

**EDMX 627: Assessment, Planning and Instruction in Special Education  
Spring Semester, 2004**

**Section 02: CRN # 22384**      **Wednesdays: 5:30 p.m. to 8:15 p. m.**  
**Full Term (16 weeks)**  
**University Hall 442, Cal State San Marcos**

**Section 01: CRN # 22031**      **Tuesday & Thursday 10:00 – 12:45 for 8 weeks**  
**University Hall 440, Cal State San Marcos**

**Instructor:**      **Dr. A. Sandy Parsons, Professor**      **Office: University Hall, 408, CSUSM**  
**Office Hours:** **Tuesday 4:00 – 5:00 (check schedule)**      **Wednesday 4:00 – 5:00**  
                                 **or by appointment**      **or by appointment**  
**Phone:**      **760-750-4284**      **FAX: 760-750-3352**  
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**COLLEGE OF EDUCATION MISSION STATEMENT:**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**CLAD Emphasis.** In 1992, the College of Education (COE) voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. Please see the CLAD competency grid included in this syllabus. The CLAD competencies addresses by content and activities in this course are highlighted on this competency grid.

**COE Attendance Policy:** The attendance policy of the College of Education: Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students 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. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact the instructor as soon as possible.

**COURSE DESCRIPTION** This is a required course in the Special Education Specialist Credential Program. EDMX 627 focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access the core curriculum in inclusive educational environments through the application of best practices. Authentic assessment, peer mediated instruction (e.g., cooperative group learning), principles of instructional management; social skill development, creative problem solving, and multi-level assessment are examined. Students administer and interpret formal and informal assessments; and participate in the learner evaluation process, and engage in the preparation for IEP meetings. Requires participation/observation in the public schools.

**Activities and instructional methods for realizing objectives:**

class discussions	group work	lectures	readings in texts & handouts
guest speakers	WebCT course work	case studies	study guides & quick writes
demonstrations	videos	written reflections	observations

**Evaluation of attainment of these knowledge bases and skills:**

attendance	punctuality & professionalism	participation in class
eco development maps	instrument faire paper and work	study guide responses
assessment outcomes	IEP forms prepared	enthusiasm for the work
case study work	M/S observation	WebCT postings and products

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**PERFORMANCE GOALS**

**1.0 Observation Skills**

- 1.1 Direct observations in informal situations
- 1.2 Using checklists and various observation formats to record observational data
- 1.3 Observation for one day in a setting serving learners with moderate/severe (MS) disabilities.

**2.0 Record Keeping**

- 2.1 Maintaining a checklist/timelines for the assessment process
- 2.2 Employing competency checklists
- 2.3 Keeping anecdotal records
- 2.4 Utilizing IEP and ITP forms
- 2.5 Utilizing referral and planning for assessment forms
- 2.6 Recording and submitting observation format for M/S observation

**3.0 Assessment Techniques**

- 3.1 Evaluating various commercially available assessment instruments.
- 3.2 Administering, scoring and interpreting commonly used formal measures (standardized, norm-referenced)
- 3.3 Using informal assessment methods (e.g., criterion-referenced, curriculum-based)
- 3.4 Assessing student work in the classroom (setting criteria, mastery learning, records, work sampling)
- 3.5 Using assessments for specific populations
- 3.6 Using supplementary norm tables
- 3.7 Using authentic assessment approaches (performance-based, rubrics, portfolios)

**4.0 Nondiscriminatory Testing**

- 4.1 Structuring the assessment environment
- 4.2 Scheduling assessment sessions
- 4.3 Evaluating and selecting assessment instruments
- 4.4 Selecting and preparing assessment materials
- 4.5 Ensuring parental participation in reporting of student performance

**5.0 Writing Case Reports**

- 5.1 Gathering and reporting background information
- 5.2 Using a structured format for reporting
- 5.3 Reporting interactions with the child
- 5.4 Reporting the child's approach to tasks and learning styles
- 5.5 Using clinical judgment in interpreting results
- 5.6 Summarizing overall finding regarding a child
- 5.7 Making recommendations for interventions

**6.0 Generating IEPs and IEP Preparation Planning**

- 6.1 Summarizing current levels of functioning
- 6.2 Identifying long-range goals and short-term objectives
- 6.3 Completing sections of an IEP and ITP
- 6.4 Adapting the IEP as a parallel curriculum for students under IDEA
- 6.5 Ensuring parent participation and observation of rights

**7.0 Best Educational Practice into Teaching**

- 7.1 Demonstrating knowledge of general education curriculum and California Frameworks
- 7.2 Refining a personal philosophy of education
- 7.3 Empowering students as instructors, advocates, and decision makers
- 7.4 Using formal and informal cooperative group learning structures

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- 7.5 Creating rubrics for teacher made assessment of learner products.
- 7.6 Incorporating authentic assessment into lessons.
- 7.7 Adapting lessons for individual learners through differentiated & sheltered instruction.
- 7.8 Creating ecological system maps based upon the individual across multiple settings.

