# Course Description

This course is designed to provide students with a theoretical and practical foundation in assessment techniques. It emphasizes the selection and interpretation of assessment measures as well as the integration and communication of test results. Students will be exposed to current issues and research findings in the assessment literature. They will also receive hands-on experience in test administration and report writing. This course is an introduction to the assessment process and is not intended to qualify the student to administer tests of a psychological nature in a school or agency with further supervision and training. *Field Experience is required.*

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Interpret academic assessment procedures for students with special needs to maximize their potential. (PLO1, PLO4, PLO5)
* **CLO2**: Implement processes for assessing and reporting appropriate and problematic behaviors of students with special needs. (PLO1, PLO4, PLO5)
* **CLO3**: Integrate assessment data with the general curriculum in an Individual Education Program (IEP). (PLO1, PLO4, PLO5)

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Overton, T. (2016). *Assessing learners with special needs: An applied approach*.(8th ed.). Pearson Education: Upper Saddle River, NJ.

ISBN-13: 978 013 384 6591

**Recommended Text:**

Baker, J. (2008). *No more meltdowns: Positive strategies for managing and preventing out-of-control behavior.* Future Horizons: Arlington, TX.

*Note.* The recommended text is not a required read; however, it does contain important strategies and helpful insight into managing behavior.

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Ch. 1: Check Your Understanding | 40 |  |
| Assessment, RTII, and Progress Monitoring | 30 |  |
| **Week 2** |  |  |
| Ch. 5: Check Your Understanding | 40 |  |
| Standardized Academic Achievement Test: Part One | 50 |  |
| Standardized Academic Achievement Test: Part Two | 50 |  |
| **Week 3** |  |  |
| Ch. 6: Check Your Understanding | 40 |  |
| Case Study: Teacher-Made Tests | 65 |  |
| Curriculum-Based Assessment Project | 100 |  |
| **Week 4** |  |  |
| Ch. 9: Check Your Understanding | 40 |  |
| FBA Workbook | 50 |  |
| Behavioral Assessment: Part 1 | 40 |  |
| **Week 5** |  |  |
| Behavioral Assessment: Part 2 | 40 |  |
| Ch. 9: Case Study | 60 |  |
| **Week 6** |  |  |
| Discussion: Website Review | 30 |  |
| Ch. 12: Check Your Understanding | 40 |  |
| Transition Assessment | 65 |  |
| **Week 7** |  |  |
| Ch. 13: Case Study on Burt | 60 |  |
| Ch. 13: Case Study on Travis | 60 |  |
| Writing an IEP | 100 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Laying the Foundation** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain assessment concepts as they relate to the depth and breadth of decisions made by special educators. | | CLO1, CLO3 | |
| * 1. Determine specific evidence-based practices in assessment as they relate to Response to Intervention and Instruction (RTII). | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.To review the tutorials, click the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | |  |  |
| **Read** Ch. 1 of *Assessing Learners with Special Needs*. | | 1.1, 1.2 |  |
| **Course Introductions**  **View** the introductory video posted by your professor.  **If new to the cohort:**  **Record** a brief biography of yourself using a smartphone, video camera, Windows Media Player, or iMovie.  **If an ongoing member of the cohort:**  **Record** a brief video describing your cohort in three words: one word about the people, one word about the experience, and one word about the courses so far.  **Use** a smartphone, video camera, Windows Media Player, or iMovie to record your video.  **Upload** the video to your Gwynedd Mercy University Google Drive account.   * Click the **Share** link once your video has uploaded. * Click **Change** next to the privacy settings. * Set the privacy to **Anyone with the link**. * Copy the link from the *Link to Share* field. * Click **Done**.   **Paste** the link to your video in the Course Introductions discussion forum in Blackboard.  **Note**. How to Share Videos Through Google Drive [2:44]: <https://www.youtube.com/watch?v=Pa79HVAAbX4> | | N/A | Video: review and post response = **1 hour** |
| **Week One Lectures**  **View** the Week One lectures located on Blackboard:   * *Defining and Describing Assessment* [5:10] * *Steps of the Assessment Process* [4:18] * *Practical Measurement Concepts* [4:28] * *Test Scores and What They Mean* [2:32] * *Selecting and Using Assessment Instruments* [5:47]   **Post** any insights or questions you have after viewing the videos in the Week One Questions discussion forum. | | 1.1 | Lecture: review lecture & post response = **1 hour** |
| **Knowledge Check: Pre-Assessment**  **Complete** the course pre-assessment to establish your baseline of foundational knowledge of assessment techniques for the special learner. | |  | Online Quiz: feedback = **.5 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Ch. 1: Check Your Understanding**  **Complete** activity 1.2 found in Ch. 1 of *Assessing Learners with Special Needs*.  **Submit** your responses. | | 1.1 | Problem solving = **.5 hour** |
| **Assessment, RTII, and Progress Monitoring**  **Review** the Vanderbilt IRIS Module: RTI (Part 2): Assessment module located at <http://iris.peabody.vanderbilt.edu/module/rti02-assessment/>.  **Complete** questions 1 and 2 in the module’s assessment section.  **Reflect** on the practical application of this framework:   * What skills do you need to personally strengthen to become proficient in using the assessment in the RTII framework?   **Submit** your responses to the assessment and reflection questions to the Assessment, RTII, and Progress Monitoring discussion forum by Thursday.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | 1.1, 1.2 | Website Review: review and post response = **2 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

