SPE 432. 501 Educational Appraisal of Exceptional Children

SPE.432.501.201510

The SFA Way … "…striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Cathie Koss, PhD

Course Time & Location: Online using DesireToLearn, D2L

Office and Office hours: virtual. Please email me if you need office hours. I live and work in New Mexico! We can set up a time to meet that is mutually convenient time

Credits: 3 Semester Hours, undergraduate credit

Email: Please contact me via the D2L email only. If you are unable to access D2L, email me at kossc@safsu.edu I will respond to all emails within 24-48 hours.

Prerequisites: None

I. Course Description:

This course is an introduction to the fundamental concepts of measurement with emphasis upon the utility and limitations of various tests and assessment procedures.
II. Intended Learning Outcomes/Goals/Objectives

A. COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. This course emphasis on understanding assessment information for students with exceptional learning needs and aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices.

The following link will allow you to access the framework:

http://www.sfasu.edu/education/about/accreditations/n cate/conceptual/

B. Commitment To Diversity: The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. THECB: Elements of the Core Curriculum

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

**Program Learning Outcomes**

Standard 1: Learner Development and Individual Learning Differences

1.0 *Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*

Standard 2: Learning Environments

2.0 *Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.*

Standard 3: Curricular Content Knowledge

3.0 *Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.*

Standard 4: Assessment

4.0 *Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*

Standard 5 Instructional Planning and Strategies
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Student Learning Outcomes

1. The candidate will be able to define or describe basic assessment terminology, the uses and limitations of various types of instruments and techniques, and methods for monitoring the progress of individuals with disabilities. TExES Standard 5.2k, 5.7k, 5.8k, 5.9k

2. The candidate will be able to discuss ethical concerns related to assessment and evaluation, including legal provisions, regulations, and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities. TExES Standard 5.1k, 5.3k,

3. The candidate will be able to list or describe procedures for pre-referral intervention, screening, referral, and eligibility criteria. TExES Standard 5.4k, 5.5k,

4. The candidate will be able to interpret and apply information from formal and informal assessment and evaluation instruments including various types of scores (i.e., standard scores, percentile ranks, and age/grade equivalence.) TExES Standard 5.6k, 5.6s,

5. The candidate will be able to describe the federal categories for special education eligibility.

6. The candidate will be able to identify factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities. TExES Standard 1.3s,

7. The candidate will describe effective communication in various professional contexts, and know ethical practices for confidential communication regarding individuals with disabilities.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

The format for this course includes scheduled assignments with deadlines, offline reading assignments, online reading, and participation in using web pages, e-mail, Discussion Board, and Collaborate. Assessment of course content will be conducted via scheduled online assignments, Collaborate, quizzes and exams. **To be successful in this course, the typical student should plan to spend at least 6-8 hours per week working on this course.** Course information will be dispersed through online learning modules that utilize the course textbook.

**Exams**

Five exams will be given to assess students' understanding of course content. The Timeline gives dates of exams and material covered. Exams will be taken via D2L. If a student does not take an exam during the intended time period, exam points may be earned by preparing a 10 page research paper over a topic related to the assessed learning modules. The research paper must be written in APA format using journal article information dated between 2006 and 2016.

**Optional Individual Zoom Sessions with the Professor**

Students may schedule formal Chat sessions (about 15 minutes each) with the course instructor. The purpose of these meetings is to discuss your progress in the course and to answer any questions you may have. These sessions may be conducted by phone or by Zoom. These sessions are not mandatory. If you have questions, we can schedule a session. However, if you schedule a session and you do not attend the course instructor will not contact you to reschedule and points are deducted if you miss the session without contacting the instructor that you will be unable to attend the session at least 60 minutes prior to the meeting.

**Assignments:**

Each module will have at least 1 assignment. The assignments are designed so that students will have the opportunity to work with textbook concepts to increase understanding of the material. **Modules 3, 4, 5, and 7 have 2 assignments.** Students are encouraged to contact the course instructor if they are having difficulty completing the assignments or have questions. **NOTE: Before contacting the instructor, the student must have read the textbook chapter and module, as well as having completed the practice exercises where applicable. Be sure to adhere to the course timeline for module due dates.**

If you have questions about an assignment or concepts in the class, please email the instructor for guidance in advance of the assignment being due.

