



**EDMX 627**  
**Assessment for Planning and Instruction**  
**CRN #27521**  
**Thursdays**  
**5:30 pm - 8:15 pm**  
**University Hall 444**  
**Spring 2014**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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|            |                     |
|------------|---------------------|
| Professor: | Julie Reed          |
| Phone:     | 760.505.3929 (Cell) |
| E-Mail:    | jreed@csusm.edu     |
| Office:    | UH 445              |
| Hours:     | By Appointment      |

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
- 

**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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### COURSE DESCRIPTION

Focuses on methods for assessing and planning so students with disabilities, language, and other learning differences have access to the general education curriculum. Students administer and interpret formal and informal assessments for Individual Education Program planning, implementation, and evaluation. *Requires participation/ observation in the public schools.*

#### Required Texts and TaskStream

Pierangelo, R. & Giuliani, G.G. (2013). *Assessment in special education: A practical approach (4<sup>th</sup> Ed.)*. NJ: Pearson Education Inc. ISBN 0-205-60835-3 (P & G)

Snell, M., & Brown, F. (2011). *Instruction of Students with Severe Disabilities (7<sup>th</sup> Ed.)*. NJ: Pearson Education Inc. ISBN 0-13-707546-4 (S & B) (USED IN EDMX 631, 633, 627, and 635)

Selected readings posted on Moodle:

Kluth, P. (2010). *"You're going to love this kid!" teaching students with autism in the inclusive classroom (2<sup>nd</sup> Ed.)* Baltimore, MD: Paul H. Brookes. (CHAPTER WILL BE PROVIDED IN CLASS)

Grandin, T., & Barron, S. (2005). *The unwritten rules of social relationships*. Arlington, TX: Future Horizons (CHAPTER WILL BE PROVIDED IN CLASS)

#### **TaskStream Enrollment and Postings**

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013* - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter *edspecialist* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

## STUDENT LEARNING OUTCOMES

- 1.0 Observation Skills**
  - 1.1 Direct observations in informal situations (*Case Study*)
  - 1.2 Using checklists and various observation formats to record observational data (*Case Study*)
  - 1.3 Observing and detecting practices used in a setting serving learners with moderate/severe disabilities with a field report requirement. (*Progress Monitoring and Task Analysis Project*)
  
- 2.0 Record Keeping**
  - 2.1 Maintaining a checklist/timelines for the assessment process (*Case Study*)
  - 2.2 Employing competency checklists (*Case Study*)
  - 2.3 Keeping anecdotal records (*Case Study*)
  - 2.4 Utilizing IEP and ITP forms (*Case Study*)
  - 2.5 Utilizing referral and planning for assessment forms (*In-Class Activity*)
  - 2.6 Recording and submitting observation notes (e.g., progress monitoring field observation).(*Case Study and Progress Monitoring Assignment*)
  
- 3.0 Assessment Techniques**
  - 3.1 Evaluating various commercially available assessment instruments. (*Instrument Fair, Case Study*)
  - 3.2 Administering, scoring and interpreting commonly used formal measures (standardized, norm-referenced) (*Case Study, WJIII Practice Administration*)
  - 3.3 Using informal assessment methods (e.g., criterion-referenced, curriculum-based) (*Case Study*)
  - 3.4 Assessing student work in the classroom (e.g., work sampling) (*Case Study*)
  - 3.5 Using assessments for specific populations (*Case Study*)
  - 3.6 Using supplementary norm tables (*Case Study*)
  - 3.7 Using authentic assessment approaches (performance-based, rubrics, portfolios) (*Case Study, In-class Activity*)
  
- 4.0 Nondiscriminatory Testing**
  - 4.1 Structuring the assessment environment (*Case Study*)
  - 4.2 Scheduling assessment sessions (*Case Study*)
  - 4.3 Evaluating and selecting assessment instruments (*Case Study*)
  - 4.4 Selecting and preparing assessment materials (*Case Study*)
  - 4.5 Ensuring parental participation in reporting of student performance (*Case Study*)
  
- 5.0 Writing Case Reports**
  - 5.1 Gathering and reporting background information (*Case Study*)
  - 5.2 Using a structured format for reporting (*Case Study*)
  - 5.3 Reporting interactions with the child (*Case Study*)
  - 5.4 Reporting the child's approach to tasks and learning styles (*Case Study*)
  - 5.5 Using clinical judgment in interpreting results (*Case Study*)
  - 5.6 Summarizing overall finding regarding a child (*Case Study*)
  - 5.7 Making recommendations for interventions (*Case Study*)
  
- 6.0 Generating IEPs**
  - 6.1 Summarizing current levels of functioning (*Case Study*)
  - 6.2 Identifying long-range goals and short-term objectives (*Case Study*)
  - 6.3 Completing sections of an IEP and ITP (*Case Study*)
  - 6.4 Adapting the IEP as a parallel curriculum for students under IDEA (*Case Study*)
  - 6.5 Ensuring parent participation and observation of rights (*Case Study*)
  
- 7.0 Best Educational and Assessment Practices**
  - 7.1 Incorporating authentic assessment into lessons (*In-class Activity*)
  - 7.2 Adapting lessons for individual learners using differentiated (*In-class Activity*)

## 8.0 Collaborative Interdisciplinary Teaming

- 8.1 Demonstrating the effective use of collaborative teaming principles to:
  - a) develop IEPs, IFSPs, and ITPs; assessment plans and reports; instruction
  - b) problem solve curricular, instructional, and emotional or behavioral mismatches for students
  - c) guide other instructional and special education related decision making (*In-class Activity*)
- 8.2 Facilitating a planning meeting for a student eligible for special education or being considered for specialized support services (*In-class Activity*)
- 8.3 Differentiating the roles of various interdisciplinary team members and soliciting and utilizing diverse expertise of team members (*In-class Activity*)

