Department of Human Services
SPED 5334.501
Individual Academic Assessment

Instructor: Summer Koltonski, Ph.D.
Office: ECRS 2011
Office Phone: 936-468-1215

Course Time & Location: 100% online in D2L
Credits: 3 hours
Email: Use D2L email within the SPE 544 course

Office Hours: M 11:00 a.m. -1:30 p.m., W 11:00 a.m. -1:30 p.m.
Office hours may be virtual (email) or face-to-face. Please send an email to set up a face-to-face meeting during office hours. In addition, we can set up a meeting in Zoom. A link to the Zoom meeting room will be posted to the course homepage.

Mailing Address: Stephen F. Austin State University
Department of Education Services – Summer Koltonski
P.O. Box 13017 or 2428 Raguet St. (UPS/FedEx requires a physical address)
Nacogdoches, TX 75962

Prerequisites: None

I. Course Description: The administration and interpretation of tests designed to measure achievement, adaptive and maladaptive behavior, and social/emotional behavior for use in educational planning and interventions with disabled students. Course Fee: $100.00

This course covers the administration and interpretation of standardized tests designed to measure adequate yearly progress and academic achievement. The tests utilized in this course are the most commonly utilized assessments for educational planning and interventions for students with disabilities and students at-risk of developing disabilities. Students will administer, score, and interpret some of the most widely used academic achievement tests in public schools. Students will be required to utilize test publisher computer software scoring programs and manuals. Assessment concepts and procedures will be addressed throughout the semester. A major emphasis of this course will be test administration using standard procedures with a variety of tests. A considerable amount of time will be allotted to practicing test administration, scoring protocols, and interpreting data. You will need to test the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing so please plan accordingly. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test using standard procedures.
**Course Justification:** SPED 5344 Psycho-educational Assessment (3 credits; fully online) spans 15 weeks. The course contains extensive written content requiring students to engage the online modules for at least 6 hours per week. Readings from textbook chapters, publishers of norm-referenced assessments, and other sources are woven into the content to support key concepts related to law and psychoeducational assessment (administration, interpretation, report writing, and eligibility) for special education. In addition, students are required to complete quizzes/exams over the course content and complete intensive writing assignments that evaluate their ability to interpret and apply information learned in the modules. For every hour a student spends engaging with the content, he/she spends at least four hours completing associated activities and assessments.

**SPE 544 Accountability and Accreditation Assignment:** Achievement Report and Professional Portfolio submission

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**II. Intended Learning Outcomes/Goals/Objectives**

**A. COE Conceptual Framework:** This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs 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. Web link where the COE Conceptual Framework can be accessed:

**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:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.
CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPE 544 Accountability and Accreditation Assignments:

1) The candidate will interpret and describe the scores for a norm-referenced assessment.

2) Building a Professional Portfolio

Student Learning Outcomes:

At the completion of this course, students will be able to:

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

2. The student will discern legal and ethical issues encountered in the field of special education.
3. The student will recognize issues related to conducting evaluations and special education eligibility.

4. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

5. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

6. Analyze assessment data for student academic strengths and weaknesses.

7. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

8. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

9. Demonstrate an understanding of socially, culturally, and linguistically different students.

10. In report writing competencies, non-competences, and recommendations, apply knowledge of pre-academic and academic concepts assessed by adequate yearly progress at varying grade levels.

**SLO Items 1-7** (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 1C, 1D, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1B, 1C, 2B; TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1A, 1B, 2A, 2B, 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1B, 2B, 2C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1A, 1B, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1L, 2B, 2C, 2D, 2F, 2G, 2H, 2I, 2K; TExES Standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1A; TExES Standard X knows and understands appropriate curricula and instructional strategies for individuals with disabilities 2A, 2B.
**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

The format for this course includes D2L learning modules with assignments and deadlines, offline reading assignments, online reading and participation in using web pages, Collaborate, e-mail, discussion boards, assessment kits, manuals, and report writing. Assessment of course content will be conducted via scheduled online quizzes, exams, assessment scoring sessions, and reports.

It is recommended that you log in to this course every day, since it's a 5 week summer course that will move quickly! There are readings and assignments every day of the week during summer session, and you must devote adequate time each week to these activities in order to stay "on schedule" and be successful in this class. You may need to devote about 15 hours a week to read and complete assignments during summer school.

Dropbox assignments and Discussions are due the Sunday of the week they are assigned. All assignments are open and may completed anytime during the course. It is recommended that you work to stay on schedule.