IV. Evaluation and Assessments (Grading):

* 5 Exams (50 points each) 250 points
* Assignments: (12 @ 10 points each) 120 points

* Vocational Assessment Assignment 100 Points

* Introduction: 10 points

Practice Quizzes - 5 points each for extra credit (8 quizzes total--45 pts total)

Total Points:

**Grading Scale:**

A = 89.5%+ of all possible points

B = 79.5%-89.4% of all possible points

C = 69.5%-79.4% of all possible points

D = 59.5%-69.4% of all possible points

F = 59.4% or below of all possible points

Assignments are due on the dates listed below. Late work will be accepted up to 4 days late with a 10% deduction per day each day late. After 4 days a grade of zero will be awarded. All assignments are due at midnight on the date listed.

Be on the lookout for an announcement in class that states which group you have been placed in for group assignments. The group assignments are clearly marked as GROUP. Once I post the announcement with group members, you will need to make a discussion posting in your Group area with suggestions for deadlines for completing the assignments, being sure to allow enough time for responses back and forth between group members so that a quality final group assignment can be posted by the deadline - Sunday at midnight. The online week runs Monday through Sunday. Not every assignment is a group assignment—you will want to get together before the day the first group assignment is due!

**Course Outline/Calendar**

**Fall 2018**

All assignments are due 11:59 PM unless otherwise indicated

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Learning Module 1:</th>
</tr>
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<tbody>
<tr>
<td>Due date Sept. 2</td>
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<tr>
<td>Note: Getting Started Module 1 addresses information in chapters 1 and 7 of the course textbook.</td>
<td>This includes reading the instructions for Collaborate and posting a student introduction.</td>
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<tr>
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<tr>
<td>Purchase your course textbook. You may purchase from the SFA Barnes and Noble Bookstore. You are also free to purchase the textbook from a source of your choosing.</td>
<td>Introduction to Assessment, Chapter 1 (pages 2-26)</td>
</tr>
<tr>
<td>Response to Intervention and Progress Monitoring, Chapter 7 (pages 140-153.) INDIVIDUAL ASSIGNMENT</td>
<td>Complete all of the components of this learning module. The practice quiz, which is located at the beginning of most learning modules, is an extra credit opportunity. This pattern of extra credit is available for each module so make sure you take advantage of this opportunity.</td>
</tr>
<tr>
<td><strong>Practice quizzes (extra credit) are due during the week in which they are assigned - no exceptions. Quizzes will close at the end of the week (Sunday at midnight) in which they are assigned!!</strong></td>
<td>Extra Credit quiz points will be calculated and posted in the Gradebook at the end of the semester.</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;September 4-9&lt;br&gt;Due Date September 9&lt;br&gt;Exam #1</td>
<td><strong>Week 2</strong>&lt;br&gt;September 4-10&lt;br&gt;Due Date September 9&lt;br&gt;<strong>Learning Module 2 :</strong>&lt;br&gt;Laws, Ethics, and Issues, Chapter 2. Complete all of the components of this learning module.</td>
</tr>
</tbody>
</table>
Procedural Safeguards Assignment  
**Due- GROUP ASSIGNMENT**  

After completing Module 2, Take Exam #1  

Exam #1 which covers the information in Learning Modules 1 and 2 will be opened during Week 2 and close at Sunday Midnight. (Sept 4-10)

Read through the **Semester Project: Vocational Assessment** information found on the Course Home page in the Content Browser. During Week 2, the Instructor will email your log in information for you to complete this online vocational assessment.

Note: This assignment will be open all semester. You will complete the 3 part vocational assessment online and then submit the report to the course dropbox prior to Nov. 25th.