### Preliminary Education Specialist Teaching Credential Standards

CCTC Preliminary Education Specialist standards ARE addressed by EDMX 627 via the classes and assignments

|          |  |
|----------|--|
| M/M/S 3  | Educating diverse learners with disabilities - <i>Web-Base Instruction (WBI) #1 and #2; RTI Workshop</i>                   |
| M/M/S 4  | Effective communication and collaborative partnerships - <i>Case Study</i>   |
| M/M/S 5  | Assessment of students - <i>WBI #3; WJ III Practice Lab; Instrument Fair; Case Study</i>                                   |
| M/M/S 8  | Participating in ISFP/IEPs and post-secondary transition planning - <i>Case Study</i>                                      |
| M/M/S 11 | Typical and atypical development - <i>WBI #1; RTI Workshop; Case Study</i>   |
| M/M/S 12 | Behavior, social and environmental supports for learning - <i>Case Study</i>   |
| M/M/S 13 | Curriculum and instruction for students with disabilities – <i>Progress Monitoring</i>                                     |
| M/M 1    | Characteristics of students with mild/moderate disabilities – <i>WJ III Practice Lab; WBI #2 and #3; Case Study</i>        |
| M/M 2    | Assessment and evaluation of students with mild/moderate disabilities – <i>Instrument Fair; Case Study</i>                 |
| M/M 3    | Planning and Implementing Mild/moderate curriculum and Instruction – <i>Case Study</i>                                     |
| M/M 5    | Specific instructional strategies for students with mild/moderate disabilities – <i>Progress Monitoring and Case Study</i> |
| M/M 6    | Case Management – <i>Case Study</i>  |
| M/S 4    | Assessment, program planning and instruction - <i>Progress Monitoring</i>  |
| M/S 5    | Movement, mobility, sensory and specialized health care – <i>Progress Monitoring</i>                                       |

#### Key:

**M/M/S** = Program Design Standards for Preliminary Education Specialist Credentials

**M/M** = Mild/Moderate Disabilities Standards for Education Specialist Credentials

**M/S** = Moderate/Severe Disabilities Standards for Education Specialist Credentials

## COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

### Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Education Specialist Mild/Moderate Teaching credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

## California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

**Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.**

### Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program recognizes that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning - and developed an assessment rubric. For each disposition, there are four levels of performance - *unacceptable*, *approaches target*, *meets target*, and *meets advanced target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Based upon assessment feedback, candidates compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *meets target* during the program. Please find the Education Specialist Profession Dispositions at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### Graduate Writing Assessment Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

#### **Use of Technology:**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

#### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.



### **In-Class and Online Participation (16 points maximum)**

Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. Participation points are assigned based upon the following criteria: collaborative cooperation in all face-to-face and web-based classes and group assignments; enthusiasm for the content and activities; respect for speakers; patience and flexibility with the technology; appropriate use of all assessment materials.

Ecological Design Map and Reflective Paper: (Individual, 8 points total).

Candidates learn about Urie Brofenbrenner's work on systems theory of development across the life span and understanding children/learner behaviors. During this process, each candidate creates an individual Ecological Design Map of their own. Examples of past maps will be shared. This is an individual creative assignment. Each candidate also composes a 3-4 page reflective paper explaining her/his Ecological Design Map.

Practice Administration of the Woodcock Johnson III: (Individual, 8 points)

**Requirement is to practice administering the WJIII to another classmate and share out as whole group. The format for reporting is found at the end of this syllabus. You must submit your protocols with your written summary (paper = 5 points, completed protocols = 5 points).**

Instrument Review and Instrument Fair: (Individual, 8 points)

**Each candidate selects and reviews a commercially available educational assessment instrument and writes a guide for the use and interpretation of the instrument. All reviews are posted for classmates on Moodle and are shared with classmates in a live class, so that each member of the class has a composite set of commonly used assessments. Participation in the Instrument Fair with the instrument is required (paper = 4 points; instrument presentation = 4 points).**

### **Progress Monitoring and Task Analysis Project: (Individual, 20 points)**

Candidates will observe a classroom, selected by the instructors, that supports students with moderate/severe disabilities, to observe data collection and progress monitoring in action. Candidates will observe on-site for at least 2 hours. Based on this observation candidates will complete an observation narrative and create a task analysis. A sign-up sheet for observation dates and times will be provided in class. Components of project include:

1) Observation Report (10 points)

2) Task Analysis (10 points)

(See Progress Monitoring and Task Analysis Project at the end of the syllabus.)

Assessment Case Study: (Individual, 25 points)

**Each candidate selects and conducts this comprehensive assessment case study for a student who is eligible for special education or who is being referred for an initial assessment for consideration for special education services. A detailed grading rubric will be provided in class. This assignment has three components:**

**1) Observation for Assessment (2 points)**

**2) Case Study Report (10.5 points)**

**3) IEP Meeting Preparation Plan (10.5 points)**

**4) Professional Presentation (2 points)**

**(See assignment report templates at the end of the syllabus.)**

### **Web-Based Instruction Activities and Reflections: (Individual, 15 points - 3 at 5 points each)**

WBI #1: Response to Intervention, Learning Disability Determination (5 points)

WBI #2: Autism Spectrum Disorder, Assessment, and Social Thinking (5 points)

WBI #3: Examination of California testing: STAR, CAHSEE, CMA, and CAPA Requirements (5 points)

- **Post response to the WBI prompts by the due date listed on the course schedule through Turn-It-In on Moodle.**
- **Use professional and respectful person-first language at all times.**
- **All activities/reflections must be at least 3 pages in length, double-spaced, 12-point font, 1 inch. margins. Please do not write out the prompt on your submission.**