**Assessments:** Students are required to conduct assessment sessions using varying standardized instruments. Test sessions and test records will be graded based on examiner efforts to establish rapport with the student, following standardized administration procedures, scoring, and accurate interpretation of the test. The following assessments will be addressed in this course: Woodcock Johnson IV Test of Achievement, WJ IV; KeyMath 3; Kaufman Test of Educational Achievement, KTEA, 1-2 Gray Reading tests; and WJ Oral Language, WJ OL.

**It is best if you administer the assessments in the following order:**

1. WJ IV Ach and Supplemental Assessment
2. KTEA 3 and Supplemental Assessment (1st administration)
3. KTEA 3 and Supplemental Assessment (2nd administration)

**Recorded Test Administrations:** Each of your test sessions will be recorded for graded review and teaching purposes. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Video footage of the entire assessment administration is required for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. No YouTube videos are allowed. The information on these tests is confidential. Legal action will be taken by test publishers who find videos with their test information on the internet.

A video recording device is a worthwhile investment because you will be using this type of recording technology in SPE 544.501, SPE 545.501, and SPE 571.501. MP4 video files are the easiest video files for me to access. Be sure that your testing session recorded and saved
appropriately before you submit your assessment for grading. Your video recordings must be labeled with an appropriate title just like you would create a title for a word document.

I will create a OneDrive folder for each of you and share it with you after our first assessment scoring session. In this shared folder, you will have 3 main folders (WJ ACH, KTEA, and Second Administration (WJ ACH or KTEA) within these main folders you will have sub-folders for your video recordings. You will create video recordings that include the subtests identified in the list below.

For most video recordings, you are only including 4 subtests. After administering and recording 4 subtests, you will save the video file with the appropriate name (e.g., WJ ACH Part 1) and then create a new or Part 2 video that includes the next 4 subtests based on the groupings listed below. This pattern of recording about 4 subtests at a time will continue to the end of the assessment administration.

Each of these main assessment folders will have sub-folders where you will upload your videos.

- **WJ ACH Assessment**
  - Part 2 - Calculation, Writing Samples, Word Attack, Oral Reading
  - Part 3 - Sentence Reading Fluency, Math Facts Fluency, Sentence Reading Fluency, Reading Recall
  - Part 4 - Number Matrices, Word Reading Fluency, Spelling of Sounds, Reading Vocabulary
  - Part 5 - KeyMath (Only 4 subtests: Numeration, another math calculations subtest or your choosing, Foundations of Problem Solving, Applied Problem Solving) or other supplemental assessment that was provided to you GORT or GSRT (only 4 GSRT subtests are administered - Letter/Word Recognition, Phonetic Analysis, Reading Vocabulary, and Meaningful Vocabulary).
    - **Note: You are not administering the following WJ ACH subtests - Editing, Science, Social Studies, and Humanities**

- **KTEA Assessment**
  - Part 2 - Nonsense Word Decoding, Writing Fluency, Silent Reading Fluency, Math Fluency
  - Part 3 - Reading Comprehension, Written Expression, Associational Fluency, Spelling
  - Part 4 - Spelling, Object Naming Facility, Reading Vocabulary, Letter Naming Facility
  - Part 5 - Word Recognition Fluency, Decoding Fluency
Part 6 - WJ Oral Language (only 4 subtests - Picture Vocabulary, Sentence Repetition, Oral Comprehension, and Understanding Directions) or other supplemental assessment that was provided to you GORT or GSRT (only 4 GSRT subtests - Letter/Word Recognition, Phonetic Analysis, Reading Vocabulary, and Meaningful Vocabulary).

- **Note:** You are not administering the KTEA Listening Comprehension or Oral Expression subtests. These SLD areas are assessed more easily and quickly using the WJ Oral Language.
- Second Administration WJ ACH or KTEA: Based on the test kit directions provided, you will either administer the WJ ACH 2 times or the KTEA 2 times. For this second administration, you will create the same video grouping as specified above.

Videos must be submitted with the other assessment components according to the Course Timeline. No YouTube videos are allowed.

**Scoring Sessions:** We will have 3 scoring sessions you will set up once you complete the assessment. We will score the WJ-ACH, WJ-OL, and KTEA 3 together during the first and second scoring session. You will score the Keymath, GORT, GDRT, and other supplemental tests by hand using the manual. You must score these prior to our scoring session. Please ensure you download the XBASS software before the scoring session. The 3rd scoring session will be done on your own.