<table>
<thead>
<tr>
<th>Weeks 3 and 4</th>
<th>Learning Module 3: Descriptive Statistics- Chapter 3. Complete all of the components in this learning module.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10-23</td>
<td>During week 3 or 4 sign up if you would like schedule a zoom chat which will be about 15 minutes long. The zoom will take place during week 5-6 (Learning Module 4). Please use the google docs link in the module to sign up—first come first served. Please note that this is optional and not required.</td>
</tr>
<tr>
<td>Due Date Sept 16 Practice (optional)</td>
<td>Descriptive Statistics Practice due- INDIVIDUAL ASSIGNMENT- Sept 16</td>
</tr>
<tr>
<td>Due Date September 23</td>
<td>Descriptive Statistics Assignment due- INDIVIDUAL ASSIGNMENT- Sept 23</td>
</tr>
<tr>
<td>Weeks 5- 6</td>
<td>Learning Module 4: Reliability and Validity-Chapter 4. Complete all of the components of this learning module.</td>
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<tr>
<td>September 23- October 7</td>
<td>Optional zoom session with professor</td>
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<tr>
<td>Exam #2 Due by Midnight Oct 7</td>
<td>After completing Modules 3 and 4, take Exam #2</td>
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<td></td>
<td>English Grades Graph Due-GROUP ASSIGNMENT</td>
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<td></td>
<td>Exam #2 opens Week 6 (Oct. 1-7 --closes midnight, Oct. 7)</td>
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<tr>
<td>Weeks 7 and 8</td>
<td>Learning Module 5:</td>
</tr>
<tr>
<td>October 8-21</td>
<td>Curriculum-Based Assessment-Chapter 6.</td>
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<tr>
<td>Due October 21 at midnight</td>
<td>Note: Chapter 5 was skipped!</td>
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<td></td>
<td>Math CBM assignment Due -GROUP ASSIGNMENT</td>
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<td></td>
<td>Reading Aimline Assignment Due - GROUP ASSIGNMENT</td>
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<tr>
<td>Weeks 9 and 10</td>
<td>Learning Module 6:</td>
</tr>
<tr>
<td>October 22- November 4</td>
<td>Assessment of Behavior-Chapter 9.</td>
</tr>
<tr>
<td>Due date November 4 at midnight</td>
<td>FBA Assignment Due-GROUP ASSIGNMENT</td>
</tr>
<tr>
<td>Exam #3</td>
<td>Exam 3 will be released during Week 10 and covers information in Modules 5-6. Open October 30-November 5 at Midnight!</td>
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<tr>
<td></td>
<td>Easy IEP Assignment Due-- INDIVIDUAL ASSIGNMENT</td>
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<tr>
<td>Week 11 and 12</td>
<td>Learning Module 7:</td>
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<tr>
<td>November 5-18</td>
<td>Norm-referenced Assessment-Chapter 5.</td>
</tr>
<tr>
<td>Due date November 18 at midnight</td>
<td>Chronological Age Assignment Due-INDIVIDUAL ASSIGNMENT</td>
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<tr>
<td></td>
<td>Basal Assignment Due</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Happy Thanksgiving!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 18-25</td>
<td>Eat an extra helping of stuffing!</td>
</tr>
<tr>
<td>Vocational Assessment Assignment Due by November 25</td>
<td>VOCATIONAL ASSIGNMENT DUE!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Learning Module 8:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 25- December 2</td>
<td>Academic Assessment, Chapter 8.</td>
</tr>
<tr>
<td>Due date: December 2 at midnight</td>
<td>Achievement Interpretation Assignment Due-INDIVIDUAL ASSIGNMENT</td>
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<td></td>
<td>Exam #4 which covers the information in Learning Modules 7 and 8 will be open during Week 14- closes at December 4 at Midnight</td>
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<thead>
<tr>
<th>Week 15</th>
<th>Learning Module 9:</th>
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<tbody>
<tr>
<td>December 3-9</td>
<td>Intelligence and Adaptive Behavior, Ch. 10</td>
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<tr>
<td>Due date December 9 at midnight</td>
<td>Vineland Assignment Due-INDIVIDUAL ASSIGNMENT</td>
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</table>

| Week 16 | Exam 5, Module 9, open during Week 16—last day to take the exam is December 14!!! |
Assignment Descriptions:

1a. Response to Intervention module with questions. INDIVIDUAL ASSIGNMENT

Response to Intervention, RTI

Education is mandating the use of research-based instructional strategies and positive learning outcomes for children. For this content activity you will visit the IRIS Learning Center and complete a learning module on an overview of RtI. You will access, read and participate in the activities 1-4 (Challenge, Initial Thoughts, Perspectives and Resources, and Wrap Up. Then, you will take a quiz to assess your general understanding of RTI concepts. The quiz is the next item in your module table of content -not the quiz in the IRIS Learning Module. Now access the link below to begin this assignment.

(Note: If clicking on the link below does not work for you, copy and paste it in a new window.)

http://iris.peabody.vanderbilt.edu/rti01_overview/cresource.htm

1b. RTI quiz

2. Procedural Safeguards Brochure or Video- GROUP ASSIGNMENT

Now that you have completed all of the Content Activities for this learning module, your assignment is to go the Texas Education Agency (TEA) website and create an brochure or video of the Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities. This means all 18 pages of the document.