**8.0 Collaborative Interdisciplinary Teaming and Creative Problem Solving**

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

**WHAT DO I NEED FOR CLASS? Required:**

Cohen, L. G., & Spenciner, L.J. (2003). *Assessment of children and youth, 2<sup>nd</sup>. Edition*. New York: Longman.

**Parsons, S. Bound Reader for EDMX 627.** This is available at the CopyServe. (760) 599-9923. 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and Citibank, turn right into the drive and make an immediate left. The store faces San Marcos Blvd.

**Professional and Administrative Requirements**

1. Attend all class sessions. Please call the instructor when you are unable to attend class or if you must be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, field experiences, or class sessions may not receive a passing grade for the course.
2. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word-process all written documents. **Keep a copy of all of your work.** Proof of completion of all assignments is the responsibility of the student. Keep these records until you have received your grade. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, professionalism in interactions with fellow students, instructors and guest lecturers, and respect for the materials and instruments used in this course.
6. Responsibility for obtaining handouts is that of the student. If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:  
Buddy: Telephone, e-mail address, Fax number.

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7. The points for all late work will be reduced. Unless arrangements have been made with the instructor, absolutely no work will be accepted one week past the due date on the syllabus.

**Grading Scale (in percentages):**

<b>A</b>	<b>93%</b>	<b>A-</b>	<b>90%</b>
<b>B+</b>	<b>87%</b>	<b>B</b>	<b>83%</b>
<b>B-</b>	<b>80%</b>	<b>C+</b>	<b>77%</b>

**GRADING RUBRICS:**

**Criteria for Grading Student Performance in this Course:**

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

**NOTE: The minimum acceptable grade for a course in the sequence of professional education courses is C+, and a B average must be maintained.**

**Criteria for Grading Assignments:**

- A (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- B (83%) Completion of assignment in good form with good syntheses and application of information and experiences, writing is good.
- C (73%) Completion of assignment, adequate effort, and adequate synthesis of information and application of information and experiences, writing is adequate.

**SCHOLASTIC REQUIREMENTS**

**Please note the College of Education Attendance policy stated on the first page of this syllabus.** The CSUSM College of Education, which has an attendance policy that mandates a minimum attendance of 80% of class sessions, requires these guidelines. Please inform your instructors in advance of any extenuating attendance circumstances.

**Participation (07 point maximum/class X 15 Face-to-Face classes = 105 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. To reinforce our commitment to developing interpersonal skills, students are expected to arrive on time; return from break on time; stay for all of the class; and fully participate and cooperate with classmates, instructors, and guests. A class participant who arrives late, departs early, or engages a "non-collaborative" behavior will receive less than the maximum points for that given class.

**Criteria for Grading Participation:**

Participation points will be assigned on the following criteria: collaborative cooperation in all labs, classes, and group assignments; enthusiasm for the content and activities; respect for the speakers; patience and flexibility with the technology; appropriate use of the lab, hardware and software. Respect for the lab environment and equipment, (e.g. absolutely not food or drink in the lab), and for all testing and assessment materials in the assessment course.

**Ecological Map: (individual, 30 points)**

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We will learn about Bronfenbrenner's work on systems theory of development and understanding child/learner behavior. During this process each student will create individual eco map (a small square) of their own to contribute to a class quilt. Examples of past cohort quilts will be brought to class. This is an individual creative assignment. You will write a two page paper explaining your eco map and you will share your quilt square in class.

### **Practice Administration: (individual, 20)**

Each student will do a practice administration of the Woodcock Johnson III. This practice must not be done on a child in special education, as it might interfere with their formal testing schedule. Sign out an instrument from Dr. Parsons and practice administering several subtests to someone in your personal circle, preferably someone first grade through adulthood. The format for writing up your response to this practice administration is in the WebCT documents sections of this course.