- **Scoring Session 1** – We will go through the script and score the WJ-ACH together and produce a compuscore that contains the scores during the session.
  - We will discuss the scores on the compuscore during the session
  - We will discuss the scores of the Keymath or other supplemental assessment scores (you handscore prior to the session)
  - We will input the scores into XBASS
- **Scoring Session 2** – We will go through the script and score the KTEA 3 together and produce a compuscore that contains our scores during the session.
  - If you gave the WJ-OL we will score it together and produce a compuscore
  - If you gave another supplemental assessment (GORT, GDRT) we will discuss the scores (handscore prior to session)
  - We will input the scores into XBASS
- **Scoring Session 3** – after the 2nd scoring session I will provide you with account information to score the KTEA 3 and/or WJ OL on your own.
  - You will score the KTEA 3 and/or WJ OL on your own and download the compuscore.
  - You will input your scores into XBASS and analyze the scores
  - Once you have completed XBASS please email me to set up a scoring session. We will have a session to discuss and answer questions about your assessment, scores, and XBASS.
For XBASS – review the videos in the XBASS Instructional Videos Module and you may access your previous scoring sessions (these will be uploaded to your OneDrive folder).

**Reports:** Students will follow the instructor's format for writing summaries for each of the tests administered. The format for reports will be described in course modules.

- Child 1 will be in grades 2-6
- Child 2 will be in grades 7-12
- Child 3 can be in grades 2-12. Test administration specifics will be given in modules.

   **Remember that you will be testing the same children for SPE 544.501 Achievement testing and SPE 545.501 IQ Testing.** Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

**Quizzes and Exams:** Textbook (Essentials of SLD…2nd edition and Assessing Students... 8th edition) and learning module quizzes will be administered throughout the semester. These quizzes are accessed through the Quiz (tab) section of the course.

**Assignment Descriptions:**

1. Five Pillars of Reading (located in the Essentials of SLD module) - Using Screen-cast-o-matic, you will post a mini-presentation using a web-cam, visuals, web site(s), and/or classroom examples to create a video discussion on the 5 pillars for reading success. Your responses will need to be succinct and in your own words based on the PDF and the internet or powerpoint resource you choose. The maximum time limit for your recording is 3 minutes. You need to pretend like you are presenting this information to a new teacher who may not know and understand the importance of the 5 pillars of reading success.

2. RTI Only Approach. On page 16 (second full paragraph) in your Essentials of SLD text, the author's state that districts that follow an *RTI only approach* do not appear to be in compliance with federal regulations regarding the identification of a Specific Learning Disability (SLD). Districts that utilize and RTI only approach typically refer a child to Special Education and find them eligible if the child was deemed a "nonresponder" to the district's RTI tiered intervention program. Your assignment is explain why each of the identified regulations is not being adhered to in an *RTI only approach*. You will need to include the question and your answer in your submission. Make sure your responses are written in complete sentences and of graduate level quality. You may type directly into the submission box or type your response in Microsoft Word and then attach your assignment.

3. SLD Categories/ Federal Regulations - For this assignment, you will access the Legal Framework and then locate the 8 Specific Learning Disability Categories. You will type these categories into the Submission box for credit. Hint: Look under the Heading *Full and Individual Evaluation.*
4. WJ IV and KeyMath Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, assessment scoring session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WJ strength paragraph, WJ weakness paragraph, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

5. KTEA and 1 of the following assessments (WJ OL, Gray Reading, OWLS Writing, PPVT Language) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, assessment scoring session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA strength paragraph, KTEA weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

6. KTEA or WJ (repeated) and 1 of the following assessments (WJ OL, Gray Reading, OWLS Writing, PPVT Language) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: module assignments, test record notes for broad and narrow abilities, recorded assessment administration, script completion, assessment scoring session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA or WJ strength paragraph, KTEA or WJ weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