Due Process Pamphlet or Video

After reading through the Due Process document http://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

create a pamphlet or brochure describing due process. You will develop a pamphlet—not a word document, but a pamphlet. Yes, you should manipulate the columns and margins in WORD to develop what would look like an actual pamphlet one would pick up at a doctor’s office, hand out to families, or ______ This pamphlet should be viewed as something that you might hand out
at an IEP meeting to families. Here is a link to building a brochure through word--
http://www.vtaide.com/gleanings/BrochureMSWord.htm

Here is another site for creating a brochure

OR

Develop a 5-minute video that summarizes the major points of due process. The video should be
enough information to allow your classmates to get an understanding of the major services and
how to access them. Be creative here—use visuals, narrate a PowerPoint using software (note—a
narrated PowerPoint that isn’t a video isn’t acceptable) or ____. If you have wonders if the
format is acceptable, please ask.

Suggested software to develop the presentation


For either the brochure/pamphlet or video, you must demonstrate your understanding of due
process and articulate it well to a viewer with little or no knowledge of due process.

A copy of the Procedural Safeguards is given to parents before an initial evaluation is conducte
d and at each annual ARD meeting. The Procedural Safeguards document summarizes the majority
of information addressed in Chapter 2 of your text. When you access the web site, click on the
language in which you would read. For most of you, that language would be English. Upon
choosing a language, you will be taken directly to the Procedural Safeguards.

Note: The Procedural Safeguards are updated periodically. Be sure you are handing out
the most recent Safeguards to parents.

3. Descriptive Statistics—INDIVIDUAL ASSIGNMENT

Descriptive Statistics

Note: You will need a calculator in order to complete this activity and your answers to this
content activity will be turned in to the professor.

This content activity will guide through the process of organizing a data set so that you can learn
to calculate several of the measures and scores discussed in this chapter. The tasks are arranged
in chronological order with instructions and ques to help you complete the tasks. The data set
will remain the same throughout this entire activity. You may also use your text as a resource. Be
sure and save your work as a future guide. Let's begin!
Use the data set below to calculate the following descriptive statistics. **Pretend that these numbers represent the exam scores your students earned.**

85, 85, 99, 63, 60, 97, 96, 95, 58, 70, 72, 92, 89, 87, 74

I. Rank Order (least to greatest):

58, __, 63, __, __, __, 85, __, __, __, 92, __, __, __, 99

II. Now, identify or calculate the following:

median ____ (middlemost number)

mode ____ (most frequently occurring number)

mean ____ (average of data)

III. Using the guide below, calculate the variance. The steps for variance are as follows: **a)** mean - score (the mean will be rounded to 82), **b)** square each score by multiplying number by itself, **c)** total the squared column or sum of squares column, **d)** divide sum of squares column by # of scores in data set.

Rank Order Data: 58, 60, 63, 70, 72, 74, 85, 85, 87, 89, 92, 95, 96, 97, 99

Score | Mean | Difference | Multiply | Difference Square | Total |
--- | --- | --- | --- | --- | --- |
58 | 82 | -24 | -24 | 576 |
--- | --- | --- | --- | --- | --- |
60 | 82 | -22 | -484 |
--- | --- | --- | --- | --- | --- |
63 | 82 | -19 | -361 |
--- | --- | --- | --- | --- | --- |
70 | 82 | -12 | -144 |
--- | --- | --- | --- | --- | --- |
72 | 82 | -10 | -100 |
--- | --- | --- | --- | --- | --- |
74 | 82 | -8 | -64 |
--- | --- | --- | --- | --- | --- |
85 | 82 | 3 | 9 |
--- | --- | --- | --- | --- | --- |
85 | 82 | 3 | 9 |
--- | --- | --- | --- | --- | --- |
87 | 82 | 5 | 25 |
--- | --- | --- | --- | --- | --- |
89 | 82 | 7 | 49 |
--- | --- | --- | --- | --- | --- |
92 | 82 | 10 | 100 |
--- | --- | --- | --- | --- | --- |
95 | 82 | 13 | 169 |
--- | --- | --- | --- | --- | --- |
96 | 82 | 14 | 196 |
--- | --- | --- | --- | --- | --- |
97 | 82 | 15 | 225 |
--- | --- | --- | --- | --- | --- |
99 | 82 | 17 | 289 |
--- | --- | --- | --- | --- | --- |
(1729 = sum thus far)
Total Sum of Squares ______ (sum of all of the numbers in the last column)

Variance: Sum of Squares / Number of Scores ________

IV. Calculate the standard deviation for this set of data.

Standard Deviation: Square root of Variance (pg. 115 in course text).

SD = ± ______ (round answer to the nearest whole number).