### **Jeopardy on assessment & measurement terms and concepts (group: 30 points)**

#### **Quality of the Game Grid (25 points)**

#### **Participation in the game night (5 points, attendance required, no make ups)**

The area of assessment, measurement, and instruction is filled with technical, statistical, and conceptual terms and concepts. A fun and facilitative way to acquire these concepts and terms is to play "Jeopardy". The class will work in groups to create Jeopardy grids. The teams will play Jeopardy on the night stated on the syllabus. The winning team will be provided incentives and all will participate in a "class party" after the game. This will serve as a mid term exam. There will be no make-ups for missing this class.

### **Assessment Case Study based upon Observation, Individual Assessment, and IEP Preparation with completed IEP forms including the Special Factors Form (individual, 110 points)**

Each participant will select a learner in his or her classroom to study. Always use a pseudonym, never include any identifying information in your reports (never use real DOB, school, real names, teachers names, etc.). This learner must be a child who is eligible for special education or who is being referred for an initial assessment for consideration for special education services. You will provide background information based upon observations, administer three (if possible) formal assessments, provide student work samples, and interview the parents/guardians (as allowed), and interview the child's teacher.

This assignment includes an observation for assessment report including the IEP classroom observation form. The assessment case write up including the IEP Assessment Planning Forms, and a Preparation for the IEP meeting with a completed Special Factors Form for the child assessed.

A format for these assignments is available on the course WebCT site in the Documents section of the course. You will also be expected to fill out (using pseudonyms) the three IEP forms mentioned in the previous paragraph including a classroom observation form, the assessment planning form(s), and the special factors form. **Do not begin this case study work until you have received approval from Dr. Parson for your assessment and case study plan. All information is kept strictly confidential, use a pseudonym, and never use the real names of parents, children, teachers, schools or districts. You must have parental permission before beginning this case study. A request for permission letter and a permission form are included in the bound reader.**

### **Observation in a Classroom Providing Services to Learners With Moderate/Severe Disabilities.**

This course, EDMX 627, comprises part of the required competencies for the Moderate/severe Credential. ALL credential candidates at Cal State San Marcos in special education are required to observe in a classroom for students with more severe disabilities. This provides a wonderful opportunity for each candidate to experience these programs, teachers, and services and encounter this wonderful group of students. You will spend one school day, and a field report format will be provided in class for you to file with Dr. Parsons after completing this experience.

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**Web Based Components: (individual 70 points)**

Check the course home page and read the announcement block each week for directions/updates on course information.

ALL E-MAIL FOR THIS COURSE WILL BE CONDUCTED USING YOUR UNIVERSITY E-MAIL ADDRESS. CHECK YOUR WEB CT COURSE AND YOUR UNIVERSITY E-MAIL REGULARLY!

**Discussion Board Prompts (DB):** (50 points 10 for each of five DB components). Log into the course each week, and check the announcement block for assignments.

- There will be a series of DB prompts on the readings and handouts for your reflection.
- Post your response to the Discussion Board Prompts at the beginning of each week they are required. Due dates are indicated in the syllabus schedule.
- Read the postings of your colleagues (towards the end of that week) and post responses to two posting of others.
- Be sure your responses are well thought out prior to writing your posting.
- You may wish to compose off line, and copy and paste your response into the DB

**Responses to the postings of Colleagues:** (4 x 5 points each = 20 points)

- Some of the DB prompts will require you to post a response to the posting of a colleague. Be sure to read each of the professor's prompts carefully
- Discern which prompt require you to post a response to a colleague
- Post your responses to a colleague by opening that person's post, using REPLY and then writing your comments.

REMEMBER, WHEN POSTING TO THE DB, ALWAYS USE **REPLY!!**

Never begin a new thread by changing anything in the "subject" line.

BE SURE TO CHECK THAT YOU HAVE ANSWERED **ALL** THE PROMPTS, AND **EACH PART** OF EACH PROMPT.

Thank You.

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<b>Assignments</b>	<b>Maximum Points (480points)</b>	
Participation (15 sessions @ 10 points each)		<b>150</b>
Eco Map for Class Quilt with paper		<b>30</b>
Practice Administration of WJIII		<b>20</b>
Quick Writes (2 @ 10 points each)		<b>20</b>
Jeopardy Grids for Mid Term, and game night		<b>30</b>
<b>Assessment Case Study:</b>		<b>110</b>
Observation for Assessment	(20)	
Classroom Obs. Form	(10)	
Case Study	(40)	
Plan for Assessment Form	(10)	
IEP Preparation Guide	(20)	
Special Factors Form	(10)	
<b>Web Based Components:</b>		<b>70</b>
Discussion Board Prompts	(70)	
<b>Field Based Component:</b>		
Observation in a classroom providing Services for learners with Moderate/severe disabilities.	(50)	<b>50</b>
Select a child for your case study and work in the schools to complete this assignment.		
<b>TOTAL:</b>		<b>480 POINTS</b>

