeney Hall 411

### Course Format

This course follows a traditional format with three hours of face-to-face class time each week. Course participants will need to access the Internet for some out of class assignments.

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](https://sjsu.instructure.com/courses/1112032) course website at: <https://sjsu.instructure.com/courses/1112032>. You are responsible for regularly checking with the messaging system through MySJSU 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.

## **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 characteristic 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 characteristic 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.bookstore.com) 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

#### **12 reflections @ 5 points each = 60 points (20% of grade) [CLO 1-10]**

Candidates will complete weekly reflections based on course readings, course material, and class discussion. Reflection prompts will be posted by the instructor to the course website on the day of class. **Reflection responses are to be posted to the course website no later than the Thursday following each Monday class.** Candidates are expected to respond to at least one other posted response from a classmate. Responses should not be a summary of the reading or class discussion, but rather a reflection on how the reading or material presented in class informs the candidate's practice as a special educator.

### 2) Progress Monitoring Assessment Project (with a partner)

#### **40 points (13% of grade) [CLO 2, 6, 7, 9]**

Each candidate will work with a partner to complete a Progress Monitoring Assessment Project. Each pair will be given data from a hypothetical case study student and asked to record, graph, analyze, summarize, and make a data-based assessment decision about the given student's growth and/or progress. Candidate pairs will prepare a chart of the data and expected aim line, apply the decision rule, and design an instructional plan for the student. Each pair of candidates will prepare and submit one written report, which must include all charts and data graphs, rationale for assessment decision and application of the decision rule, an instructional plan for the student based on the data, and a narrative discussion of information to be shared with parents. Please use APA guidelines of Times New Roman 12 pt font, one-inch margins, double-spaced, and appropriate headers for the written report. **Progress Monitoring Assessment Project is due 10/06/14.**

### 3) Formal and Informal Assessment Review Paper

#### **60 points (20% of grade) [CLO 2 – 7]**

Each candidate will select and review one formal (standardized, norm referenced) and one informal assessment tool or method. Each review will include of a description of the assessment materials, the format of the assessment, purpose of the assessment, appropriate use of the assessment tool, pertinent statistical characteristics, and implications for use of that particular assessment for students with moderate to severe disabilities. Each review must also include a discussion of the reliability and validity of the assessment. Please use APA guidelines of Times New Roman 12 pt font, one-inch margins, double-spaced, and appropriate headers for the written report. **Formal and Informal Assessment Review is due 10/20/14.**

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

##### **60 points (20% 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 11/10/14.**

#### **5) Assessment Report**

##### **80 points (27% 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 share their assessment with the class. **Assessment Report is due 12/15/14.**

### **Grading Policy**

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Grade</b>
Weekly Reflections	60 points	20 %
Progress Monitoring Assessment Project	40 points	13 %
Formal and informal Assessment Review	60 points	20 %
Functional Behavior Assessment IRIS Module	60 points	20 %
Assessment Report	80 points	27 %
<b>Total</b>	<b>300 points</b>	<b>100 %</b>

### **Classroom Protocol**

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. Bring textbook and course materials to each class.
- 4. Keep cell phones put away during class.**

5. Use computers during class to take notes or access course materials only.
6. Respect others in class and show tolerance for viewpoints different than ones' own.

**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**

### **Dropping and Adding Policy**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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 Policy**

[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:

- “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 Policy**

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](#) 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](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

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

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](#) 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](#) 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 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](#) 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](#) at <http://www.sjsu.edu/counseling>.