**Note**. The instructor can choose which day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Administering Academic Assessments: Norm-Reference Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the skills measured by norm-referenced and criterion-referenced tests of reading, math, and written expression. | | CLO1 | |
| * 1. Determine appropriate assessment processes and tools to achieve the targeted goal for instruction and progress monitoring. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 5 of *Assessing Learners with Special Needs*.  **View** the video *Norm-referenced assessment* in Ch. 5 of *Assessing Learners with Special Needs*. | | 2.1, 2.2 |  |
| **Norm-Referenced Tests and Assessment**  **Read** the article “Norm-Referenced Achievement Tests” at <http://www.fairtest.org/norm-referenced-achievement-tests>.  **View** the video [*Criterion vs Norm Referenced Assessment: Examples & Evaluation*](https://www.youtube.com/watch?v=O5hJNpO0JPE) [2:15]. | | 2.1, 2.2 |  |
| **Classroom Assessment**  **Review** the Vanderbilt IRIS Module: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom located at <http://iris.peabody.vanderbilt.edu/module/gpm/>.  **Complete** questions 1–5 of the assessment section of the module.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | 2.1, 2.2 | Website Review: review and post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Ch. 5: Check Your Understanding**  **Complete** Activity 5.4 and Activity 5.5 in Ch. 5 of *Assessing Learners with Special Needs*.  **Submit** your responses. | | 2.1 | Problem solving = **1 hour** |
| **Standardized Academic Achievement Test**  In this assignment, you will observe an academic achievement test with subtests. You will analyze, observe, and interpret the test purpose and results. If you do not have access to the test, research further online (such as [Woodcock Johnson IV](http://www.hmhco.com/~/media/sites/home/hmh-assessments/clinical/woodcock-johnson/pdf/wjiv/wj_iv_author_newsletter_winter_2014.pdf?la=en), etc.). You may also get the tests from the school’s special education teacher or the school psychologist.  *School districts cannot give personal information on students. When identifying the student or students, please keep the individuals anonymous.*  **Note.**Though it is not required to administer the test, being able to observe an administration would be a beneficial learning experience. The information in this section is to be used for your final project of writing Present Levels of Educational Performance.  **Complete** Parts One and Two based on the details and deadline below.  *Part One: Due Thursday*   1. **Identify** a student or students you plan to use for this assessment. 2. **Write** a brief description of the student, including ethnicity, language, age, grade level, and type of disability.   **Note**. If you are using the same student for all three fieldwork projects, this can be completed once. If you are working with different students, complete the description for each individual student.   1. **Develop** a short description of the academic assessment test you plan to use on the student or students. 2. **Write** a summary for each of the subtests included in the test. For example, the Woodcock-Johnson III: Achievement Test has 22 subtests. This part would include a description for each of the 22 subtests. You may enter this information into a separate table. 3. **Explain** the scores used in the test (e.g. Raw Score, Standard Score, Age Equivalent, Grade Equivalent, Relative Proficiency Index (RPI), Percentile Rank, and Confidence Interval, and Standard Error of Measurement). Provide examples to explain these scores.   Definitions of these scores are found in the manual; however, use your own words when providing explanations. Ensure that the language used is understandable to those unfamiliar with the test.   1. **Submit** Part One.   *Part Two: Due Sunday*   1. **Write** an assessment report of 200–350 words using third person to describethe student performance based upon test the scores and profile (i.e. the student’s strengths and weaknesses). 2. **Use** language understandable to those unfamiliar with the assessment. 3. **Include** the following two parts:    1. Identify three subtests in which the student performed **best**. If possible, explain Standard Score, Grade Equivalent, Percentile Rank, and Proficiency Mastery Index (RPI) in each of these three subtests.    2. Identify three subtests in which the student performed the **lowest**. If possible, explain Standard Score, Grade Equivalent, Percentile Rank, and Proficiency Mastery Index (RPI) in each of these three subtests. 4. **Post** Part Two of the assessment report to the blog forum. 5. **Respond** to three of your classmates’ posts with constructive criticism or insight. | | 2.1, 2.2 | Special Project: observation and summary = **4 hours** |
| **Total** |  |  | **6 hours** |