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**JEOPARDY GRID (20 points)  
Attendance to Play (5 points) no make ups  
ASSESSMENT AND MEASUREMENT  
EDMX 627**

ATTACHED YOU WILL FIND TWO GRIDS FOR A JEOPARDY GAME

YOUR TASK IS TO:

1. Write **answers** relative the content of our class in the 30 cells given on the first “answer” grid (six categories with five answers per category). These categories will be selected in class as a group activity. Be sure that these answers are rigorous but sensible so that the game is fun to play as well as serving as learning experience.
  
2. Write the generative questions for those answers in the 30 corresponding cells on the second “question” grid. (six categories with five questions per category). Again, be sure that these really relate to the answer, so that the game can be played well.
  
3. An example grid will be discussed in class.
  
4. The rubric for grading the Jeopardy grids is provided below. provided.

**Grading for EDMX 627 Jeopardy Grids:**

Questions and answers will be judged in terms of representation of the content base of this area of content of the course through demonstrated synthesis of information provided in most questions and answers. Difficulty and challenge of the answer/questions pairs will be a factor in over-all assignment of points. Nonsense pairs of answers and questions (those that are impossible, or those that are no-barriers)

**GROUP POINTS (20)**

18-20 = Superior

16-17 = Very Good

14-15 = Adequate

>14 = Poorly Done

Note: The idea for using Jeopardy as a learning tool for our special ed courses is credited to Toni Hood, Assistant Professor, College of Education.

**EDMX 627 Course Schedule Wednesday Nights**

<b>Class #</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
1	01/21 <b>WBI</b>	Introduction and overview of the course Systems Approach to Development: Eco Mapping <b>WBI overview</b>	Cohen 1 & 2	In Class Survey due <b>WBI intro due by 1/27</b>
2	01/28 <b>WBI</b>	<b>WBI 1: Diversity of Intelligences</b> Planning Books and Substitute Preparation	Cohen 5 & 12	Quilt Eco Map Block draft due Complete WBI 1 by 2/03
3	02/04	Multilevel Assessment Tests and Types Berry Visual Motor Integration (VMI)	Cohen 3 & 4 Parsons' Article	Assemble Class Quilt Form Jeopardy groups
4	02/11 <b>WBI</b>	Formal Assessment: Psychometrics Descriptive Statistics Jeopardy Preparation, WJIII Introduction and overview <b>WBI 2: WJIII</b>	Cohen 6 & 13	Choose Jeopardy Groups Complete WBI 2 by 2/17
5	02/18	WJIII: subtests, materials and practice Work in pairs, practice testing each other in class	Cohen 8-11	Quick Write #1 all chapters to date
6	02/25	WJIII: administration and scoring of subtests Compuscore use and report writing	Cohen 8-11	<b>Checkpoint on Practice Admin. Jeopardy Grids are due</b>
7	03/03	Achievement Testing Wrap Up; Key Math and subject area instruments (bring instruments to share)	Cohen 13	<b>Practice administration paper is due Jeopardy Mid Term</b>
8	03/17 <b>WBI only</b>	<b>No Face to Face:</b> <b>WBI 3: Curriculum Based Measurement</b>	Cohen 14	<b>Complete WBI #3 by 3/23</b>
9	03/10	Assessment Case Study Format: Writing Assessment reports Affective Development and Social Skills (VABS) IEP forms (bring in your district forms)	Cohen 5 & 16	(bring in your district forms) IEP, ITP etc.
0	03/24 <b>WBI</b>	Curriculum Guidelines and Cycles <b>IEP as Parallel Curriculum (in class project)</b> <b>WBI 4: Rubrics and Scoring</b>		Bring in curriculum guidelines/etc. Complete the IEP project and turn it in. <b>Complete WBI #4 by 4/06</b>
	<b>03/31 No Class</b>	<b>SPRING BREAK 2003</b>		
1	04/07	Collecting authentic assessment data: rubrics and curriculum Based measurement (CBM) In class rubric activity	Cohen 2, 6, & 7	<b>Turn in rubric project</b> Observation for Assessment is due
2	04/14 <b>WBI only</b>	<b>No Face to Face:</b> <b>WBI 5 (STAR and CAPP)</b>		Quick Write #2 non cumulative <b>Complete WBI #5 by 4/27</b>
3	04/21 <b>WBI</b>	Assessment Accommodation/Modifications Non-Discriminatory Assessment STAR and CAPP	Parsons' article	
4	04/28	Collaborative teaming in IEPs/ITPs Communicating Results to Parents <b>WBI 6: STAR Reflection</b>	Articles on rubrics Complete reading prior to class	<b>COMPLETE CASE STUDY IS DUE Including IEP plan &amp; Special Factors WBI 6: STAR Reflection is due 5/08</b>
5	05/05	Sharing of Case Studies in Groups	-	<b>Attendance required</b> <b>Case Studies returned</b>
6	05/12	University Scheduled final class session place holder Check the university schedule for the hours and room #	-	Place holder for course wrap up