7. Specific Learning Disabilities Quiz Chapters 1-2 - Overview of Specific Learning Disabilities.

8. Specific Learning Disabilities Quiz Chapters 3 - How SLD Manifests in Reading.

9. Specific Learning Disabilities Quiz Chapters 4 - How SLD Manifests in Writing.

10. Textbook quizzes (Assessing Learners with Special Needs... 8th edition) - 120 points (6 quizzes at 20 points each)

    Chapter 1
    Chapter 2
    Chapter 4
    Chapter 5
    Chapter 9
Chapter 11

IV. Evaluation and Assessments (Grading):

Assignments and Points

1. Assessing Learners with Special Needs 8th edition textbook quizzes: 62 points

2. Specific Learning Disability textbook information quizzes: 49 points

3. Student Introduction Discussion: 15 points

4. Getting Started Quiz: 10 points

5. 5 Pillars of Reading Success: 25 points

6. Essentials of SLD, Chp.1 RTI only approach:  15 points

7. Legal Framework and SLD Categories 16 points

8. W Score Growth Paragraph – 15 points

9. Test Session/Child 1: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments:

   - 1 WJ IV ACH (administration + test record + report + recorded test session) 125 points
   - 1 KeyMath or supplemental assessment: reading or language or writing assessment (administration + test record + recorded test session) 50 points. You are only administering 4 subtests from the Keymath.
   - Note: Supplemental Assessments include the following: KeyMath, WJ IV Oral Language (scored online with the course professor), GSRT, GDRT, TOPA 2, OWLS, and PPVT (all hand-scored using manual tables). In the IQ testing course this child will be or would have been administered the WJ ACH.

10. Test Session/Child 2: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to
your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments:

- 1 KTEA Test of Achievement (administration + test record + report + recorded test session) 125 points  
  **Note:** You do not have to administer the Listening Comprehension or Oral Expression tests.
- 1 WJ Oral Language (OL), or Gray reading or PPVT or OWLS (administration + report + recorded test session) 50 points.  
  **NOTE:** With the exception of the WJ OL, all other assessments are hand-scored using manual tables. In the IQ testing course this child will be or would have been administered the KABC II.

11. **Test Session/Child 3:** Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments

- 1 WJ IV Test of Achievement OR KTEA (administration + test record + report + recorded test session) 125 points
- 1 WJ Oral Language (OL), or Gray reading or PPVT or OWLS (administration + report + recorded test session) (50 points)  
  **In the IQ testing course this child will be or would have been administered the WISC V or WAIS IV.**

12. Professional Portfolio: P/F (1 pt)

Total Possible Points: 733

**Grading Scale**

*90% - 100% of all possible points = A*
*80% - 89% of all possible points = B*
*70% - 79% of all possible points = C*
*60% - 69% of all possible points = D*
*59% and below of all possible points = F*
V. Course Outline/Calendar

Reminder:

Remember that you will be completing 3 sets of video-recorded tests administrations this semester. **Assess the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing.** Test administrations can be administered in any order. This means that you can work on any of the 3 test Administration Sessions based on the test kits that you are given, just make sure that you are using the correct child and correct age child. The ages are as follows:

- 1 child will be in grades 2-6
- 1 child will be in grades 7-12
- 1 child can be in grades 2-12

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<thead>
<tr>
<th>Course Timeline</th>
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<tr>
<td>SPE 544 Individual Academic Achievement</td>
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<td>No YouTube videos allowed.</td>
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All test kits must be mailed back to Dr. Summer Koltonski by Nov. 30 so that the test kits can be used for the next semester.

Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

**ABSOLUTELY NO YOUTUBE VIDEOS MAY BE MADE OF YOUR ASSESSMENT SESSIONS.**

Access the Getting Started module and the directions for *Creating a Portfolio in Livetext*. The portfolio must be created with a template and your portfolio is not tied to this course; but rather, a stand alone item that you have access to in your Livetext account throughout your
**Week 1-2**

Aug. 24 – Sept. 6

You will be adding to your portfolio throughout several classes in your program. Using the *Creating a Portfolio in LiveText* directions located in the course Getting Started module, you will create and/or upload the following components to your LiveText portfolio. These items will be copied and pasted into content pages that you create for your portfolio table of contents. If you have already added these items in a different course, then only complete what you have not done and submit your portfolio to the course professor for review. Your portfolio must be submitted and approved before an Assessment Scoring session will be scheduled.

- professional autobiography with your picture centered at the top of the content page
- current resume (pasted into a content page)
- essay that you submitted upon entry into this program (pasted)
- teacher certifications which can be accessed from the TEA website: https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp

Assignment #2: Post your Student Introduction using Screen-castomatic.

Assignment #3: Read the other student introductions (your group as well as other groups) and respond back if you desire.

Assignment #4: Complete the Getting Started Module Quiz with 95% accuracy.

Assignment #5: Complete the Introduction to Federal Regulations module.

Assignment #6: Review the XBASS Instructional Videos Module and Jessica’s Scoring Session

Assignment #7: All Groups get your assessment recording technology in order so that you can record your testing sessions.

