

**San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 215, Assessment of Students with Disabilities  
Section 01, Fall 2022**

**Course and Contact Information**

Instructor:	Rina Patel, M. Ed.
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Office Hours:	Asynchronous Tuesdays, 6:30- 7:30PM or by appointment
Class Days/Time:	Tuesdays 7:00-9:45
Classroom:	Sweeney Hall 230

**Course Format**

**Hybrid:** This course follows a hybrid format with lectures taking place in face to face and online formats. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

**Course Description**

2021 This course will cover formal and non-formal evaluation methods to assess students with mild/moderate disabilities and extensive support needs for first and second language learners. Includes standardized and alternative assessment, RTI, IEP development, case studies, report development, and a comprehensive understanding of evidenced-based practices in assessment

**Course Goals**

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards and Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

## CTC - Teacher Performance Expectations Education Specialist – M/M, ESN, Universals

Mild/Moderate	Extensive Support Needs	Universals
1.1, 2.6, 2.9, 4.4, 4.7, 5.1, 5.4, 5.6, 6.2	1.1, 1.5, 1.6, 1.9, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 6.1, 6.3	1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8

### Course Learning Outcomes (CLO)

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

1. Plan, conduct, and interpret a comprehensive assessment used for individuals with disabilities using various assessment instruments, adaptive behavior scales, curriculum referenced instruments, ecological inventories, criterion-referenced tests, functional behavior assessments, and checklists.
2. Identify assessments that are valid for use when diagnosing or evaluating students with disabilities, including students who are English learners.
3. Describe and discuss the purpose of and processes related to databased decision-making at the classroom, school, and district level.
4. Describe the theory behind progress monitoring and the assessment of student's academic, behavioral, social, and functional skills.
5. Adapt and modify existing assessment tools and methods to accommodate the unique needs of students with disabilities and English language learners.
6. Articulate the steps in the assessment process, including how students are referred for assessment in special education.
7. Utilize both formal and informal assessment methods and demonstrate the ability to carry out assessments in school settings to develop IEP goals and objectives.
8. Demonstrate competency with the interpretation of assessment data to write components of an IEP, including present levels, goals, specially designed instruction, and accommodations/modifications.
9. Demonstrate an understanding and a competency to carry out person-centered/family centered planning and strength-based functional/ecological assessments, including assessments of social integration and social functioning.
10. Understand the role of assessment within the core curriculum/state standards in developing instructional programs for students with disabilities and English learners.

### Program Learning Outcomes

1. Graduates assess and identify the educational needs and strengths of students with disabilities.
  - Graduates utilize assessment data to plan and deliver specially designed instruction for students with disabilities.
  - Graduates develop Individualized Education Programs (IEP), Individual Family Service Plans (IFSP), and Individualized Transition Plans (ITP) with educational team members to

meet the unique needs of students with disabilities from diverse linguistic and cultural backgrounds as appropriate to their credential.

6. Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention.
7. Graduates collaborate with general educators, parents, and relevant stakeholders.

## **Required Texts/Readings**

### **Textbook**

McCleskey, J., Maheady, L., Billingsley, B., Brownell, M.T., & Lewis, T. (2018). *High leverage practices for inclusive classrooms*. Council for Exceptional Children. (1<sup>st</sup> or 2<sup>nd</sup> edition)

### **Other Readings/Resources**

Other Readings and Supplemental Activities will be posted on Canvas weekly.

### **Other technology requirements / equipment / material**

Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets.

## **Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Minor Assignments**

**Ongoing Formative Assessments, In-class and Asynchronous (225 points):** Students will complete assignments weekly as a form of formative assessment (15 points each week). These assignments require the student to review information, analyze professional scenarios or integrate information from various sources. As long as students address the tasks, in the time allotted, they will earn full credit.

- In-class formative assessment activities during face-to-face instruction cannot be made up and will not be posted in Canvas (105 points).
- Asynchronous assessment activities will be posted on Tuesday evening in-lieu of class and may include discussions, reflections, or other assignments (120 points).