**Schedule/Course Outline**  
**The instructors reserve the right to modify the schedule.**

| <b>Session</b> | <b>Topic</b>   | <b>Reading</b>                | <b>Assignments Due</b>   |
|----------------|--|-------------------------------|--|
| <b>1/23</b>    | Introduction to Course<br>Ecological Systems Theory and<br>Person-Centered Planning  | Syllabus                      |  |
| <b>1/30</b>    | Foundational Concepts in<br>Assessment<br>Intro: Assessment Case Study<br>Sharing of Ecological Quilt Square               | P&G 1-2<br>S&B 3              | <b>Ecological Paper<br/>Due</b>  |
| <b>2/6</b>     | Methods of Assessment<br>Psychometrics<br>Intro: Progress Monitoring and Task<br>Analysis Project                          | P&G 3-5                       |  |
| <b>2/13</b>    | <b>WBI #1 – RTI</b>  | SEE WBI #1 Description        |  |
| <b>2/20</b>    | Pre-Referral, RTI, Referral,<br>Timelines, and Multidisciplinary<br>Teams<br>Determining Eligibility                       | P&G Chs. 6-8, 16,18           | <b>WBI #1 DUE (must<br/>be posted prior to<br/>class)</b>  |
| <b>2/27</b>    | Progress Monitoring<br>Behavioral Data Collection<br>Task Analysis   | S&B Ch. 4-5                   |  |
| <b>3/6</b>     | Woodcock Johnson III Practice<br>Administration<br>Tests of Academic Achievement and<br>Assessments of Intelligence        | P&G 9-10                      |  |
| <b>3/13</b>    | Woodcock Johnson III Practice<br>Administration<br>Tests of Academic Achievement and<br>Assessments of Intelligence        |                               | <b>WJIII Report Due<br/>(completed in<br/>class)</b><br><br><b>Observation for<br/>Case Study and<br/>Parent Permission<br/>Slip Due</b> |
| <b>3/20</b>    | <b>WBI #2 – Assessment and ASD</b>   | SEE WBI #2 Description        |  |
| <b>3/27</b>    | Autism Spectrum Disorder and<br>Assessment; Screening and<br>Educational Diagnosis; Social Skills<br>Assessment Strategies | Moodle - Kluth Ch.1<br>S&B 11 | <b>WBI #2 DUE (must<br/>be posted prior to<br/>class)</b>  |
| <b>4/3</b>     | <b>SPRING BREAK</b>  |                               |  |

|             |  |                        |   |
|-------------|--|------------------------|---|
| <b>4/10</b> | Writing Comprehensive Reports and Goals Based on Assessment  | P&G 17                 | <b>Progress Monitoring and Task Analysis Due</b>                          |
| <b>4/17</b> | <b>WBI #3 and/or Instrument Fair Report</b>  | SEE WBI #3 Description |   |
| <b>4/24</b> | Instrument Fair<br>Statewide-Testing (CMA and CAPA)  |                        | <b>Instrument Fair Due<br/>WBI #3 DUE (must be posted prior to class)</b> |
| <b>5/1</b>  | Special Guest Speaker: Jan Israel,<br>School Psychologist<br>Assessments of Behavior:<br>Adaptive Behavior, Vineland<br>Adaptive Behavior Scales, Berry<br>VMI, FBA/FAA<br><br>Special Guest Speaker: Dr. Lori<br>Heisler<br>Assessments of Speech and<br>Language:<br>Peabody Picture Vocabulary Test 3;<br>Test of Auditory Comprehension of<br>Language 3 | P&G 11, 12, 13         |   |
| <b>5/8</b>  | Assessment Case Study SHARE<br>Course Evaluations  |                        | <b>Assessment Case Study Due</b>  |

## COURSE REQUIREMENTS

### ASSIGNMENT DETAILS AND TEMPLATES

#### Ecological Reflective Paper Ecological Design Map (8 points)

1. Create your own Ecological Design Map. Examples of past Design Maps will be available in class
2. Ecological Systems Self Report. Based upon your reflection and creation of your Ecological design map, write a three - four page paper reflecting upon the following.
  - a. Write a description of each of the ecosystems in your map and their importance to you. This should take about two pages, one long paragraph for each subsystem.
  - b. Write a paragraph about any significant interactions/events within the system(s) across time (Chrono) or any significant points you wish to share.
  - c. Write a 3-paragraph reflection on how this experience helps you in better understanding and accepting differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals.
  - d. Discuss how this assignment has enabled you to recognize the potential influence of varying cultural factors and practices on development.

#### WJIII Practice Administration Lab Sheet (8 points)

**Team Members:** \_\_\_\_\_

Assume the person you are testing is a 6<sup>th</sup> grader performing at approximately a 3<sup>rd</sup> grade level.

Administer **all** subtests of WJIII (except Handwriting). Choose one subtest to describe in this Lab Sheet. Papers are due at end of class session.

**Name of Subtest:**

**Brief description of subtest**

*(Example: Letter-Word Identification: naming letters and reading words aloud from a list)*

**Timed Test? If so, what is length of time?**

**Basal/Ceiling? If so, what is basal/ceiling? ...3 in a row or 6 in a row?**

**Do you need to complete a page due to visual stimulus after student reaches ceiling?**

**Were suggested starting points provided and if so, do you feel they were appropriate? If not, please explain.**

**Provide a brief description of how subtest is administered.**

**How is subtest scored?**

**Problems or concerns with ease of administration? ... use of materials? ...maintaining an objective demeanor?**

**Reflection on this Practice Administration Lab.** One paragraph per team member on how this assignment and in-class training has provided you the opportunity to acquire the knowledge and skills necessary to assess students in a comprehensive manner.

