Course & Section Nos.	**EDMX 627 (Section 1)**
Course Title	**Assessment, Planning, and Instruction in Special Education**
Class Roster No.	**20213**
Course Day(s)	**Thursday**
Time	**7:00pm – 9:50pm**
Course Location	**Hybrid (Online Synchronous and Asynchronous)** **One "in person" class at CSUSM University Hall 444**
Semester / Year	**Spring 2021**
Instructors	**Dr. Rebecca Brooks and Mr. Mike Norman**
Phone	**760-750-8506**
E-Mail	**rbrooks@csusm.edu** and **mnorman@csusm.edu**
Office	**University Hall 468 A**
Office Hours	**By Appointment on Zoom**

WELCOME

This semester you will gain a deep understanding of assessment, which is a critical component to your role as an education specialist. We look forward to a successful semester with each of you throughout this portion of your educational journey.

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

TABLE OF CONTENTS

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

Syllabus is subject to change.

informal assessments for Individual Education Program planning, implementation, progress monitoring and evaluation. *Requires participation/observation in the public schools.*

Course Pre and Co-requisites

Admission to the education specialist teaching credential program is considered a prerequisite. Candidates are required to be in clinical practice and/or internship during this course.

Course Objectives

After completion of EDMX 627, students will demonstrate competence in the following areas through successful completion of an assignment and/or activity:

• ability to administer the Woodcock Johnson
• understanding of Special Education law (Assessment procedures)
• knowledge of Urie Brofenbrenner's work on systems theory of development
• knowledge of a variety of assessment instruments
• skills to conduct progress monitoring, ecological assessment, and a task analysis
• ability to write an accurate and coherent assessment report

Unique Course Requirements

Students will complete an observation and a case study off campus at a local school. (See Assignment Description section).

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Brown, F., McDonnell, J., & Snell, M. (2020). *Instruction of Students with Severe Disabilities* (9th ed.). Pearson. *USED IN EDMX 631, 633, 627, and 635

Salvia, J., Ysseldyke, J. & Witmer, S. (2017). Assessment in Special and Inclusive Education (13th ed.) Cengage.

*Additional selected readings may be posted on Cougar Courses

Cougar Courses

The Cougar Courses site http://cc.csusm.edu provides additional materials such as the syllabus, rubrics of assignments, "drop boxes" for assignment, reading materials, PowerPoints, weekly course information, etc.

TaskStream Account

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 https://www.taskstream.com/pub/Enroll/ and registering for at least one year.

After enrolling, access your specially designed Education Specialist program bucket – **Add On Ed Specialist Credentials 2020-21** by going to your home page, finding the Self-Enrollment area, and clicking the Enter Code button. Then enter **AddOn2021** 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.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

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 (e.g. standardized, norm-referenced). *(Case Study, WJ Practice Administration)*
  1.3 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 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(s) 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 *(In-class Activity)*
     b) problem-solve curricular, instructional, and emotional/behavioral mismatches *(In-class Activity)*
     c) guide other instructional and special education related decision making *(In-class Activity)*
  8.2 Facilitating an eligibility meeting for special education or 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)*

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 CCTC standards for Preliminary Mild to Moderate and Moderate to Severe Education Specialists Credentials. 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.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

CalTPA
To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website: http://www.ctcpa.nesinc.com/Home.aspx

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program. Please find the Education Specialist Profession Dispositions in the Special Education Programs Clinical Practice webpage at the following URL:
http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Preliminary Mild to Moderate and Moderate to Severe Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in:

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation.

2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement.

3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum.

4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices.

5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality.