### **Major Assignments**

#### **1. Formal Assessment Implementation and Interpretation (200 Points):**

- Part 1: Students will demonstrate their ability to deliver a formal assessment (e.g., Woodcock Johnson, WIAT, KTEA) while adhering with the standardized delivery and scoring procedures of the assessment. Physical protocols due at the beginning of class on Week 7, which will be reviewed and returned on Week 9 for Part 2 (100 points).
  - Part 2: It is also expected that students write a report of the results of the assessment delivered (100 points)
- 2. Progress Monitoring and Tracking Progress Towards Goals (50 Points):** Class members will create a functioning tracking system to evaluate student progress made towards established IEP goals. Students will also include a brief summary of how progress monitoring data might be collected and disseminated to members of an MDT, including parents, and students individually, and why it may be useful to the team.
  - 3. Informal Assessment Creation (50 Points):** Students will create an informal assessment that is tied to an academic standard. Students will also describe how that assessment measures the knowledge and skills targets aligned to a specific academic standard. This assignment will be started during a course session.
  - 4. Academic Unit Assessment Plan (100 Points):** Students will create a plan for assessment within academic unit that is aligned to specific academic standards, describing the use of formative and summative assessment used within the academic unit of instruction.
  - 5. Rubric (50 Points):** Students will create a rubric. Students will also describe how that assessment measures the knowledge and skills targets aligned to a specific content. This assignment will be started during a course session.
  - 6. Authentic Assessments (50 Points):** Students will improve an assessment, applying UDL guidelines, in order to make it more authentic. Students will also describe how that assessment measures the knowledge and skills targets aligned to a specific academic standard. This assignment will be completed and turned in during a course session.
  - 7. IEP Case Study Project (150 Points):** Students will utilize a given case study including formal and informal assessment data in order to craft an IEP, including present levels, goals, and accommodations, while considering characteristics related to family, educational history, and cultural and linguistic backgrounds.

### **Summary of Major Assignment Deadlines:**

Major Assignment Dates	Date Assigned	Date Due
1. Formal testing administration	Week 3: 9/6/22	Part 1- Week 7: 10/4/22, beginning of class (100 pts) Part 2- Week 11: 11/1/22, beginning of class (100 pts)
2. Progress Monitoring	Week 6: 9/27/22	Week 9, 10/18/22, beginning of class (50 pts)
3. Informal Assessment	Week 9: 10/18/22	Week 11, 11/1/22 beginning of class (50 points)

	(In Class Work Time; optional group)	
4. Academic Unit Plan	Week 11: 11/1/22 (In Class Work Time; optional group)	Week 13, 11/15/22, beginning of class (100 points)
5. Rubric	Week 12: 11/8/22	Due end of week on 11/14/22, (50 pts)
6. Authentic Assessment	Week 13: 11/15/22 (In Class Work Time, individual)	End of week, 11/21/22 asynchronous (50 pts)
7 Final: IEP Case Study Project	Week 14: 11/22/22	Week of 12/6-Finals (150 pts)

### Final Examination or Evaluation

In place of a final examination, this course will include a final culminating project where students will draft an IEP based on a case study.

### Grading Information

#### Determination of Grades

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>94 to 100%</i>
<i>A-</i>	<i>90 to 93%</i>
<i>B +</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B -</i>	<i>80 to 82%</i>
<i>C +</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C -</i>	<i>70 to 72%</i>
<i>D +</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D -</i>	<i>60 to 62%</i>
<i>F</i>	<i>0 to 59%</i>

### Classroom Protocol

1. Arrive on time to class.

2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones' own. Everyone's voice is valued and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

## **University Policies**

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#). Make sure to review these university policies and resources with students.

## **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](#). More detailed information on a variety of related topics is available in the SJSU [catalog](#). 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. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars [webpage](#). Students should be aware of the current deadlines, policies and penalties for dropping classes found on the University Policies [website](#). Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

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

University [Policy S12-7](#), 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 green sheet 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](#) 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 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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) 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](#).

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) 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 10th 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 for more information.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th 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.

### **EDSE 215, Assessment of Students with Disabilities Section 01, Fall 2022 Schedule**

Please note that the schedule is subject to change and information will be posted on CANVAS. All readings for the following week will be posted on CANVAS.



