Instructor: Dana Lowery

Course Time & Location: Online using D2L

Office and Office hours: [Virtual] TuTh 4:00-5:00 pm
*Please feel free to email me if you need to set up a virtual meeting*

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 dana.lowery@sfasu.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.

Course Contact Hours and Study Hours
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.

PCOE Diversity Statement:
The James I. Perkins 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, exceptionalities, 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.

II. Intended Learning Outcomes/Goals/Objectives

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

**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.

**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.

**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. 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.

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 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.

IV. Evaluation and Assessments (Grading)

* 5 Exams: (50 points each) 250 points
* Assignments: (12 @ 10 points each) 120 points
* IRIS Module Assignment: 100 Points
* Introduction: 10 points

Practice Quizzes: 5 points each for EXTRA CREDIT (8 quizzes total--45 pts total)

Total Points: 480

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
## V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>GETTING STARTED &amp; LEARNING MODULE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28 – September 3rd</td>
<td><strong>Introduction Learning Module: Getting Started</strong></td>
</tr>
<tr>
<td>DUE September 3rd at midnight</td>
<td>Complete all the components of the Getting Started Learning Module. This includes reading the instructions for Collaborate and posting a student introduction.</td>
</tr>
<tr>
<td>- Student Introduction Post</td>
<td>Purchase your course textbook. You may purchase from the SFA Barnes and Nobel Bookstore. You are also free to purchase the textbook from a source of your choosing.</td>
</tr>
<tr>
<td>- RTI Assignment (individual)</td>
<td>- Introduction to Assessment, Chapter 1 (pg. 2 – 26)</td>
</tr>
<tr>
<td><strong>INDIVIDUAL ASSIGNMENT:</strong> Response to Intervention and Progress Monitoring, Chapter 7 (pg. 140 – 153)</td>
<td><em>Complete all components of Learning Module 1. 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.</em></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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>LEARNING MODULE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4th – September 10th</td>
<td><strong>GROUP ASSIGNMENT:</strong> Procedural Safeguards Assignment</td>
</tr>
<tr>
<td>DUE September 10th at midnight</td>
<td>- Laws, Ethics, and Issues, Chapter 2</td>
</tr>
<tr>
<td>- Procedural Safeguards (group)</td>
<td><strong>GROUP ASSIGNMENT:</strong> Procedural Safeguards Assignment</td>
</tr>
<tr>
<td>Assignment Details</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>EXAM #1</strong></td>
<td>After completing Module 2 – Take EXAM #1 (covers information in Learning Modules 1 &amp; 2) Read through the SEMESTER PROJECT: IRIS Data-Based Individualized Intervention Modules information found on the Course Home page in the Content Browser. This assignment will be open all semester and must be submitted December 3rd at midnight.</td>
</tr>
<tr>
<td><strong>WEEKS 3 and 4</strong></td>
<td><strong>LEARNING MODULE 3</strong></td>
</tr>
<tr>
<td>September 11 – September 24</td>
<td>- Descriptive Statistics, Chapter 3</td>
</tr>
<tr>
<td>DUE September 24th at midnight</td>
<td><strong>INDIVIDUAL ASSIGNMENT:</strong> Descriptive Statistics Practice Assignment (optional) <strong>INDIVIDUAL ASSIGNMENT:</strong> Descriptive Statistics Assignment</td>
</tr>
<tr>
<td>- Descriptive Statistics Practice Assignment (individual) - optional</td>
<td></td>
</tr>
<tr>
<td>- Descriptive Statistics Assignment (individual)</td>
<td></td>
</tr>
<tr>
<td><strong>WEEKS 5 and 6</strong></td>
<td><strong>LEARNING MODULE 4</strong></td>
</tr>
<tr>
<td>September 25th – October 15th</td>
<td>- Reliability and Validity, Chapter 4</td>
</tr>
<tr>
<td>DUE October 15th at midnight</td>
<td><strong>GROUP ASSIGNMENT:</strong> English Grades Graph</td>
</tr>
<tr>
<td>- English Grades Graph (group)</td>
<td><strong>After completing Modules 3 &amp; 4 –</strong> Take EXAM #2 (covers information in Learning Modules 3 &amp; 4)</td>
</tr>
<tr>
<td>- EXAM #2</td>
<td></td>
</tr>
<tr>
<td><strong>WEEKS 7 and 8</strong></td>
<td><strong>LEARNING MODULE 5</strong></td>
</tr>
<tr>
<td>October 16th – October 30th</td>
<td>- Curriculum-Based Assessment, Chapter 6</td>
</tr>
<tr>
<td>DUE October 30th at midnight</td>
<td><em>NOTE: Chapter 5 was skipped</em></td>
</tr>
<tr>
<td>- Math CBM Assignment (group)</td>
<td><strong>GROUP ASSIGNMENT:</strong> Math CBM Assignment</td>
</tr>
<tr>
<td>- Reading Aimline Assignment (group)</td>
<td><strong>GROUP ASSIGNMENT:</strong> Reading Aimline Assignment</td>
</tr>
</tbody>
</table>
### WEEKS 9 and 10
October 30th – November 12th

**DUE November 12th at midnight**

- FBA Assignment (group)
- ESPED ARD Notice Assignment (individual)
- EXAM #3

**LEARNING MODULE 6**
- Assessment of Behavior, Chapter 9

**GROUP ASSIGNMENT**: FBA Assignment

**INDIVIDUAL ASSIGNMENT**: ESPED ARD Notice Assignment

- Take EXAM #3 (covers information in Modules 5 & 6)

### WEEK 11
November 13th – November 19th

**DUE November 19th at midnight**

- Chronological Age Assignment (individual)
- Basal and Ceiling Assignment (individual)

**LEARNING MODULE 7**
- Norm-referenced Assessment, Chapter 5

**INDIVIDUAL ASSIGNMENT**: Chronological Age Assignment

**INDIVIDUAL ASSIGNMENT**: Basal and Ceiling Assignment

### WEEK 12
November 20th – November 26th

No assignments due this week!

**THANKSGIVING BREAK**

*Have a great Thanksgiving break!*

### WEEK 13
November 27th – December 3rd

**DUE April 23 at midnight**

- Achievement Interpretation Assignment (individual)
- IRIS SEMESTER PROJECT DUE (individual)
- EXAM #4

**LEARNING MODULE 8**
- Academic Assessment, Chapter 8

**INDIVIDUAL ASSIGNMENT**: Achievement Interpretation Assignment

- Take EXAM #4 (covers information in Learning Modules 7 & 8)

*IRIS SEMESTER PROJECT DUE*

### WEEK 14
December 4th – December 8th

**LEARNING MODULE 9**
DUE December 8\(^{th}\) at midnight

- Vineland Assignment (individual)
- EXAM #5

- Intelligence and Adaptive Behavior, Ch. 10

**INDIVIDUAL ASSIGNMENT: Vineland Assignment**

Take EXAM #5 (covers information in Learning Module 9)

*THIS WEEK ENDS DECEMBER 8\(^{th}\)*

**VI. Text 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, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.

**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.

**Students with Disabilities**
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Mental Health and Wellness**
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFA Counseling Services  
www.sfasu.edu/counselingservices  
Health and Wellness Hub (corner of E. College and Raguet)  
936.468.2401

SFA Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services, Room  
202 936.468.1041

Crisis Resources:  
Burke 24-hour crisis line: 1.800.392.8343  
National Suicide Crisis Prevention: 9-8-8  
Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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. 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 SFA.

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

**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.