SCHEDULE/COURSE OUTLINE

Tentative schedule may be adjusted as needed to enhance learning

Session	Topic	Reading	Assignments Due
1/28	***1. Meet on Zoom:*** Introduction to Courses 627 and 575 ***2. View:*** • Ecological Systems Theory ***3. Respond:*** Ecological Quilt Square and Paper (Due on 2/4)	Syllabus	
2/4	***1. Asynchronous*** *(complete before class):* • Foundational Concepts in Assessment • Methods of Assessment • Law and Assessment ***2. Synchronous Meet on Zoom*** Sharing of Ecological Quilt Square	SYW – Chapters 1- 3 Brown Chapter 3 (8th Edition or 9th Edition)	**Ecological Quilt Square and Paper Due**
2/11	***1. Asynchronous*** *(complete before class):* • Psychometrics • Reliability and Validity ***2. Synchronous Meet on Zoom*** Assessment Case Study Review ***3. Respond:*** Take Quiz #1 by 2/18 at 5:00pm	SYW – Chapters 4-5	
2/18	***1. Synchronous Meet on Zoom*** Part 1: Tests of Academic Achievement Woodcock Johnson IV Introduction		**Quiz #1 DUE**
2/25	***1. Synchronous Meet on Zoom*** Part 2: Tests of Academic Achievement Woodcock Johnson IV Introduction		
3/4	***Face to Face Session 5:00pm – 8:50 pm University Hall 444*** Woodcock Johnson Practice Administration		**WJIV Report Due** (completed in class)
3/11	***1. Synchronous Meet on Zoom*** Writing Comprehensive Reports and Goals Based on Assessment: Assessment, Analyzing, Interpreting, Reporting	SYW Chapter 20 and pgs. 337-345	
3/18	***1. Asynchronous*** *(complete before class):* • Pre-Referral and Referral • Special Education Eligibility ***2. Synchronous Meet on Zoom*** Application Activities ***3. Respond:*** Take Quiz #2 by 4/1 at 5:00pm	SYW Chapter 12, 21	

3/25	*SPRING BREAK – No Class*		
4/1	*No Zoom Meeting:* **Asynchronou*s* Night** *1. View:* • Cultural and Linguistic Considerations in Assessment • Using Test Adaptations and Accommodations • SLP Presentation	SYW Chapters. 6, 7	**Quiz #2 DUE**
4/8	*SCHOOL PSYCHOLOGIST Presentation*		
4/15	***Formal Measures Worknight with your assigned team.***	SYW Chapters 13-19 (assigned chapter)	
4/22	*1. Asynchronous* (complete before class)*:* • Progress Monitoring • Behavioral Data Collection ***2. Synchronous Meet on Zoom*** Task Analysis Application Activities ***3. Respond:*** Task Analysis Project; Take Quiz #3 by 4/29 at 5:00 p.m.	SYW Chapters 9 & 10 Brown Ch. 4 & pp. 158-160 (8th Ed.) OR Brown Ch. 4 & pp. 183 -185 (9th Ed.)	
4/29	*No Meeting –* **Asynchronou*s* Night** ***1. View and Respond:*** Formal Measures Presentations Forum		**Task Analysis Due** **Formal Measures Presentations Due at 5:00 p.m.** **Quiz #3 Due**
5/6	***1. Synchronous Meet on Zoom*** Assessment Case Study Peer Reviews		**Assessment Case Study Draft to share with peer** **Rubric DUE**
5/13	***Optional Meet on Zoom:*** Assessment Case Study – Ask the Instructors Night. Please RSVP on Sign Up Genius if you plan to attend.		**Assessment Case Study Due**

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

1. **Person-First Language.** "Person-first" language (e.g., "Student with autism" rather than "autistic student") must be used throughout all written and oral assignments and discussions.

2. **Cougar Courses Use and Class Preparation.** Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.

3. **Written Work.** Word-process and keep electronic copies of all written work. You will want these for your records and use as professional portfolio entries.

4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.

5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

6. **Peer Buddy.** Select at least two class "buddies" to ensure you receive handouts and information if you miss class.