** The Announcement section on the course homepage will have information regarding your designated test kit group along with specific instructions that I may have for you or your group. This announcement will be sent out sometime during Week 1 of the course.
<table>
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<tr>
<th>Week 3-5</th>
<th>Assignment #1: (All Groups) Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child. Note: When you have finished testing a child and scoring the test record, sign-up for an assessment scoring session with the course professor using the course email. You must sign up for the assessment scoring session well in advance or at least the day before the scheduled meeting. After the scoring session, immediately begin to work on your report because you may need to utilize the manual before passing the test kit on to the next person in your group. After you have reviewed the resources and explanations in the assessment module, you can email me to request help as often as you need to complete aspects of the test interpretation and report. Assignment #2: View the available XBASS videos from CrossBattery.com. There is a content page with information about these videos in your table of contents. Please read this information and then access the videos. Videos I-V must be viewed before scheduling your first Assessment Scoring session. Assignment #3: Complete two chapter quizzes for the Assessing Learners with Special Needs (8th edition) textbook. Assignment #4: In your Essentials of SLD book read chapter 1 and 2 and complete the assignments and quiz for these chapters. Note: This ACH testing course requires online scoring and interpretation sessions. Approximately 4.5 - 5 hours (three, 1.5 - 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.</th>
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<tr>
<td><strong>Sept. 7 – Sept. 27</strong></td>
<td>All assignments due on the last date stated above. Complete textbook chapter quizzes. Report 1 has some flexibility in the targeted due date due to test kit mailings. Your assignment submission will include the following components: video-recorded session(s), test records, compuscore print-out, testing authorization form, script, XBA master Excel file, and report. No YouTube videos allowed. Note: Modules are located under the Content Browser heading on the course homepage. IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child!</td>
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<tr>
<td><strong>Week 6-8</strong></td>
<td>IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child! Assignment #1: (all groups): Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child. Note: When you have finished testing a child and scoring the test record, sign-up for a assessment scoring session with the course professor. You</td>
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<td>Assignment #1: (all groups): Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child. Note: When you have finished testing a child and scoring the test record, sign-up for an assessment scoring session with the course professor. You must sign up for the assessment test scoring session well in advance or at least the day before the scheduled meeting. Assignment #2: Complete chapter quizzes for the Assessing Students with Special Needs textbook. Assignment #3: In your Essentials of SLD book read chapter 5-6. Assignment #4: W Score Growth Paragraph</td>
<td>IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child! <strong>All scoring sessions must be completed by Nov. 15.</strong> <strong>All videos must be uploaded by Nov. 15</strong></td>
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### Week 9-12

### Oct. 19 – Nov. 15

All assignments due on the last date stated above.

Your report #3 submission will include the following components: video-recorded session(s), test records, compuscore print-out, testing authorization form, script, XBA master Excel file, and report.

No YouTube videos allowed.
Excel file, and report. No YouTube videos allowed.

**Mail test kits to SFA.**

| Week 13-15 | Continue working on all unfinished assignments or quizzes. You will also be resubmitting assignments that you have corrected per instructor's feedback. Note: This ACH testing course requires online scoring and interpretation sessions. Approximately 4.5 - 5 hours (three, 1.5 - 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester. |
| Nov. 16 – Dec. 11 | All assignments due on the last date stated above. No YouTube videos allowed. |
| All assignments due on the last date stated above. | **It is the graduate student's responsibility to be sure he/she has turned in all assignments. Please do not rely on the instructor to remind you to turn something in or to send you a list of missing assignments.** Test kit pick-up or return. It is the student's responsibility to make arrangements to mail or delivery his or her test kits back to the SFA campus no later than Nov. 30. |

**VI. Readings and Materials**


3) **Essentials of Cross-Battery Assessment, 3e with Cross-Battery Assessment Software System 2.0 (or X-BASS 2.1) Access Card Set** by Dawn P. Flanagan, Samuel O. Ortiz, Vincent C. Alfonso May 2015. [https://www.wiley.com/en-us/search?pq=Cross+Battery+Assessment+%7Crelevance](https://www.wiley.com/en-us/search?pq=Cross+Battery+Assessment+%7Crelevance) Do not purchase the e-textbook for this course because you will not have the ready access and ability to make notes for your career in the textbook. Note: If you have taken SPE 545.501 IQ Testing, then you already have this textbook software and do not need to purchase it again.


5) Stop Watch (phone can be used) - preferably one that does not make any sound when being started, stopped, and reset.