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| Week Three: Administering Academic Assessments: Curriculum Based Assessments and Other Informal Measures | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Employ formal and informal strategies for assessing academic achievement. | | CLO1, CLO3 | |
| * 1. Use a variety of informal and formal, as well as formative and summative assessments. | | CLO1 | |
| * 1. Determine students’ progress, and plan instruction based on assessment results. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 6 of *Assessing Learners with Special Needs*. | | 3.1, 3.2, 3.3 |  |
| **Week Three Lectures**  **View** the Week Three lectures located on Blackboard:   * *Assessing Academic Achievement General Strategies* [4:45] * *Assessing Reading Achievement* [4:46] * *Assessing Mathematics Achievement* [4:32] * *Assessing Written Expression* [5:04]   **Post** any insights or questions you have after viewing the video in the Week Three Questions discussion forum. | | 3.1, 3.2 | Lecture: review lecture & post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Ch. 6: Check Your Understanding**  **Complete** Activity 6.2 and Activity 6.4 in Ch. 6 of *Assessing Learners with Special Needs*.  **Submit** your responses. | | 3.1, 3.2 | Problem solving = **1 hour** |
| **Case Study: Teacher-Made Tests**  **Review** the case study regarding Teacher-Made Tests on p. 131 of *Assessing Learners with Special Needs*.  **Complete** the activity exercises, and submit your response. | | 3.1, 3.2, 3.3 | Case Study = **1 hour** |
| **Curriculum-Based Assessment Project**  **Review** the Curriculum-Based Assessment Project document. Parts One and Two contain information about the student and descriptions of the probe design and administration.  **Submit** Part One by Thursday. Part Three includes data analysis and instructional considerations.  **Submit** Part Two and Three by Saturday.  **Post** a summary of Parts Two and Threeto the blog forum by Saturday.  **Respond** to three of your classmates’ posts with constructive criticism or insight by Sunday. | | 3.1, 3.2, 3.3 | Special Project: observation and summary = **4 hours** |
| **Total** |  |  | **7 hours** |