## Course Schedule

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
1 8/23 Face to Face SH 230	<ul style="list-style-type: none"> <li>• Course Introduction and Overview</li> <li>• The Role of Assessment and Data in Education <ul style="list-style-type: none"> <li>○ <i>Students will become familiar with the reasons teachers assess students. This includes the classroom assessment cycle and the special education assessment cycle.</i></li> <li>○ <i>Students will also be introduced to the Individuals with Disabilities Education Act (IDEA, 2004), the IEP cycle including referral, annuals, triennials and exit criteria.</i></li> </ul> </li> <li>• Foundations of Assessment <ul style="list-style-type: none"> <li>○ <i>Students will become familiar with the purposes of diagnostic, formative, and summative assessment as well as formal and informal tools.</i></li> </ul> </li> </ul> <p>Assignments: Asynchronous Ongoing Formative Assessments (15 points)</p>
2 8/30 Asynch	<ul style="list-style-type: none"> <li>• Legal Considerations of Assessment in Special Education <ul style="list-style-type: none"> <li>○ <i>Students will review concepts related to the IEP process, eligibility, a Free and Appropriate Public Education (FAPE) and educational benefit.</i></li> <li>○ <i>Students will become familiar with the assessment process and timelines outlined by federal and state legislation, including the documentation needs of the disability categories outlined by IDEA, and the special considerations that need to be made for English language learners being assessed.</i></li> <li>○ <i>Students will be introduced to family members roles as part of the multidisciplinary team as well as parents' rights in the educational planning process guaranteed under IDEA.</i></li> </ul> </li> </ul> <p>Assignments: Asynchronous Ongoing Formative Assessments (15 points)</p>
Module 2: Formal and Curriculum-Based Assessments	
3 9/6 Face to Face SH 230	<ul style="list-style-type: none"> <li>• Foundations of Formal Assessment <ul style="list-style-type: none"> <li>○ <i>Students will be introduced to the concepts of reliability and validity of formal assessments. This includes understanding methods for establishing validity and reliability of assessments.</i></li> <li>○ <i>Students will be introduced to the legal criteria for choosing assessments to qualify individuals for special education.</i></li> <li>○ <i>Students will be introduced to strategies for purposeful, compliant, special education academic assessments.</i></li> </ul> </li> <li>• Tests of Academic Achievement: Woodcock-Johnson</li> </ul>

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li>○ <i>Students will be introduced to the WJ-IV and shown how to deliver it. Students will also participate in hands- on activities for delivering the WJ-IV. This includes setting up the testing environment, keeping the assessment record, following the standardized procedures, adhering to the scoring procedures.</i></li> <li>○ <i>Students will be shown how to interpret scores form the WJ-IV.</i></li> </ul> <p>In-Class Assignments:  <i>In-Class Ongoing Formative Assessments (15 points)</i></p> <p>Asynchronous Assignments:  <i>Asynchronous Major Assignment: Formal Assessment, Part 1(100 points) due at the beginning of Week 7 class: 10/4/22</i></p>
4 9/13 Asynch	<ul style="list-style-type: none"> <li>● Eligibility for Special Education services <ul style="list-style-type: none"> <li>○ <i>Students will become familiar with the role of assessment in the various models for SLD eligibility in special education, including the dual-discrepancy model, RTI, and PSW. They will also have an introduction to the concepts of educational disabilities in comparison to medical models.</i></li> </ul> </li> <li>● The Response to Intervention (RTI) model will be examined in greater detail as part of the special education assessment cycle and the classroom assessment cycle. <ul style="list-style-type: none"> <li>○ <i>Students will be introduced to the concepts of universal screening, tiers of evidence-based instruction, use of curriculum-based measurement, and tracking progress of reading, writing, math, and behavior skills.</i></li> <li>○ <i>Students will create an assessment timeline for monitoring student progress towards intervention or IEP goals, as a measure of educational benefit.</i></li> </ul> </li> </ul> <p>Asynchronous Assignments:  <i>Asynchronous Ongoing Formative Assessments (15 points)</i>  <i>Continue previously assigned coursework.</i></p>
5 9/20 Face to Face SH 230	<ul style="list-style-type: none"> <li>● Bias in Assessment <ul style="list-style-type: none"> <li>○ <i>Students will discuss in large and small groups how bias can present itself in the diagnosis of students who are culturally and linguistically diverse, including English learners.</i></li> </ul> </li> <li>● Tests of Academic Achievement: WIAT <ul style="list-style-type: none"> <li>○ <i>Students will be introduced to the WIAT and shown how to deliver it. Students will also participate in hands- on activities for delivering the WIAT. This includes setting up the testing environment, keeping the assessment record, following the standardized procedures, adhering to the scoring procedures.</i></li> </ul> </li> </ul>