V. Now, using your SD number (±14) identify scores that are significantly above or below your test mean of 82. This is determined by adding your standard deviation number (14) to the mean of 82 (82 + 14 = 96) and subtracting the standard deviation (14) from the mean of 82 (82 - 14 = 68). So significant scores will fall outside of the range of 68 - 96. This process identifies students who are doing poorly and need remediation and students who are doing really well. The students who are doing really well may benefit from enrichment activities and/or serving as a peer tutor for the struggling students.

Now identify the significant scores ____________________________.

Congratulations you have completed this content activity - save your work in MS Word (.doc or .rtf). Be sure to include enough of your calculations so that I can help if remediation is needed. Click the blue arrow which is in the right hand corner of this page and advance forward to the Dropbox, where you will place in 'Add a File,' and submit.

TExES: Standard 5 understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

4. Reliability and Validity Assignment- GROUP ASSIGNMENT

Reliability and Validity

(Microsoft Excel 2010 Version)
The task for this content activity is to determine the type of correlation between two sets of given data. **In order to determine the correlation, you will create a scatter plot in Microsoft Excel using the English grades given below. The chart title must state the type of correlation (positive, negative, or no correlation).** The instructions below will guide you through the process of creating a scatter plot in Microsoft Excel.

The following data sets represent the midterm grades for students in the first semester of English I. Data set A contains the scores for first period and the data set B contains the scores for 4th period.

<table>
<thead>
<tr>
<th>Data Set A</th>
<th>Data Set B</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>79</td>
</tr>
<tr>
<td>82</td>
<td>86</td>
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<tr>
<td>91</td>
<td>95</td>
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<td>96</td>
<td>97</td>
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<tr>
<td>97</td>
<td>99</td>
</tr>
<tr>
<td>88</td>
<td>97</td>
</tr>
</tbody>
</table>

In addition to my directions, you may use Excel Help to access the directions for Creating scatter plots. You will need to keep this window open as well as the Microsoft Excel window so that you can refer back to the instructions as you enter the data.

1. Open a Microsoft Excel spreadsheet.

2. Label cell A1 as, Data Set A or 1st Period and cell B1 as Data Set B or 4th Period.

3. Under Data Set A (or 1st period), **enter the midterm English scores that are listed in the chart above.**

4. Under Data Set B or 4th period, **enter the midterm English scores that are listed in the chart above.**

5. Next, highlight both of your data sets (titles and numbers) by dragging your cursor across the data. When you attempt to highlight the column titles, only one of the titles will stay highlighted in blue - this is ok.

6. Now, go to your Menu Bar and click on Insert. Then using the given pictorial representations of charts, click on Scatter and then on choose the first chart option which will identify the chart as Scatter With Only Markers.

7. Your chosen chart will appear next to your data set. It may take a couple of seconds for the chart to appear.
8. Click on the title area of your chart and enter a title that describes your data (i.e., Correlation Between 1st Period and 4th Period English Grades - or something similar. **Remember to include the type of correlation - positive, negative, or no correlation**)

9. Then enter an appropriate title for your X and Y axis. If you are unable to enter a title for your X and Y axis, look up to your Menu Bar for Chart Layouts and click on the first option or chart. This action should make the words Axis Title appear on your chart. Now click on the word Axis Title and you should be able to type in an appropriate label for each axis meaning you have to go through the Layout tool twice to enter a title for each axis.

10. Make sure and Save your completed graph (Save in Excel (.xlsx, .xlsxx, .csv) in a place where you can easily locate it. You will need to upload your saved graph to the course Drobpx.

**TEExES: Standard 5 understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.**

**5. Curriculum-Based Assessment- GROUP ASSIGNMENT**

The purpose of this content activity is to teach you to create an Aimline graph in Microsoft Excel that accurately depicts a student's weekly growth in oral reading fluency. The student is a 6th grader in special education who currently has a baseline of 40 words per minute. Her instructional program will last 18 weeks. Use Table 6.3 to determine the growth rate. Calculate her Aimline goal. Then determine her weekly progress number for weeks 1 -18. Weekly progress (1-18) may also be calculated in Microsoft Excel.

The following steps guide you through the process of creating a graph in Microsoft Excel. You may also access Microsoft Excel Help to print directions for Creating XY and Line Charts or you can follow my directions below. **A video file (mp4) has been created for the steps below. It is recommended that you print the Excel directions and then follow along as you watch the video.**

**Click on the following word link to view the Excel Video which is the format of a mpeg file:** Click here to access the instructional video.