Course Assignments

Assignments	Notes	Points
Eco Map and Report	Report on personal ecological systems with your own quilt square for the Class Quilt	5
Quizzes (3 at 10 points each)	Quizzes will be based on lectures and readings	30
Practice Administration of Woodcock-Johnson IV Achievement Test	Submit protocols and written response	5
Formal Measures Group Project	Group presentation	10
Task Analysis Project	Task Analysis and Data Sheet	10
Assessment Case Study:	- Observation for Assessment (10 points) - Case Study (15 points) - IEP Meeting Preparation Plan (15 points) *You must earn a minimum of **24/30 on sections 2 and 3** on this assignment to pass the class****	40
Maximum Total Points:		**100**

Grading Standards

Grading Scale

93% = A   90% = A-   87% = B+   83% = B   = B-   78% = C+
A grade of C+ or better is required for a course to count toward a credential. Points below 77% = F.

Final Exam Statement

There is no Final Exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December,1997).*

You may not miss more than 2 class meetings in order to pass this class. Points will be deducted for arriving to class 15 or more minutes late and/or leaving early. Points may be deducted for lack of participation in class.

Policy on Late/Missed Work

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor's discretion and will only be allowed if the student has contacted the professor prior to the original due date. Late assignments submitted within **2 weeks** of the original due date will receive a **20% deduction** in point value.

Criteria for Written Products

- The content of each assigned reading is clearly referred to in the document.
- Higher order thinking skills that go beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) are clearly demonstrated.
- Spelling, grammar, and mechanical aspects of writing are accurate.
- Thoughts are well organized; section headings are provided as needed.
- The document is word-processed and submitted on or before the date due.

Student Collaboration Policy

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s).

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments for Education Specialist standards assigned to this course.

Graduate Writing Requirements

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* (*APA Manual*). This manual is required across graduate-level 600-level courses.

Course Format

Per the CSUSM Online Instruction Policy and due to COVID-19, EDMX 627 is being taught as a remote, online (RO) course.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at http://www.csusm.edu/sth/support/index.html

If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit IITS For You Student page.

If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit IITS For You Appointment page.

The new USU computer lab offers computer access and free printing. The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed. Please visit the library online to confirm these days, times and locations as they may change.

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?

School of Education Civility Statement

This semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at https://www.csusm.edu/dos/advocacy/conduct/index.html

Student Virtual Expectation Link

Please make the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.

https://www.canva.com/design/DAECjPp-ayg/9fDNO2abIJM3A70PEIph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer

Ecological Reflective Paper/Ecological Design Map (10 points)

Candidates will learn about Urie Brofenbrenner's work on systems theory of development across the life span and understanding children/learner behaviors.

1. In order to demonstrate person-centered/family centered planning and strengths-based, ecological assessments that lead to students' meaningful participation candidates will create their own Ecological Design Map. Examples of past maps will be shared in class.

2. Ecological Systems Self Report. Based upon your reflection and creation of your Ecological Design Map, write a paper (approximately 3 pages) including the following:

   a. A description of each of the ecosystems in your map and their importance to you. This should take about two pages, one paragraph for each subsystem.

   b. A one-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, and abilities and disabilities of individuals. Also include your response to the question: "How might you use this data throughout the assessment process and/or to engage students with curriculum?"

Quizzes: (3 quizzes at 10 points each for a total of 30 points)

You will take three quizzes to demonstrate content knowledge related to lectures, readings, discussions, and class activities. Quizzes will be taken via Cougar Courses. All quizzes will be open book and untimed. Once you open/start the quiz, you must complete it. You cannot log out or you will be locked out of the quiz. Questions may include true/false, multiple choice, matching, and/or short-answer.