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| Week Four: Behavioral: Direct and Indirect Measures of Behavior | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. State the characteristics of and rationale for conducting a functional behavioral assessment. | | CLO2 | |
| * 1. Identify direct observation techniques, behavior rating scales, and checklists that assess student conduct and behavior. | | CLO2 | |
| * 1. Explain how reliable data can be obtained for various situations and how observers can be trained to collect data. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 9 of *Assessing Learners with Special Needs*. | | 4.1, 4.2, 4.3 |  |
| **Week Four Lectures**  **View** the Week Four lecture located on Blackboard:   * *Chapter 9: Assessing Behavior* [5:36]   **Post** any insights or questions you have after viewing the video in the Week Four Questions discussion forum. | | 4.1, 4.2, 4.3 | Lecture: review lecture & post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Ch. 9: Check Your Understanding**  **Complete** activity 9.1 and 9.2 found in Ch. 9 of *Assessing Learners with Special Needs*.  **Submit** your responses. | | 4.1, 4.2 | Problem solving = **1 hour** |
| **FBA Workbook**  **Complete** and submitthe Functional Behavior Analysis Workbook. | | 4.1, 4.2, 4.3 | Problem solving = **2 hours** |
| **Behavioral Assessment: Part 1**  **Review** the Behavioral Assessment document.  **Complete** Part 1 in Week 4 by postingyour completed responses to the Behavioral Assessment blog forum.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday.  **Prepare** to complete items in Part 2 due in Week 5. | | 4.1, 4.2, 4.3 | Guided project and blog = **3 hours** |
| **Total** |  |  | **7 hours** |

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| Week Five: Behavioral Assessments: Functional Relationships, Analysis, and Behavioral Assessment | | | | |
| ***Learning Objectives*** | | ***Alignment*** | | |
| * 1. Employ a direct-observation technique that includes direct measures of behavior using frequency, rate, duration, latency, and inter-response time measures. | | | CLO2 | |
| * 1. Determine how to conduct a functional behavioral assessment. | | | CLO2, CLO3 | |
| * 1. Identify behavioral recording systems that address and monitor student behavior. | | | CLO2, CLO3 | |
| * 1. Develop the appropriate data display to effectively communicate quantitative relationships and demonstrate appropriate graphing techniques for data display. | | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 7 of *Assessing Learners with Special Needs*. | | | 5.1, 5.2, 5.3, 5.4 |  |
| **Problem Behavior and the Behavior Plan**  **Review** the Vanderbilt IRIS Module: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan located at <http://iris.peabody.vanderbilt.edu/module/fba/cwrap/#content>.  **Complete** questions 1–6 of the assessment section of the module.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | | 5.3, 5.4, 5.5 | Website Review: review and post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | | ***Alignment*** | ***AIE*** |
| **Behavioral Assessment: Part 2**  **Review** the Behavioral Assessment document.  **Complete** Part 2 in Week 5 by postingyour completed responses to the Behavioral Assessment blog forum.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | | 5.1, 5.2, 5.3, 5.4 | Guided project and blog = **3 hours** |
| **Ch. 9: Case Study**  **Read** the case study regarding Mr. Blackburn on p. 206 of *Assessing Learners with Special Needs*.  **Complete** activity 9.5 found in Ch. 9 of the textbook.  **Submit** your responses. | | | 5.1, 5.2, 5.3 | Problem solving = **1 hour** |
| **Total** |  | |  | **5 hours** |

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| Week Six: Special Consideration of Transition | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Demonstrate the ability to utilize approaches to assess career and community life skill needs to students. | | CLO1, CLO2, CLO3 | |
| * 1. Integrate areas of need that require assessments and specific instruments into a compliant IEP. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 12 of *Assessing Students With Special Needs*.  **Read** Transition Assessment Toolkit: <https://www.seattleu.edu/media/ccts/ccts/Transition-Assessment-Toolkit.pdf>  **Review** the following website regarding secondary transitions: <http://www.secondarytransition.org/> | | 6.1, 6.2 |  |
| **Week Six Lecture**  **View** the *Career and Vocational Assessment* [6:02] lecture.  **Post** any insights or questions you have after viewing the video in the Week Six Questions discussion forum. | | 6.1, 6.2 | Lecture: review lecture & post response = **1 hour** |
| **IEP, Transitions, and Classroom Progress Monitoring**  **View** the following videos from PaTTAN:   * *Progress Monitoring for Students With IEPs: An Introduction* [57:15] located at <http://www.pattan.net/Videos/Browse/Single/?code_name=progress_montioring_for_students_with_ie>. * *Progress Monitoring for Writing* [35:42] located at <http://www.pattan.net/Videos/Browse/Single/?code_name=progress_montioring_for_writing>. * [*Module 1: Age-Appropriate Transition Assessment*](https://vimeo.com/39068682) [10:27]   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ reflections by Sunday. | | 6.1, 6.2 | Discussion: one post and reply to three other posts = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Website Review**  **Explore** the Pennsylvania Secondary Transition Guide website: <http://www.secondarytransition.org/>.  **Identify** 5 items you found to be interesting or helpful from the website.  **Post** your findings in the Website Review discussion forum by Thursday.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ reflections by Sunday. | | 6.1, 6.2 | Discussion: one post and reply to three other posts = **1 hour** |
| **Ch. 12: Check Your Understanding**  **Complete** activity 12.1, 12.2 found in Ch. 12 of *Assessing Learners With Special Needs*.  **Complete** the activity exercises and submit your response. | | 6.1 | Problem solving = **1 hour** |
| **Transition Assessment**  **Complete** the Transition Assessment quiz on Blackboard. | | 6.1, 6.2 | Quiz = **1 hour** |
| **Total** |  |  | **5 hours** |