## **Instrument Review Report and Share Fair (8 points)**

### **REPORT TEMPLATE:**

**Name:**

**Title of Instrument:**

Publisher, website, address, phone, edition(s) or forms, cost if known

**Technical Overview:**

Components, uses, derived scores, item development

**Standardization:**

Standardization sample(s), and any sub-groups or special samples, norm development, were individuals with disabilities, or those learning a second language in the sample?

**Administration of the Instrument:**

Time, qualifications of evaluator, method: interview or direct administration, giving instructions, completing forms, giving credit for direct administration items, adaptations allowed.

**Interpreting Performances and Clinical Judgment of Results:**

Scores available, characteristics of scores and how they can be used, partial credit if allowed.

For what group of learners would the results from this instrument be considered accurate?  
Would results be appropriate for individuals with disabilities or second language learners?

Are there learners for whom conditions of the environment must be modified before administration of the instrument and its components?

How could one consider the results of this instrument as a component of a battery of measures?

**Writing Prompt:**

Write 3-4 paragraphs reflecting how this experience increases your skill in evaluating, selecting, administering and interpreting assessment devices.

### **SHARE FAIR:**

In class you will present your assessment tool. Please bring the assessment tool to class to show your classmates. Your presentation should be no more than 5 minutes. Focus on the pros and cons of your assessment tool.

**Web-Based Instruction Activities and Reflection**  
**(15 points maximum, 3 activities at 5 points each)**

**WBI #1: Response to Intervention (RTI)**

The underlying theory of RTI is to identify and provide appropriate interventions (in the general education classroom) to struggling students. If implemented properly, these interventions could help these students solve their learning problems and perhaps avoid special education placement. Your assignment is to read the RTI e-book provided on Moodle and summarize your many learnings from this text. This reflection must be 3 pages.

**WBI #2: Autism Spectrum Disorder and Assessment**

Read Kluth Chapter 1 (posted on Moodle) – Defining Autism and respond to the following questions:

1. Discuss three ways in which the characteristics of individuals with ASD may affect the assessment process and selection of assessment procedures. Your response must evidence understanding of Kluth Ch. 1.
2. Discuss several ways that assessment procedures might be modified for students with ASD. Why might you use such procedures?

Read the chapter, *ACT ONE - Two Perspectives on Social Thinking* (posted on Moodle). First read Temple Grandin's *Scene 1: My World is What I do*. Then read Sean Barron's *Scene 2: A Different Perspective on Social Awareness*.

1. Compare and contrast their perspectives on social thinking in ASD.
- This reflection should be at least 3 pages.

**WBI #3: STAR, CAPA, CAHSEE, CELDT, CMA**

Explore all the sites listed below and the testing programs contained in those sites.

1. Write a 3-4 paragraph reflection which demonstrates your knowledge of required statewide assessments and ability to plan for and participate in these state-mandated accountability measures.
2. Write a 3-4 paragraph essay that explains your views on students with disabilities taking part in required statewide assessments such as the CST, CMA, CAPA, CELDT and CAHSEE.

STAR CA State Testing and Reporting <http://www.cde.ca.gov/ta/tg/sr/index.asp>

CAPA <http://www.cde.ca.gov/ta/tg/sr/capa.asp>

<http://www.cde.ca.gov/ta/tg/sr/participcritria.asp>

<http://www.cde.ca.gov/ta/tg/sr/documents/participcriteria.doc>

CAHSEE: Ca. High School Exit Exam: <http://www.cde.ca.gov/ta/tg/hs>

CELDT: Ca. Eng. Lang. Dev. Test: <http://www.cde.ca.gov/ta/tg/el>

CMA: Ca. Modified Assessment:

<http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

<http://www.cde.ca.gov/ta/tg/sr/documents/cmaparticipcriteria.doc>

<http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp>

## **Progress Monitoring and Task Analysis (20 points)**

Candidates will observe a classroom, selected by the instructor, that is serving students with moderate/severe disabilities, to observe data collection and progress monitoring in action. Candidates will observe on-site for a half of a school day (2 hours). The following components must be included in your report:

### **1. Observation Report:** (10 points)

In this section you will summarize and reflect on your observation by addressing the following questions:

- Describe the setting in which you observed.
- Describe the activities/events you observed (activities, materials, teaching methods/approaches, and specialists observed, if applicable).
- Describe the types of data collection/progress monitoring you observed. How often is it collected? How is it analyzed? How does it guide instruction?

This section must also include your time sheet signed by the teacher you are observing.

Observation Report must be at least 3 pages.

### **2. Task Analysis:** (10 points)

As Snell and Brown indicated, "Analyzing a task and breaking it down into teachable steps for a student is not a trivial process." In this section you will be creating a task analysis data collection form based on a student you observed during your observation.

- Based on your observation, select a skill that may be needed for one of the students you observed or chose a skill you observed during your observation. Be sure that it is functional, age-appropriate, and requires multiple components (not a discrete skill).
- Define the target skill simply, including a description of the settings and materials most suited to the natural performance of the task.
- Perform the task yourself and/or observe others performing the task and note the steps involved. Adapt the steps to suit the student's disabilities and skill strengths as best you can.
- Write out the task steps so that steps (a) are stated in terms of observable behaviors; (b) result in visible change in the product or process; (c) are ordered in a logical sequence; (d) are written in second-person singular so that they could serve as verbal prompts (if used); and (e) use language that is not confusing to the student, with the performance details that are essential to assessing performance enclosed in parentheses.
- Develop the task analysis data collection form. See example in Snell and Brown p. 154. For this assignment please include the following components: target skill definition, setting, instructional cue, data collection schedule, probe schedule, materials, criterion, task steps with dates for data collection for baseline, teaching, and probe, recording key, and an area for anecdotal comments.
- Describe the types of prompts you will use to teach this skill and how you will work to fade prompts. (2-3 paragraphs).