Formal Measures Group Presentation (10 points):

You will be divided into 6 groups: Academic Achievement (Ch. 14), Reading Measures (Ch. 15), Mathematics Measures (Ch. 16), Written Language Measures (Ch. 17), Intelligence Measures (Ch. 18), and Social/Emotional/Behavior Measures (Ch. 19). The task of your group is to present the information in your chapter to your peers in a fun and engaging way! Try to keep your presentations around 20 min. (some chapters have more information than others). Focus on what you feel are the most important points of the chapter. Be sure to introduce the specific formal measures detailed in your chapter. Feel free to add MORE information on your area if you would like! All group members MUST participate in the presentation. Please record your presentation (via zoom or any platform of your choice that can easily be shared with peers) and upload the presentation zoom link and materials (powerpoint, etc.) to the FORMAL MEASURES FORUM. This will allow all class members to have access to everyone's submissions. Hold a zoom meeting with your group and have one member share their screen of the presentation. You can all voice your parts and record the meeting. Watch this video to learn more: https://www.youtube.com/watch?v=lZHSAMd89JE
If you need help with the recording aspect of the presentation, please reach out to me. You will be required to view all the presentations and comment on each presentation with kudos, helpful feedback and questions. Groups – do you best to answer any questions your peers may have regarding your "formal measures" topic.

WJ Practice Administration Lab Sheet (5 points)

Team Members: _____

Assume the person you are testing is a 6th grader performing at approximately a 3rd grade level.
Administer **all** subtests of WJ Choose one subtest to describe on 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. ATTACH 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.

Task Analysis and Data Sheet (10 points)

As Brown, McDonnell, and Snell 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 have worked with, are working with, or a mock profile.

- Select an environment and skill set that is an area of need for your student. 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 Brown, McDonnell, and Snell p. 154 (8th edition). 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.

Assessment Case Study (40 points)

*You must earn a minimum of 24/30 on sections 2 and 3 to pass the class.

You will demonstrate knowledge of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. You will also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/ informal assessment. You will demonstrate knowledge of special education law regarding the administration and documentation of assessments and how to hold IEP meetings. You will administer assessments according to the established protocols and demonstrate your understanding how to implement accommodations on assessments that do not fundamentally alter the nature of what is being tested, and how to use AAC for facilitating participation in the assessment of students with complex communications needs.

Please be sure not to use the child's real name, or that of his/her school building, teachers, or parents. Write in complete sentences, this is a narrative report, no outlines please.

I. *OBSERVATION FOR ASSESSMENT REPORT TEMPLATE* (10 points)
You will collaborate with families and appropriate related services personnel to support access to an optimal learning experiences for students in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals/treatment centers, and classroom/itinerant instruction and/or consultation in public/nonpublic schools.

OBSERVATION FOR ASSESSMENT (1 point):
Child's Name: (use a pseudonym)   **Name:** (your name)
C.A.: (chronological age)   **Grade:**   **Observation times:** (how long, minutes, or days?)

REASON FOR ASSESSMENT (1 point):
Initial referral, triennial review, change of placement, transition, program exit.

PLACEMENT (1 point): (Obtain information from records)
Describe current placement and related services provided, summarize previous placements and/or services.

BACKGROUND INFORMATION (2 points):
Provide a 1-2 thorough paragraphs of background information (birth, personal/family information, etc.), impact of impairment/disability on development and/or school performance, previous assessment results. Review records (special education file, cum folder, teacher interview, psychologist report) to obtain information. BE SENSITIVE to how write this information. Remember who will be reading this report.

INTERACTIONS WITH OTHERS (1 point):
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 (2 points):
- Performance in the general education setting(s): Math, Language Arts, P.E., etc.
- Performance in the special setting(s): SAI, RSP, Learning Centers, speech/physical therapy, etc.

AREAS IN NEED OF ASSESSMENT (1 point):
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, etc.. Your focus is on academic achievement, however, you can include additional areas. Be specific, (state comprehension or fluency rather than just "reading").

RECOMMENDATIONS FOR ASSESSMENT SESSIONS (1 point):
Based on your observation, review of records, and interview with teacher, describe recommendations for upcoming assessment sessions in the following areas (work with your cooperating teacher to determine):
- 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. Submit Parent Permission form on Cougar Courses.**

II. *CASE STUDY REPORT TEMPLATE* (15 points)

Please be sure not to use the child's real name, or that of his/her school building, teachers, or parents.