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li>Students will be shown how to interpret scores from the WIAT and use them to craft present levels of academic performance.</li> </ul> <p>In-Class Assignments: In-Class Ongoing Formative Assessments (15 points)</p> <p>Asynchronous: Continue previously assigned coursework.</p>
6 9/27 Asynch	<ul style="list-style-type: none"> <li>Progress Monitoring and Curriculum Based Measures               <ul style="list-style-type: none"> <li>Students will be introduced to curriculum-based measures and how they can be used to track student academic progress and evaluate the effectiveness of an Individualized Education Plan and progress toward IEP goals or academic standards.</li> <li>Students will identify commercially available CBM and identify tools that can be used to track student progress and progress toward IEP goals.</li> <li>Students will create/utilize a data collection spreadsheet to track student progress toward intervention or IEP goals.</li> </ul> </li> </ul> <p>Asynchronous Assignments: Asynchronous Ongoing Formative Assessments (15 points) Asynchronous Major Assignment: Progress Monitoring and Tracking Progress Towards Goals (50 points) due Week 9, 10/18/22, beginning of class Continue previously assigned coursework.</p>
7 10/4 Face to Face SH 230	<ul style="list-style-type: none"> <li>Utilizing Assessment Data to Write Standards-Based IEPs               <ul style="list-style-type: none"> <li>Students will learn how to develop a statement of present levels of academic and functional performance utilizing various forms and sources of informal assessments and begin to connect them to specially designed instruction, accommodations and modifications, IEP goals, and the decision of whether students will participate in alternative assessment.</li> <li>In small groups students will write and deliver present levels in a mock-IEP setting.</li> <li>Students will write measurable annual goals for academic and functional performance tied to a case study.</li> </ul> </li> </ul> <p>In-Class Assignments: In-Class Ongoing Formative Assessments (15 points)</p> <p>Asynchronous: Continue previously assigned coursework.</p>

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
8 10/11 Asynch	<ul style="list-style-type: none"> <li>Alternative tests of Academic or Pre-Academic Achievement               <ul style="list-style-type: none"> <li><i>Students will be introduced to the Brigance, SANDI and other tools.</i></li> <li><i>Students will learn the basics of administration, how to interpret the results and how to utilize them for triennial assessment, annual IEPs, and classroom instruction. shown how to interpret scores form the Brigance and use them to craft present levels of academic performance.</i></li> <li><i>Students will also plan strategies and approaches for assessing students with low language due to their disability and/or EL status.</i></li> </ul> </li> </ul> <p>Asynchronous Assignments:  <i>Asynchronous Ongoing Formative Assessments (15 points)</i>  <i>Continue previously assigned coursework.</i></p>
Module 3: Classroom Based & Informal Assessments	
9 10/18 Face to Face SH 230	<ul style="list-style-type: none"> <li>Informal Assessment               <ul style="list-style-type: none"> <li><i>Students will become familiar with the creation and uses of teacher-made tests.</i></li> <li><i>Students will be introduced to the uses of portfolio-based assessments, performance-based assessments, rubrics, and authentic assessments.</i></li> <li><i>Students will create informal assessments that can be used to supplement findings from formal assessments to create a comprehensive understanding of students functional and academic performance.</i></li> </ul> </li> </ul> <p>In-Class Assignments:  <i>In-Class Ongoing Formative Assessments (15 points)</i>  <i>Major Assignment: Informal Assessment Assignment begun in groups or individually during class, during class (50 points), finish by beginning of class Week 11, 11/1/22</i></p> <p>Asynchronous:  <i>Continue previously assigned coursework.</i></p>
10 10/25 Asynch	<ul style="list-style-type: none"> <li>Making Data Based Decisions               <ul style="list-style-type: none"> <li><i>Students will explore data sets to determine the effectiveness of instruction</i></li> <li><i>Students will make decisions based on data for whole class, small groups, and individual students</i></li> </ul> </li> </ul> <p>Assignments:  <i>Asynchronous Ongoing Formative Assessments (15 points)</i>  <i>Continue previously assigned coursework.</i></p>