**Assessment Case Study  
(25 points)**

**I. OBSERVATION FOR ASSESSMENT REPORT TEMPLATE (2 points)**

**Heading:**

Child's Name: (use a pseudonym)

Name: (your name)

C.A.: (chronological age)

Observation times:

Grade:

**Reason for Assessment:**

Initial referral, triennial review, change of placement, transition, program exit.

**Placement:**

Describe current placement and related services provided, summarize previous placements and/or services. Get information from records.

**Background Information:**

Provide a brief summary of background information, impact of impairment/disability on development and/or school performance, previous assessment results. Review records (special education file, cum folder, teacher interview) to obtain information.

**Interactions with Others:**

Discuss interactions with teachers, service providers, assessors, peers, adults, observer, social interactions in the classroom and in other environments (playground, cafeteria, physical education (P.E.), etc.).

**Present Levels of Performance:**

**Performance in the general education setting(s):** Math, Language Arts, P.E., English Language Development (for 2<sup>nd</sup> language learners), etc.

**Performance in the special setting(s):** SAI, RSP, Learning Centers, speech therapy, physical therapy, occupational therapy, orientation and mobility, etc.

**Areas in Need of Assessment:**

Based on your observation, review of records, and interview with teacher, *in your opinion*, what do you see as areas in need of assessment: academic, social/emotional (social communication and social understanding/skills), communication (verbal and non-verbal), motor (fine and gross motor; sensory), self-help, vocational/employment, independent living skills, visual and auditory processing, and so forth.

**Recommendations for Assessment Sessions:**

Based on your observation, review of records, and interview with teacher, describe recommendations for upcoming assessment sessions in the following areas:

- Instrumentation: instrument, subtests, materials
- Set up of assessment environment, number and length of sessions
- Behavior management and/or intervention during assessment process to maintain student engagement
- Need of interpreter to provide support for English Language Learner

**NOTE: This observation report must be completed before conducting any assessments. Be sure to secure parental consent prior to this observation. You must submit the Parent Permission form with your paper.**

**II. CASE STUDY REPORT TEMPLATE (10.5 points)**

Note: Write in complete sentences, this is a narrative report, no outlines please.

**1. HEADING**

Child's Name: (fictitious)

Evaluator's Name:

Age:

Child's Placement: (SDC, RSP, etc.)

Grade of Placement:

Date of Evaluation:

**2. BACKGROUND INFORMATION**

Provide one to two thorough paragraphs on the child's background including age, gender, ethnicity, educational background, family systems, previous special services, other notes of interest. Please be sure not to use the child's real name, or that of his/her school building, teachers, or parents.

### 3. INTERACTIONS WITH THE CHILD:

Provide one to two paragraphs on your interactions with the child, establishing rapport, responses to your questions, warmth, shyness, verbal expressiveness, accuracy of child's perceptions of your questions, other notes of interest.

### 4. INSTRUMENTATION AND RESULTS OF ASSESSMENT:

Provide a brief one-paragraph description of **each** instrument used (e.g. title, purpose, name of selected sections and/or subtests administered). Immediately following each descriptor, present the results from that instrument (see example below). You may use a separate table for each instrument similar to this example.

| WOODCOCK JOHNSON R/III     | Year: 1999 | Year: 2002 | Year: 2004 |
|----------------------------|------------|------------|------------|
| Letter Word Identification | 50         | 55         | 67         |
| Passage Comprehension      | 45         | 50         | 52         |
| Calculation                | 50         | 55         | 60         |
| Word Attack                | 50         | 52         | 54         |
| Quantitative Concepts      | 33         | 37         | 42         |

### 5. ADDITIONAL SECTIONS AND ALTERNATIVE ASSESSMENTS (not required if not necessary)

If the child you are assessing has very specific special needs which require specialized instruments, or is low functioning and requires life skills assessment, you may add additional notes or results of specialized assessment procedures. Examples might be proficiency in American Sign Language, Braille skills, or special safety and life skills. Some children may not be able to take formal assessments. One can then do alternative assessment through observation of approach to tasks, adaptation to the environment, safety skills, life skills, use of the senses in learning, and other notes of interest. NOTE: This section might include the California Alternative Performance Assessment (CAPA) for students with significant disabilities. One would need to observe the child's teacher administration and with parent permission.

### 6. INTERPRETATION OF RESULTS

This is an essential section and the true heart of the process. Employing good clinical judgment, interpret the meaning of the results you have acquired. Be sure to state whether you consider the results accurate, inflated, or deflated and state your reasons. Be sure to indicate how the results should be used in educational planning. Remember, you do not make recommendations about placement (e.g. SED, SDC, RSP, LH, etc.) that is decided in the IEP meeting. However, when you are a district teacher and serving an IEP team in the future, it would be within your purvey to make recommendations about how your results might affect recommended time in general and special ed classrooms, provision of support services, involvement of family and parents and other notes of interest. Remember our goal is inclusion, and integrated services.

### 7. SUMMARY & RECOMMENDATIONS

This summary may be one to two paragraphs and should include a summary of your results and recommendations. As in the interpretation section above, this is a key component of your report and goes far beyond mere reporting of technical data. In this section, provide a brief summary statement about current levels of function. Then provide more specific and detailed recommendations regarding materials, curricular adaptations, length and duration of specific support services, time in general and special education, behavior management, pre-vocational goals, and other notes of interest.

### 8. LONG TERM GOALS

Based on the information in all the above sections, compose three IEP long-term goals for the child. These will be re-stated in your IEP Plan. Goals must include given, learner, observable and measureable behavior and criteria.

### 9. RESPONSE TO THIS PROCESS:

This is also an essential part of this assignment. In a formal report for the schools, you would not include this section. For this university assignment, your professor wants to read about your response to this process. Please provide at least two paragraphs. Do not skimp on this important section. If you "run out of steam" by this point, put the report aside and re-visit it the next day.