6) Clipboard

7) Access to a computer with the following capabilities: microphone and web cam, power point viewing and creating, Microsoft Excel, pdf viewing and creating, and Microsoft Word.

8) Your computer must also be D2L functional. Directions for setting up your computer are located in the Getting Started module. You may also get student D2L support by calling (936) 468-1919.

9) LiveText/Watermark Statement:
   This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

10) Video recording and file making capabilities.

**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; and 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 as 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 http://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 (including the first 12 day attendance report) 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not
wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Additional Information Specific to Educator Preparation

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff.
advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
- You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

2. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Acceptable Student Behavior
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert
Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Parent/Caregiver Information**

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

**Alignment Between Accreditation Standards and Assignments**

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

spec/ TExES – State Board of Educator Certification and TExES
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1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

CAEP 1.0 The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
INTASC 1 Learner Development; INTASC 3 Learner Environments; INTASC Application of Content; INTASC 6 Assessment

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

ISTE 3 Model Digital Age Working and Learning; ISTE 4 Model Digital Age Working and Learning; ISTE 5 Engage in Professional Growth and Leadership

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.

3. The student will recognize issues related to conducting evaluations and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.

**Student Learning Outcomes:**

At the completion of this course, students will be able to:

1. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.
2. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

3. Analyze assessment data for student academic strengths and weaknesses.

4. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

5. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

6. Demonstrate an understanding of socially, culturally, and linguistically different students.

7. In report writing competencies, non-competences, and recommendations, apply knowledge of pre-academic and academic concepts assessed by adequate yearly progress at varying grade levels.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionality; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionality; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TEExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and
special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

**Assignment Descriptions:**

1. Five Pillars of Reading (located in the Essentials of SLD module) - Using Screen-cast-o-matic, you will post a mini-presentation using a web-cam, visuals, web site(s), and/or classroom examples to create a video discussion on the 5 pillars for reading success. Your responses will need to be succinct and in your own words based on the PDF and the internet or powerpoint resource you choose. The maximum time limit for your recording is 3 minutes. You need to pretend like you are presenting this information to a new teacher who may not know and understand the importance of the 5 pillars of reading success.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 4 understands central concepts and structures of the discipline; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 6.5 plan and present professional development; ISTE design relevant learning experiences that incorporate digital tools to promote learning and creativity; ISTE 3.C communicate relevant information and ideas effectively to peers using digital age media and formats)

2. SLD Categories/ Federal Regulations - For this assignment, you will access the Legal Framework and then locate the 8 Specific Learning Disability Categories. You will type these categories into the Submission box for credit. Hint: Look under the Heading *Full and Individual Evaluation.*

(CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

3. WJ IV and KeyMath Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WJ strength paragraphs, WJ weakness paragraphs, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.
(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionality; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

4. KTEA and Gray Reading (or other supplemental test) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA strength paragraph, KTEA weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, comparison between KTEA and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to
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5. KTEA or WJ (second administration) and Gray Reading Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: module assignments, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA or WJ strength paragraph, KTEA or WJ weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, comparison between WIAT and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging
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(CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 4 understands central concepts and structures of the discipline; CEC 4.0 evaluate and use inquiry to guide professional practice; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need).

7. Specific Learning Disabilities Quiz Chapters 3 - How SLD Manifests in Math.

(INTASC 4 understands central concepts and structures of the discipline; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership).

8. Specific Learning Disabilities Quiz Chapters 4 - How SLD Manifests in Writing.

(INTASC 4 understands central concepts and structures of the discipline; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership).

9. WIAT and WJ IV Quiz - Standard procedures for assessment administration and scoring.

(INTASC 4 understands central concepts and structures of the discipline)

10. Assessing Student with Special Needs quizzes

11. RTI Only Approach. On page 16 (second full paragraph) in your Essentials of SLD text, the author's state that districts that follow an RTI only approach do not appear to be in compliance with federal regulations regarding the identification of a Specific Learning Disability
(SLD). Districts that utilize and RTI only approach typically refer a child to Special Education and find them eligible if the child was deemed a "nonresponder" to the district's RTI tiered intervention program. Your assignment is explain why each of the identified regulations is not being adhered to in an RTI only approach. You will need to include the question and your answer in your submission. Make sure your responses are written in complete sentences and of graduate level quality. You may type directly into the submission box or type your response in Microsoft Word and then attach your assignment.

(CAEP 5.1 multiple measures to monitor candidate progress).