You may also access Microsoft Excel Help to print directions for Creating XY and Line Charts and/or you can follow my directions below:

1. Open a Microsoft Excel spreadsheet.

2. Label cell A1 as, Weeks and cell B1 as # of words.

Depending on your version of Microsoft Excel, you may need to enter your data horizontally (across) rather than vertically (down) like I am instructing. If you are entering your data across or horizontally in the spreadsheet, then cell A1 would be Weeks and cell A2 would be # or words.
3. Under Column A, Weeks, enter the numbers 1-18. The numbers 1-18 represent the number of instructional weeks in the program.

4. Under Column B, # of Words in cell B2 enter the baseline number of 40 which represents the current oral reading fluency skills of this child.

5. Next, click on cell B3 so that it becomes "active" or has the outline of the cell bolded.

6. Now, locate your "formula function bar" which is located above the spreadsheet and below your menu bar. You will see the symbol "fx:". Click inside the formula (white) space not on the "fx" symbol and enter the following formula just as I have with capital letters and no spaces: \(=\text{SUM}(B2+.62)\) and then press Enter. The number 40.62 should appear in cell B3.

This formula is telling the program to add the sum of cell B2 +.62 to each week of your instructional program. Note: This action has moved your cursor to cell B4. You will want to move your cursor back to cell B3 in order to complete number 7.

7. Note: The action you just completed in #6 has moved your cursor to cell B4. You will need to move your cursor back to cell B3 so that it is activated or bolded around the cell. Looking at this cell, you will see a very small square in the bottom right-hand corner of cell B3. Place your cursor on the very small square and your cursor symbol will change from a white plus sign to a thin, black plus sign.

8. Keeping the thin, black plus sign, you will left click (keep holding down) and drag all the way to cell B19. This process should have highlighted all of your data. When you let go of the left mouse button, all the growth rate values should appear for weeks 2-18.

9. Next, highlight the entire data set (number values and column titles) by dragging your cursor across and then down your data set. The cell titled "Weeks" will not appear to highlight and this is ok.

10. Now, go to your Menu Bar and click on "Insert" and then from the pictorial representation of chart options choose Scatter and then the 2nd chart which is titled Scatter with Smooth Lines as Markers. You created chart will appear next to your data set.

11. Next, double click on your chart title and create an appropriate title that accurately describes your data. Think about this carefully before typing in the title.

12. Now, you need to label your X and Y axis. If your chart does not have the words Axis Title, go to Chart Layout and click on Layout 1 to make these Axis titles appear on your chart and then fill in an appropriate label for each axis.

13. Now you are going to put the finishing touches to your chart. Go to your menu bar and choose Layout and Axes and Primary Horizontal Axis and then More Primary Horizontal Axis Options. Under Axis Options find the Major Unit and change the radial button to Fixed and then...
the value to 1.0 and then click on Close. This action changed your axis values to represent each of your instructional weeks.

14. Next, we are going to edit your Y axis values. First, go to your menu bar and choose Axes and Primary Vertical Axis and then More Primary Vertical Axis Options. Under Axis Options find Minimum and change the radial button to Fixed and then the value to 40. Now, by the Major Unit click the Fixed dial and then change the value to .62 which is your growth rate. Then click on Close. These actions are telling Excel to start your Y axis at 40 which represents your current baseline and the increments to show a growth rate of .62 per week.

15. If your chart appears crowded, you may enlarge it by dragging the outer edges of your chart to make the chart stretch both horizontally and vertically.

16. Now, save your document in Excel (.xlsx, .xlsxx, or .csv) and submit both the graph and spreadsheet in the Dropbox, in 'Add an Attachment.'

6. Functional Behavior Assessment- GROUP ASSIGNMENT

Completing FBA's Professionally

In a previous content activity you examined a paraprofessionals responses to a FBA Questionnaire. Your assignment is to go back to this link (link given below) and analyze the paraprofessional's responses by identifying the statements that are broad generalizations or did not give enough specific information. Then, create a table with three columns. The first column will identify the FBA question. The second column will contain the paraprofessional's broad generalization. In the third column, you will input an appropriate response to the questionnaire item. There a 12 questions that you will analyze for improvement by adding more specific measurable information. A table example is below for the first two questions and you will need to complete the chart to item 12.

<table>
<thead>
<tr>
<th>Question</th>
<th>Paraprofessional's Response</th>
<th>Appropriate Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often does behavior occur?</td>
<td>Everyday</td>
<td>His behavior occurs at least 3 times a week either right before or right after English class. It is during the &quot;transition&quot; period that he acts out usually when I am trying to get students to take out or put away their English assignment.</td>
</tr>
<tr>
<td>How long does the behavior last?</td>
<td>Not long</td>
<td>The acting out behavior usually lasts for about 2 minutes. After I confront the student, he will quiet down and then pout for another 5 minutes muttering under his breath. His muttering continues to be a distraction to me and the other students in the class.</td>
</tr>
</tbody>
</table>
7. Chronological Age- INDIVIDUAL ASSIGNMENT

Chronological Age Assignment

Note: Before you complete this assignment, please make sure that you accessed and reviewed the chronological age PowerPoint.