### **III. IEP MEETING PREPARATION PLAN TEMPLATE (10.5 points)**

This assignment helps you prepare your notes and recommendations for an IEP meeting. Always be prepared, and never enter an IEP meeting with forms completed, expecting parents to merely sign off!

#### **1. PRESENT LEVELS OF PERFORMANCE:**

Based on information gathered for your case study, discuss student's strengths, preferences and interests. Describe student's present academic levels in Reading, Writing and Mathematics. Address student's communication development, gross/fine motor skills, social/emotional/behavioral development, vocational, and adaptive/living skills.

#### **2. SPECIAL FACTORS**

In this section, discuss student need for assistive technology. If the student is an English Learner, consider the language needs of the child as those needs relate to the IEP. If the student's behavior impedes the learning of self or others, specify behavior interventions, strategies, and supports needed.

#### **3. ANNUAL GOALS**

Based on information gathered for your case study, write three long term goals for the student. If you use percentages, be sure to provide a logical context for the calculation (8 out of 10 questions for 80%). If you have the child's previous IEP available, be sure to consider previous goals and objectives when formulating yours. These should be presented in list format.

#### **4. ACCOMODATIONS/MODIFICATIONS**

Disclose your recommendations for aids, services, program accommodations or modifications and/or supports you believe will enable your students to successfully access curriculum and meet his/her academic goals. Be sure to discuss adaptations for an English learner.

#### **5. SERVICES**

Provide recommendations about continuation or inception and duration of support services. Suggest periods for delivery and work towards integrated delivery of services (not during math, OK during home room, etc.). These services include occupational therapy, adapted physical education, speech/language services, etc.

#### **6. EDUCATIONAL SETTING**

You will make recommendations about placement/changes of placement. These could include continuation of current placement, adaptation of time in general and special education settings, etc.

#### **7. FAMILY SUPPORT SERVICES**

Provide one thorough paragraph on the inclusion and collaboration of parents and extended family in the process. This is essential to the entire process! Be sure to incorporate the requests and interests of the parents in your selection of areas assessed, your recommendations for behavior and instructional management, and inclusion of parents in all steps of this process.

#### **8. CONSULTATIVE COLLABORATION FOR INCLUSIVE PRACTICE:**

Provide one thorough paragraph regarding supporting this child in the general classroom and curriculum. Provide information on the extent of support needed, tips for the gen. ed. teacher, establishing co-teaching, etc.

#### **9. IEP MEETING AGENDA**

Provide an agenda that would be followed for this child's IEP meeting. This should be in list format. (Template will be provided in class)

**IV. PROFESSIONAL WRITING. (2 points)** Complete report is well written, free of errors, and professionally detailed.

**RUBRIC FOR ASSESSMENT CASE STUDY**

| <b>Components</b>  | <b>No Submission<br/>(0)</b>  | <b>Does Not Meet<br/>Expectations</b><br><i>(Requires significant<br/>more understanding,<br/>instruction, and/or<br/>experience)</i><br><b>(1)</b>  | <b>Approaching<br/>Expectations</b><br><i>(Demonstrates<br/>understanding but<br/>requires additional<br/>coaching or clarification)</i><br><b>(2)</b>   | <b>Meets<br/>Expectations</b><br><i>(Meets the<br/>expectations as stated<br/>in component)</i><br><b>(3)</b>  | <b>Exceeds<br/>Expectations</b><br><i>(Understands<br/>and/or performs<br/>beyond stated<br/>expectations)</i><br><b>(4)</b>   | <b>Score<br/>Earned</b> |
|--|---|--|--|--|--|-------------------------|
| <p><b>Observation for<br/>Assessment<br/>Report: Heading,<br/>Reason For<br/>Assessment,<br/>Placement,<br/>Background<br/>Information,<br/>Interaction with<br/>Others, Present<br/>Levels of<br/>Performance,<br/>Areas in Need of<br/>Assessment, and<br/>Recommendations<br/>for Assessment<br/>Sessions</b></p> | <p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p> | <p>Partial or incomplete heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Partial or incomplete information in present levels of performance in all areas.</p> <p>Partial or incomplete information in areas of needed assessment.</p> <p>Partial or incomplete information in recommendations for upcoming assessment.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p> | <p>Limited information for heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Limited information in present levels of performance in all areas.</p> <p>Limited information in areas of needed assessment.</p> <p>Limited information in recommendations for upcoming assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Complete information for heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Complete information in present levels of performance in all areas.</p> <p>Complete information in areas of needed assessment.</p> <p>Complete information in recommendations for upcoming assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Professionally detailed information for heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Professionally detailed information in present levels of performance in all areas.</p> <p>Professionally detailed information in areas of needed assessment.</p> <p>Professionally detailed information in recommendations for upcoming assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p> |                         |

| <b>Components</b>   | <b>No Submission</b><br>(0)   | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1)  | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2)   | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3)   | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4)   | <b>Score Earned</b> |
|---|---|---|---|--|---|---------------------|
| <b>Assessment Case Study Report: Heading, Background Information, and Interactions with Focus Student</b> | <p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p> | <p>Partial or incomplete information about the focus student.</p> <p>Partial or incomplete information on background information on focus student.</p> <p>Partial or incomplete information describing your interactions with the focus student.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p> | <p>Limited information about the focus student.</p> <p>Limited information on background information on focus student.</p> <p>Limited information describing your interactions with the focus student.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Complete information about the focus student.</p> <p>Complete information on background information on focus student.</p> <p>Complete information describing your interactions with the focus student.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Professionally detailed information about the focus student.</p> <p>Professionally detailed information on background information on focus student.</p> <p>Professionally detailed information describing your interactions with the focus student.</p> <p>Uses person-first language and pseudonyms consistently.</p> |                     |