**Legend: WBI:** Web Based Instruction    **DB:** Discussion Board in the WebCT course web site

**EDMX 627 Course Schedule Tuesday Thursday Schedule**

<b>Class #</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
1	01/20 <b>WBI</b>	Introduction and overview of the course Systems Approach to Development: Eco Mapping <b>WBI overview</b>	Cohen 1 & 2	In Class Survey due <b>WBI intro due by 1/27</b>
2	01/22 <b>WBI</b>	Planning Books and Substitute Preparation <b>WBI 1: Diversity of Intelligences</b>	Cohen 5 & 12	Quilt Eco Map Block draft due Complete WBI 1 by 2/03
3	01/27	Multilevel Assessment Tests and Types Berry Visual Motor Integration (VMI)	Cohen 3 & 4 Parsons' Article	Assemble Class Quilt Form Jeopardy groups
4	01/29 <b>WBI</b>	Formal Assessment: Psychometrics Descriptive Statistics Jeopardy Preparation, WJIII Introduction and overview <b>WBI 2: WJIII</b>	Cohen 6 & 13	Choose Jeopardy Groups Complete WBI 2 by 2/17
5	02/03	WJIII: subtests, materials and practice Work in pairs, practice testing each other in class	Cohen 8-11	Quick Write #1 all chapters to date
6	02/05	WJIII: administration and scoring of subtests Compuscore use and report writing	Cohen 8-11	<b>Checkpoint on Practice Admin. Jeopardy Grids are due</b>
7	02/10	Achievement Testing Wrap Up; Key Math and subject area instruments (bring instruments to share)	Cohen 13	<b>Practice administration paper is due Jeopardy Mid Term</b>
8	02/12 <b>WBI only</b>	<b>No Face to Face:</b> <b>WBI 3: Curriculum Based Measurement</b>	Cohen 14	<b>Complete WBI #3 by 3/23</b>
9	02/17	Assessment Case Study Format: Writing Assessment reports Affective Development and Social Skills (VABS) IEP forms (bring in your district forms)	Cohen 5 & 16	(bring in your district forms) IEP, ITP etc.
10	02/19 <b>WBI</b>	Curriculum Guidelines and Cycles <b>IEP as Parallel Curriculum (in class project)</b> <b>WBI 4: Rubrics and Scoring</b>		Bring in curriculum guidelines/etc. Complete the IEP project and turn it in. <b>Complete WBI #4 by 4/06</b>
11	02/24	Collecting authentic assessment data: rubrics and curriculum Based measurement (CBM) In class rubric activity	Cohen 2, 6, & 7	<b>Turn in rubric project</b> Observation for Assessment is due
12	02/26 <b>WBI only</b>	<b>No Face to Face:</b> <b>WBI 5 (STAR and CAPP)</b>		Quick Write #2 non cumulative <b>Complete WBI #5 by 4/27</b>
13	03/02 <b>WBI</b>	Assessment Accommodation/Modifications Non-Discriminatory Assessment STAR and CAPP	Parsons' article	
14	03/04	Collaborative teaming in IEPs/ITPs Communicating Results to Parents <b>WBI 6: STAR Reflection</b>	Articles on rubrics Complete reading prior to class	<b>COMPLETE CASE STUDY IS DUE Including IEP plan &amp; Special Factors WBI 6: STAR Reflection is due 5/08</b>
15	03/09	Sharing of Case Studies in Groups	-	<b>Attendance required Case Studies Returned</b>
16	03/11	University Scheduled final class session place holder Check the university schedule for the hours and room #	-	Place holder for course wrap up

**Legend:** **WBI:** Web Based Instruction    **DB:** Discussion Board in the WebCT course web site

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