Standardized tests require that you calculate the chronological age in order to score the assessment instrument. Remember from the lecture that I pointed out that the average number of correct items would change due to a child receiving instruction. It makes sense that a child who is in her 9th month of 2nd grade would get more items correct on an achievement test than a child who is in their first month of 2nd grade. Nowadays, most standardized tests are scored with a software program that automatically determines chronological age for you; however, I want you to know how to calculate the chronological age just in case you need to hand score an assessment.

Create and Save your answers in Microsoft Word (docx) or scan a neatly written hand copy to the course Dropbox. Make sure that it contains all 3 of the chronological age calculations provided below. If you had to borrow from another column, include a sentence below the problem that describes what you had to do in order to complete the calculation. Attach your document by clicking on "Add an Attachment" and submit.

1. Nate was born on October 25, 2000. Calculate his chronological age using the testing date of November 30, 2016.

2. Maria was born on January 30, 2005. Calculate his chronological age using the date September 15, 2016.

3. Mercedes was born on June 30, 2003. Calculate her chronological age using the date April 4, 2016

8. Norm-Referenced Assessment Interpretation (achievement) INDIVIDUAL ASSIGNMENT

Test Interpretation

It is time to assess your test interpretation skills. The next item in your table of contents is a score report of the WIAT III. This page will show the WIAT III subtest scores in the first chart and the composite scores in the second chart.

When interpreting a test, look at the composite scores first. After analyzing strengths and weakness for composite scores, analyze the individual subtests. Do not report on or discuss raw scores. The abbreviations for this printout are defined below.
Sentence Descriptors

STD = Standard Score. The Average range for WIAT III student performance is between 85 and 115.

- Very Low standard scores below 55 on WIAT.
- Low standard scores between 55-69 on the WIAT
- Below Average standard scores between 70-84 on WIAT.
- Average standard scores between 85 and 115 on WIAT.
- Above Average standard scores between 116-129 on WIAT.
- Superior standard scores between 131 and 144 on WIAT.
- Very Superior standard scores equal to or above 145 on WIAT.

PR = Percentile Rank The percentile rank of 47 means the student performed as well as or better than 47 out of 100 same age or grade peers.

Age EQU = Age Equivalent The age equivalent of 6-2 means that student shared the same number of correct items as the average 6 year 2 month old child.

Grade EQU = grade equivalent The grade equivalent of 8.3 means the student shared the same number of correct items as the average 8th grader in their 3rd month of school.

95% = Confidence Interval The sentence descriptor for this is as follows: There is a 95% probability that the students true score falls within the standard score range of XX -XX.

Do not worry about or report on the other scores in the printout.

You Create and Save in Microsoft Word a document that answers the following questions. Then, you will upload your assignment to the course Dropbox - Add and Attachment. Note: You must use the sentence descriptors (provided above) in your assignment in order to earn credit for each question.

1. Composite Strength Paragraph

- Identify the composite test that is a strength for this student.
- Identify the standard score for this area and what range it falls in (e.g., Average, Below Average)
- Write a sentence descriptor for the percentile rank.
- Write a sentence descriptor for the student’s range of scores.

2. Composite Weakness Paragraph

- Identify the composite test that is a weakness for this student.
- Identify the standard score for this area and what range it falls in (e.g., Average, Below Average).
- Write a sentence descriptor for the percentile rank.
• Write a sentence descriptor for the student's range of scores.

3. Strength: Subtest Description

• Identify the subtests that comprise the student's composite strength. Note: There is a pdf. in the module outline that shows the front of a WIAT III test record and describes how to determine which subtests comprise or make-up each composite area.
• Define what these 2 subtests measure (found in your textbook chapter page 164-165).
• Identify the standard scores for these areas and what range it falls in (e.g., Average, Below Average).
• Write a sentence descriptor for percentile rank.
• Write a sentence descriptor for the student's range of scores.
• Write a sentence descriptor for the student's grade equivalent.