| <b>Components</b>   | <b>No Submission</b><br>(0)  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1)  | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2)   | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3)  | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4)   | <b>Score Earned</b> |
|---|--|---|---|---|---|---------------------|
| <b>Assessment Case Study:<br/>Instrumentation and Results of Assessment<br/>(Additional Sections and Alternative Assessments if applicable)</b> | No assignment submitted.<br><br>Assignment submitted after agreed upon due date. | Partial or incomplete description and presentation of instrumentation and results of assessment.<br><br>Partial or incomplete description and presentation of additional section and/or alternative assessments if applicable.<br><br>Does not use person-first language.<br><br>Does not use pseudonyms. | Limited description and presentation of instrumentation and results of assessment.<br><br>Limited description and presentation of additional section and/or alternative assessments if applicable.<br><br>Uses person-first language and pseudonyms consistently. | Complete description and presentation of instrumentation and results of assessment.<br><br>Complete description and presentation of additional section and/or alternative assessments if applicable.<br><br>Uses person-first language and pseudonyms consistently. | Professionally detailed description and presentation of instrumentation and results of assessment.<br><br>Professionally detailed description and presentation of additional section and/or alternative assessments if applicable.<br><br>Uses person-first language and pseudonyms consistently. |                     |

| <b>Components</b>   | <b>No Submission</b><br>(0 points)  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1 point)   | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2 points)  | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3 points)   | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4 points)  | <b>Score Earned</b> |
|---|---|--|---|---|---|---------------------|
| <b>Assessment Case Study:<br/>Interpretation of Results and Summary and Recommendations</b> | <p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p> | <p>Partial or incomplete interpretation of assessment results.</p> <p>Interpretation does not reflect good clinical judgment.</p> <p>Indication of how results should be used in educational planning, focusing on inclusion and integrated services is partial or incomplete.</p> <p>Partial or incomplete summary of results and recommendations.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p> | <p>Limited interpretation of assessment results.</p> <p>Interpretation reflects good clinical judgment.</p> <p>Limited indication of how results should be used in educational planning, focusing on inclusion and integrated services.</p> <p>Limited summary of results and recommendations.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Clear interpretation of assessment results.</p> <p>Interpretation reflects good clinical judgment.</p> <p>Clear indication of how results should be used in educational planning, focusing on inclusion and integrated services.</p> <p>Clear summary of results and recommendations.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Professionally detailed interpretation of assessment results.</p> <p>Interpretation reflects good clinical judgment.</p> <p>Professionally detailed indication of how results should be used in educational planning, focusing on inclusion and integrated services.</p> <p>Professionally detailed summary of results and recommendations.</p> <p>Uses person-first language and pseudonyms consistently.</p> |                     |

| <b>Components</b>                                      | <b>No Submission<br/>(0)</b>   | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br><b>(1)</b>   | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br><b>(2)</b>  | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br><b>(3)</b>  | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br><b>(4)</b>  | <b>Score Earned</b> |
|--|--|---|---|--|---|---------------------|
| <b>Assessment Case Study: Long Term Goals</b>          | No assignment submitted.<br><br>Assignment submitted after agreed upon due date. | Partial or incomplete Individual Education Program Goals.<br><br>Goals do not include given, learner, observable and measurable behavior and criteria.<br><br>Goals do not match area of need/present levels of performance.<br><br>Does not use person-first language.<br><br>Does not use pseudonyms. | Limited Individual Education Program Goals.<br><br>Some goals include given, learner, observable and measurable behavior and criteria.<br><br>Goals somewhat match area of need/present levels of performance.<br><br>Uses person-first language and pseudonyms consistently. | Complete (3) Individual Education Program Goals.<br><br>Goals include given, learner, observable and measurable behavior and criteria.<br><br>Goals match area of need/present levels of performance.<br><br>Uses person-first language and pseudonyms consistently. | Professionally detailed (3) Individual Education Program Goals.<br><br>Goals include given, learner, observable and measurable behavior and criteria.<br><br>Goals match area of need/present levels of performance.<br><br>Uses person-first language and pseudonyms consistently. |                     |
| <b>Assessment Case Study: Response to this process</b> | No assignment submitted.<br><br>Assignment submitted after agreed upon due date. | Partial or incomplete response to this process.<br><br>Does not use person-first language.<br><br>Does not use pseudonyms.  | Limited response to this process.<br><br>Uses person-first language and pseudonyms consistently.  | Complete response to this process.<br><br>Uses person-first language and pseudonyms consistently.  | Professionally detailed response to this process indicating rich learning.<br><br>Uses person-first language and pseudonyms consistently.   |                     |

| <b>Components</b>   | <b>No Submission<br/>(0)</b>  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br><b>(1)</b>   | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br><b>(2)</b>  | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br><b>(3)</b>   | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br><b>(4)</b>  | <b>Score Earned</b> |
|---|---|---|---|---|---|---------------------|
| <b>Individual Education Program Meeting Preparation Plan: Present Levels of Performance and Special Factors</b> | <p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p> | <p>Partial or incomplete present levels of performance based on the information gathered in case study.</p> <p>Information presented is too deficit based.</p> <p>Information in present levels does not match assessment results.</p> <p>Partial information regarding special factors section.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p> | <p>Limited present levels of performance based on the information gathered in case study.</p> <p>Information presented is too deficit based.</p> <p>Information in present levels is somewhat connected to assessment results.</p> <p>Partial information regarding special factors section.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Complete present levels of performance based on the information gathered in case study.</p> <p>Present levels address areas of strength and need.</p> <p>Information in present levels is connected to assessment results.</p> <p>Complete information regarding special factors section.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Professionally detailed present levels of performance based on the information gathered in case study.</p> <p>Present levels address areas of strength and need.</p> <p>Information in present levels is connected to assessment results.</p> <p>Professionally detailed information regarding special factors section.</p> <p>Uses person-first language and pseudonyms consistently.</p> |                     |