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| Week Seven: Reporting Assessment through the IEP | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Integrate student academic and behavioral strengths, and areas for academic growth into a compliant IEP. | | CLO1, CLO2, CLO3 | |
| * 1. Implement best practices in the construction of information within an IEP relative to assessments. | | CLO1, CLO2, CLO3 | |
| * 1. Assemble ways to monitor student progress and make instructional decisions within an IEP. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 13 of *Assessing Learners With Special Needs*. | | 7.1, 7.2, 7.3 |  |
| **Present Level of Academic Achievement and Functional Performance (PLAAFP)**  **Review** the following resources:   * [*Writing Present Levels of Performance*](https://www.youtube.com/watch?v=uP47TS7IzHU) [19:48] * [Developing Individualized Education Programs (IEPs): Required Elements](https://www.pattan.net/videos/developing-individualized-education-programs-ieps/) * Making IEP Present Level of Performance and Annual Goals Measurable   **Post** any questions, concerns, or insights you may have to the Week Seven Questions discussion forum. | | 7.1, 7.2, 7.3 | Discussion: one post and reply to three other posts = **1 hour** |
| **Annotated IEP**  **Review** the Annotated IEP module located on Blackboard.  **Post** any questions, concerns, or insights you may have to the Week Seven Questions discussion forum. | | 7.1 | Discussion: one post and reply to three other posts = **1 hour** |
| **Knowledge Check: Post-Assessment**  **Complete** the course post-assessment to compare your results from the pre-assessment of your foundational knowledge of assessment techniques for the special learner. | |  | Online Quiz: feedback = **.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Ch. 13: Case Study on Burt**  **Read** the case study about Burt on p. 307 of *Assessing Learners With Special Needs*.  **Complete** activity 13.8 and 13.9 found in Ch. 13 of *Assessing Learners With Special Needs*.  **Submit** your responses. | | 7.1, 7.2, 7.3 | Case Study: analysis = **1.5 hours** |
| **Ch. 13: Case Study on Travis**  **Read** the case study about Travis on p. 305 of *Assessing Learners With Special Needs*.  **Complete** activity 13.6 and 13.7 found in Ch. 13 of *Assessing Learners With Special Needs*.  **Submit** your responses. | | 7.1, 7.2, 7.3 | Case Study: analysis = **1.5 hours** |
| **Writing an IEP**  **Complete** the present educational levels on the provided blank IEP document based on the students you completed your testing with (whether it was all the same student or not).  **Submit** your completed IEP. | | 7.1, 7.2, 7.3 | Case Study: analysis = **2 hours** |
| **Total** |  |  | **7.5 hours** |

# Faculty Notes

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to the Program Director and Student Teaching Superviso

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6.5 |
| Supplemental |  |
| **Week 2** |  |
| Required | 7 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week5** |  |
| Required | 6 |
| Supplemental |  |
| **Week 6** |  |
| Required | 7 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4.5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 44 |
| **Total Supplemental Hours** | 0 |
| **Total Hours** | 44 |