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
11 11/1 Face to Face SH 230	<ul style="list-style-type: none"> <li>Developing an Academic Unit Assessment Plan               <ul style="list-style-type: none"> <li><i>Students will become familiar with unwrapping academic standards to create assessments.</i></li> <li><i>Students will plan how formative and summative assessment can guide instruction.</i></li> <li><i>Students will identify various sources of data that can be naturally collected as part of classroom practice.</i></li> </ul> </li> </ul> <p>In-Class Assignments:  <i>In-Class Ongoing Formative Assessments (15 points)</i>  <i>Academic Unit Assessment Plan Assignment begin in groups or individually during class, (50 points), finish by beginning of class, Week 13, 11/15/22</i></p> <p>Asynchronous:  <i>Continue previously assigned coursework.</i></p>
<b>Module 4: Using Assessment as a Collaborative Tool to Drive Instruction</b>	
12 11/8 Asynch	<ul style="list-style-type: none"> <li>Authentic Assessment               <ul style="list-style-type: none"> <li><i>Students will be introduced to the UDL Guidelines for Multiple Means of Action and Expression</i></li> <li><i>Students will be taught to develop flexible assessment options that are valid and reliable</i></li> </ul> </li> <li>Student Self-Assessment Rubric               <ul style="list-style-type: none"> <li><i>Students will develop self-assessments for their students that provide student options for reflecting on academic, social, and behavioral progress while promoting growth mindset</i></li> </ul> </li> </ul> <p>Asynchronous Assignments:            Major Assignment: Rubric due end of week on 11/14 (50 points)</p> <p><i>Continue previously assigned coursework.</i></p>
13 11/15 Face to Face SH 230	<ul style="list-style-type: none"> <li>Dyslexia               <ul style="list-style-type: none"> <li><i>Students will consider the role of assessment in the identification, assessment and instruction of students having dyslexia across the continuum.</i></li> <li><i>Students will make decision based on case studies regarding the identification, assessment and instruction of students, including considerations for all age groups, in all subject areas.</i></li> </ul> </li> <li>State testing</li> </ul>

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li>Students will understand the purpose and features of the state assessment program (SBAC) and how to make recommendations for different types of students regarding test selection and accommodations/supports.</li> </ul> <p>In-Class Assignments:  <i>In-Class</i> Ongoing Formative Assessments (15 points)  <i>Begin In-Class</i>: Major Assignment: Authentic Assessment due end of week on 11/21 (50 points)</p> <p>Asynchronous Assignment:  <i>Continue previously assigned coursework.</i></p>
14 11/22 Asynch	<ul style="list-style-type: none"> <li>Transition Assessment and Person-Centered Planning               <ul style="list-style-type: none"> <li><i>Students will review the legal requirements related to planning students transition from school to postsecondary life.</i></li> <li><i>Students will become familiar with transition assessment and involving students and families in the transition process.</i></li> <li><i>Students will be introduced to Vocational Interest Inventories, Adaptive Behavior and Life Skill Inventories (Brigance), and Self-Determination Inventories.</i></li> <li><i>Person-Centered Planning will be demonstrated to students through the McGill Action Planning System.</i></li> </ul> </li> </ul> <p>Asynchronous Assignments  <i>Asynchronous</i> Final Project: IEP Case Study Due per exam schedule week of 12/6 (150 points)  <i>Continue previously assigned coursework.</i></p>
15 11/29 Face to Face SH 230	<ul style="list-style-type: none"> <li>Collaborating with Other Stakeholders in the Assessment Process               <ul style="list-style-type: none"> <li><i>Students will be introduced to methods for allowing other educators' input in the development of student IEPs.</i></li> <li><i>Students will become familiar with methods for summarizing IEPs for general educators.</i></li> <li><i>Students will become familiar with methods for allowing parents' and students' input in the IEP development process.</i></li> <li><i>Students will also be shown best-practice methods for communicating the IEP to parents.</i></li> </ul> </li> <li>Collaborating with other Educators/Multi-Disciplinary Teams through Discussions of Student and Classroom Data</li> </ul>

Assessment of Students with Disabilities	
Week	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li>○ <i>Students will be shown methods for participating in professional learning communities to share student progress data and to share strategies for improving/evaluating current services provided to students.</i></li> </ul> <p>In-Class Assignments:  <i>In-Class Ongoing Formative Assessments (15 points)</i></p> <p>Asynchronous Assignment:  <i>Continue previously assigned coursework.</i></p>
12/6 Asynch	<p>Assignment Due:  <i>Asynchronous Final Project: IEP Case Study Due per exam schedule week of 12/6 (150 points)</i></p>