# EDSE 206A / Assessment of Students with Moderate to Severe Disabilities, Fall 2014, Course Schedule

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/25/14  [CLO 1-10]	<p>Introductions – Review of Syllabus – Review of Assignments History of Federal Legislation Regarding Assessment Importance of Assessment</p> <p><b><u>Assignment:</u></b> Read Capizzi (2008) Submit reflection 1 and respond to another by 11:59pm Thursday Sept 4</p>
2	09/01/14	LABOR DAY – NO CLASS
3	09/08/14  [CLO 1,2,6]	<p>Characteristics of Students With Moderate/Severe Disabilities Informal Assessments</p> <p><b><u>Prepare for Session 3:</u></b> Read Westling, Fox and Carter Chapter 1 Read Meyer and Park Chapter 2 Promising Practices Read AAIDD Chapter 1 Defining ID</p> <p><b><u>Assignment after Session 3:</u></b> Submit Reflection 2 and respond to another by 11:59pm Thursday</p>
4	09/15/14  [CLO 2,4,5,9]	<p>Progress Monitoring – Data Based Decision Making</p> <p><b><u>Prepare for Session 4:</u></b> Read Westling, Fox, and Carter Chapters 7 and 8 and pages 187-202 of Chapter 9 Read Cornelius (2013) MAST Module Data Based Decision</p> <p><b><u>Assignment after Session 4:</u></b> Submit Reflection 3 and respond to another by 11:59pm Thursday</p>
5	09/22/14  [CLO 2-7]	<p>Criterion Based Assessments - <b>ABLIS – SANDI</b> Using Criterion Based Assessments in Determining Present Levels <b><i>BRIGANCE: Comprehensive Inventory of Basic Skills</i></b></p> <p><b><u>Prepare for Session 5:</u></b> Read Conderman &amp; Hedin (2012)</p> <p><b><u>Assignment after Session 5:</u></b> Submit reflection 4 and respond to another by 11:59pm Thursday</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	09/29/14  [CLO 2,4-7]	Validity and Reliability in Assessment Standardized Assessments – Norming Samples Measures of Central Tendency – Percentile Ranks – z scores – t scores – Stanines <u><a href="#">Prepare for Session 6:</a></u> Read Assessment Series Part 1-5 Read Pierangelo & Giuliani Chapters 3, 4, and 5  <u><a href="#">Assignment after Session 6:</a></u> Submit reflection 5 and respond to another by 11:59pm Thursday
7	10/06/14  [CLO 2,4-7]	Calculating Chronological Age - Age/Grade Equivalent Scores Assessments of Intellectual Ability – Historical Background Cultural Issues and Other Concerns in Use of Intelligence Testing <i>Wechsler Intelligence Scale for Children ---- Ravens Progressive Matrices --- Test of Nonverbal Intelligence</i> <u><a href="#">Prepare for Session 7:</a></u> Read Assessment Series Part 6-10 Read Pierangelo & Giuliani Chapter 10  <u><a href="#">Assignment after Session 7:</a></u> Submit reflection 6 and respond to another by 11:59pm Thursday <b>ASSIGNMENT DUE TODAY: Progress Monitoring Assessment Project</b>
8	10/13/14  [CLO 4-7]	Assessments of Academic Achievement <i>Woodcock Johnson Achievement Test</i> <i>Wechsler Individual Achievement Test</i> <u><a href="#">Prepare for Session 8:</a></u> Read Assessment Series Part 11-15 Read Pierangelo & Giuliani Chapter 9 <u><a href="#">Assignment after Session 8:</a></u> Submit reflection 7 and respond to another by 11:59pm Thursday
9	10/20/14  [CLO 6,10]	Functional Behavior Assessments Behavior Rating Scales <u><a href="#">Prepare for Session 9:</a></u> Read Westling, Fox, and Carter Chapter 12 Read Ryan et al., (2003) and Shippen et al., (2003)  <u><a href="#">Assignment after Session 9:</a></u> Submit reflection 8 and respond to another by 11:59pm Thursday <b>ASSIGNMENT DUE TODAY: Review Paper of Formal and Informal Assessment</b>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/27/14       [CLO 2-7]	Comprehensive Assessments – Affective Rating Scales Vision and Hearing Assessments Motor Assessments Multi-Disciplinary Assessment Teams – Assessment Process <u><b>Prepare for Session 10:</b></u> Read Pierangelo & Giuliani Chapter 8, 12-15 Read Westling, Fox, and Carter Chapter 3, pages 117-120  <u><b>Assignment after Session 10:</b></u> Submit reflection 9 and respond to another by 11:59pm Thursday
11	11/03/14    [CLO 7,10]	Writing the Comprehensive Assessment Report Work on FBA if needed <u><b>Prepare for Session 11:</b></u> Read Pierangelo & Giuliani Chapter 16 and 17  <u><b>Assignment after Session 11:</b></u> Submit reflection 10 and respond to another by 11:59pm Thursday
12	11/10/14      [CLO 6, 8]	Ecological Assessments – Discrepancy Analysis Person-Centered Planning – MAPS – Assessment of Social Functioning – Transition Assessments <u><b>Prepare for Session 12:</b></u> Read Westling, Fox, and Carter pages 97-104, 107-114 Read Lim Chapter 5 Read Meadan et al., (2010) Read Wells & Sheehey (2012)  <u><b>Assignment after Session 12:</b></u> Submit reflection 11 and respond to another by 11:59pm Thursday <b>ASSIGNMENT DUE TODAY: FBA IRIS Module</b>
13	11/17/14    [CLO 6, 8]	COACH – Choosing Outcomes & Accommodations for Children <u><b>Prepare for Session 13:</b></u> Read COACH Manual pgs 1-56  <u><b>Assignment after Session 13:</b></u> Submit reflection 12 and respond to another by 11:59pm Thursday

Week	Date	Topics, Readings, Assignments, Deadlines
14	11/24/14  [CLO 6, 8]	COACH – Choosing Outcomes & Accommodations for Children <b><u>Prepare for Session 14:</u></b> Read COACH Manual pgs 57-108  <b><u>On-going Assignment:</u></b> Work on Assessment Report
15	12/01/14  [CLO 6, 9]	Alternative Assessments In The General Education Curriculum – CAPA – Portfolio Assessment <b><u>Prepare for Session 15:</u></b> Read Westling, Fox, and Carter Chapter 2, and pages 176=183 Read Park Chapter 4 Transition Planning Read Kleinert et al., (2002) Read Mazzotti et al., (2009)  <b><u>On-going Assignment:</u></b> Keep working on assessment report and presentation
16	12/08/14  [CLO 6, 9]	Standards Based IEPs Monitoring IEP Goals – Using Evidence Based Practices <b><u>Prepare for Session 16:</u></b> Read Browder and Spooner Chapter 3 and 4 Read Parrish & Stodden (2009) MAST Module Standards Based IEPS  <b><u>On-going assignment:</u></b> Keep working on assessment report and presentation
Final Exam	12/15/14  [CLO 1-10]	<b>FINAL EXAM</b> <b>Final Presentations Assessment Report and Paper DUE TODAY</b> Venue: SH 411 Time: 7:45 – 10:00

**Instructor reserves the right to adjust course schedule as needed.  
Updates will be announced in class and posted to course website.**