4. Weakness: Subtest Description

• Identify the subtests that comprise the student's composite weakness. Note: There is a pdf. in the module outline that shows the front of a WIAT III test record and describes how to determine which subtests comprise or make-up each composite area.
• Define what these 2 subtests measure (found in your textbook chapter page 164-165).
• Identify the standard scores for these areas and what range it falls in (e.g., Average, Below Average).
• Write a sentence descriptor for percentile rank.
• Write a sentence descriptor for the student's range of scores.
• Write a sentence descriptor for the student's grade equivalent.

9. Norm-Referenced Assessment Interpretation (Adaptive Behavior)- INDIVIDUAL ASSIGNMENT

Interpretation Assignment

For this assignment, you will access a Vineland Adaptive Behavior report for an 11 year old girl and interpret her scores and relative strengths and weaknesses. Remember that adaptive behavior tests are used in conjunction with IQ tests in order to determine that an individual is truly functioning in the mentally retarded range. The graph of scores that you will interpret is located on page 2. The domains assessed on the Vineland are Communication, Daily Living Skills, Socialization, and Motor Skills. The Adaptive Behavior Composite is a total test score and will not be interpreted for this assignment.

For each of the four domains, you will report (in sentence descriptor format) the following:
1. **Standard Score**
2. **Percentile Rank**
3. **90% Confidence Interval** - You will have to do the math. +/-2 means add 2 to the standard score and subtract 2 from the standard score to get the range of scores. Then write your sentence descriptor - There is a 90% probability that ...
4. **Adaptive Level** - this is a term such as low or moderately low
5. **Strength and Weakness** - within each domain, you will have to look at the subdomains and the age equivalents in order to determine the relative strength and weakness. A relative strength means it is the child's highest area of functioning. This is useful information for a teacher and parent because the relative strength can be used to help the child learn new behaviors. Be sure to describe the age equivalent when you identify the strength and weakness. See my example below:

In the Communication domain a relative strength for the student is in the area of ________ due to an age equivalent of ____ which means the student shared the same number of correct items as the average ____ year ____ month old child.

- Create and Save your completed document in Microsoft Word. Then, you will upload your assignment to the course Dropbox - Add attachment and Submit.

10. **Vocational Assessment**

Read through the Semester Project: Vocational Assessment information found on the Course Home page in the Content Browser. During Week 2, the Instructor will email your log in information for you to complete this online vocational assessment. Note: This assignment will be open all semester. You will complete the 3 part vocational assessment online and then submit the report to the course dropbox prior to Nov. 26th.

11. **Easy IEP Assignment**

**Read through the Semester Project: Easy IEP assignment found** on the Course Home page in the Content Browser. By Module 4, the Instructor will post further instructions. This assignment will be open through the end of module 6 and due the last day of the of module 6

VI. **Required Readings and Materials**


(You will probably want to put this in a 3-ring binder....it comes with the holes already punched.)

**It is IMPERATIVE that the student has access to a computer that has the following components/capabilities: Webcam, Microphone with Headset, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.**
2. A copy of the State of Texas Special Education Standards can be printed from the Texas Education Agency website:


**VII. Course Evaluations:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation

2. Instruction evaluation purposes

3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:** Found at https://www.sfasu.edu/policies

_____ **Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

_____ **Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

___ **Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

___ **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/> ). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

Late Submission Policy and Make-up Exams: All assignments must be turned in on or before the due date to receive full credit. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Assignments are due on the dates listed below. Late work will be accepted up to 4 days late with a 10% deduction per day each day late. After 4 days a grade of zero will be awarded. All assignments are due at 11:30 PM on the date listed. All assignments and discussions for each module are open for the entire module

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted on D2l. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

SBEC/ TExES – State Board of Educator Certification and TExES
| CAEP Standards | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 4.1 | 4.2 | 4.3 | 4.4 | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | INTASC Standards | The Learner Development |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----------------|------------------------|
| Standard 1     | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |                 |                         |
| Standard 2     | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |                 |                         |
| Standard 3     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |                 |                         |
| SPE 439 Assess | #1  | #2  | #3  | #4  | #5  | #6  | #7  | #8  | #9  | #10 | #11 | #12 | #13 | #14 |     |     |     |     |     |     |     |     |     |   |                 |                         |

The table shows the alignment of CAEP Standards with standards from SPE 439 and INTASC Standards. Each row represents a standard, and columns indicate the presence of assessments (Asses #1 to #13). X's indicate where the standard is addressed by the assessments.
<table>
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| SPE 439 | Asses #1 | Asses #2 | Asses #3 | Asses #4 | Asses #5 | Asses #6 | Asses #7 | Asses #8 | Asses #9 | Asses #10 | Asses #11 | Asses #12 | Asses #13 |  |  |  |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|  |  |  |

<p>| Standard 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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