| <b>Components</b>  | <b>No Submission<br/>(0)</b>  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1)   | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2)   | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3)   | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4)  | <b>Score Earned</b> |
|--|---|--|---|--|--|---------------------|
| <b>Individual Education Program Meeting Preparation Plan: Annual Goals and Accommodations/ Modifications</b> | <p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p> | <p>Partial or incomplete Individual Education Program Goals.</p> <p>Goals do not include given, learner, observable and measurable behavior and criteria.</p> <p>Goals do not match area of need/present levels of performance.</p> <p>Partial or incomplete recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are not based on assessment results.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p> | <p>Limited Individual Education Program Goals.</p> <p>Some goals include given, learner, observable and measurable behavior and criteria.</p> <p>Goals somewhat match area of need/present levels of performance.</p> <p>Limited recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are not somewhat based on assessment results.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Complete (3) Individual Education Program Goals.</p> <p>Goals include given, learner, observable and measurable behavior and criteria.</p> <p>Goals match area of need/present levels of performance.</p> <p>Complete recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are based on assessment results.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Professionally detailed (3) Individual Education Program Goals.</p> <p>Goals include given, learner, observable and measurable behavior and criteria.</p> <p>Goals match area of need/present levels of performance.</p> <p>Professionally detailed recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are based on assessment results.</p> <p>Uses person-first language and pseudonyms consistently.</p> |                     |



| <b>Components</b>  | <b>No Submission<br/>(0)</b>  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1)   | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2)   | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3)   | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4)  | <b>Score Earned</b> |
|--|---|--|---|--|--|---------------------|
| <b>Individual Education Program Meeting Preparation Plan: Recommended Related Services and Educational Setting</b> | <p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p> | <p>Partial or incomplete recommendations of the continuation or inception and duration of related services.</p> <p>Partial or incomplete recommendations about placement/change of placement.</p> <p>Recommendations are not connected to assessment.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p> | <p>Limited recommendations of the continuation or inception and duration of related services.</p> <p>Limited recommendations about placement/change of placement.</p> <p>Recommendations are somewhat connected to assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Complete recommendations of the continuation or inception and duration of related services.</p> <p>Complete recommendations about placement/change of placement.</p> <p>Recommendations are connected to assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p> | <p>Professionally detailed recommendations of the continuation or inception and duration of related services.</p> <p>Professionally detailed recommendations about placement/change of placement.</p> <p>Recommendations are connected to assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p> |                     |

| <b>Components</b>   | <b>No Submission</b><br>(0)  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1)   | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2)  | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3)   | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4)  | <b>Score Earned</b> |
|---|--|--|--|--|--|---------------------|
| <b>Individual Education Program Meeting Preparation Plan: Family Support Services and Consultative Collaboration for Inclusive Practice</b> | No assignment submitted.<br><br>Assignment submitted after agreed upon due date. | Partial or incomplete description on the inclusion and collaboration of parents and extended family members in this process.<br><br>Partial or incomplete description on consultative collaboration for inclusive practice.<br><br>Does not use person-first language.<br><br>Does not use pseudonyms. | Limited description on the inclusion and collaboration of parents and extended family members in this process.<br><br>Limited description on consultative collaboration for inclusive practice.<br><br>Uses person-first language and pseudonyms consistently. | Complete description on the inclusion and collaboration of parents and extended family members in this process.<br><br>Complete description on consultative collaboration for inclusive practice.<br><br>Uses person-first language and pseudonyms consistently. | Professionally detailed description on the inclusion and collaboration of parents and extended family members in this process.<br><br>Professionally detailed description on consultative collaboration for inclusive practice.<br><br>Uses person-first language and pseudonyms consistently. |                     |
| <b>Individual Education Program Meeting Preparation Plan: IEP Meeting Agenda</b>  | No assignment submitted.<br><br>Assignment submitted after agreed upon due date. | Partial or incomplete IEP agenda to be followed at focus student's meeting.  | Limited IEP agenda to be followed at focus student's meeting.  | Complete IEP agenda to be followed at focus student's meeting that matches format provided in class.   | Professionally detailed IEP agenda to be followed at focus student's meeting that matches format provided in class.  |                     |

| <b>Components</b>                                      | <b>No Submission</b><br>(0)  | <b>Does Not Meet Expectations</b><br><i>(Requires significant more understanding, instruction, and/or experience)</i><br>(1) | <b>Approaching Expectations</b><br><i>(Demonstrates understanding but requires additional coaching or clarification)</i><br>(2) | <b>Meets Expectations</b><br><i>(Meets the expectations as stated in component)</i><br>(3) | <b>Exceeds Expectations</b><br><i>(Understands and/or performs beyond stated expectations)</i><br>(4) | <b>Score Earned</b> |
|--|--|--|---|--|---|---------------------|
| <b>Assessment Case Study Complete Project</b>          | No assignment submitted.<br><br>Assignment submitted after agreed upon due date. | Complete report is not well written. Includes multiple grammar/spelling errors.  | Complete report is mostly well written. Minimal grammar/spelling errors.  | Complete report is well written and free of errors.  | Complete report is well written, free of errors, and professionally detailed.                         |                     |
| <b>Score Total</b>                                     | 0  | 12   | 24  | 36   | ++++  |                     |
| <b>Total Points FOR TASKTEAM ONLY</b>                  |  |  |   |  |   |                     |
| <b>Grade for Course Assignment (Total Points x .7)</b> |  |  |   |  |   | /25                 |

Comments