1. ASSESSMENT REPORT (1 point):

Child's Name: (**use a pseudonym**)   Evaluator's Name:
Age: Child's Placement: (SDC, RSP, etc.)
Grade of Placement: Date of Evaluation:

2. BACKGROUND INFORMATION (1 point):
Provide 1-2 thorough paragraphs on the child's background (Background information from on the Observation Report can be included here) including age, gender, ethnicity, educational background, family systems, previous special services, other notes of interest. You may include additional information you have learned since writing the Observation Report.

3. INTERACTIONS BETWEEN ASSESSOR AND FOCUS STUDENT (1 point):
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, and other notes of interest *during the assessment*.

4. INSTRUMENTATION AND RESULTS OF ASSESSMENT (3 points):
Provide a 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. Do NOT analyze or interpret the results in this section. Only present the data.

WOODCOCK JOHNSON R/III	Year: 2008	Year: 2011	Year: 2014
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. INTERPRETATION OF RESULTS (4 points):
This is an <u>essential</u> 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 <u>placement</u> as 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 education classrooms. Remember our goal is inclusion, and integrated services.

- o Interpret the meaning of the results
- o How can the results be used in educational planning, using good clinical judgement.
- o Recommendations made using results that might affect recommended time in general and special education classrooms,
- o Provision of support services
- o How does results affect involvement of family and parents?
- o Other notes of interest
- o Are results accurate, inflated, or deflated? State your reasons.
- o Dual language Assessment - If applicable, analyze and compare the assessment results for both languages and make recommendations based on your findings.

6. SUMMARY & RECOMMENDATIONS (4 points): (Only based on data, not your opinion)
You will demonstrate your ability to collaboratively develop supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs. 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 <u>key component</u> of your report and goes far beyond mere reporting of technical data.

- o   Provide a brief summary statement about current levels of function
- o   Summary of your results and recommendations
- o   Specific and detailed recommendations regarding materials, curricular adaptations, length and duration of specific support services
- o   Any behavior support recommendations
- o   Other notes of interest

9. RESPONSE TO THIS PROCESS (1 point):
This is also an <u>essential part</u> 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.
- o   New areas of competence/skills acquired, e.g., assessment report writing, collaboration skills
- o   Personal growth

III. *IEP MEETING PREPARATION PLAN TEMPLATE* (15 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 (4 points):
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 (1 point):
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 IEP GOALS (3 points):
Candidates will demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the Common Core State Standards, and which are systematically adjusted as needed to promote maximum learning and academic achievement in general education core curriculum within inclusive environments. Based on information gathered for your case study, write three annual IEP goals for your focus 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 when formulating yours. Please be sure that all goals include a given, learner, observable and measurable behaviors, and criteria (methods of measurement).

4. ACCOMODATIONS/MODIFICATIONS (1 point):
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 (1 point):
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 (1 point):
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 (2 points):
Provide one thorough paragraph on how you included and collaborated with parents and extended family throughout the assessment. This is essential to the entire process! Be sure to incorporate the requests and interests of the parents in your selection of areas assessed and your recommendations for family support in the areas of behavior and instructional management as needed.

8. CONSULTATIVE COLLABORATION FOR INCLUSIVE PRACTICE (1 point):
Provide one thorough paragraph regarding how this student can be supported 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 (1 point):
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)

RUBRICS

<u>Assessment Case Study Rubric</u>

Components	No Submission (0)	Does Not Meet Expectations *Requires significant more understanding, instruction, and/or experience* (1)	Approaching Expectations *Demonstrates understanding but requires additional coaching or clarification* (2)	Meets Expectations *Meets the expectations as stated in component* (3)	Exceeds Expectations *Understands and/or performs beyond stated expectations* (4)	Score
Observation for Assessment Report: **Heading, Reason for Assessment, Placement, Background Information, Interaction with Others, Present Levels of Performance, Areas in Need of Assessment, and Recommendations for Assessment Sessions** Apply knowledge of the purposes, characteristics, and appropriate uses of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services and when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results.	No assignment submitted.	Partial or incomplete heading, reason for assessment, placement, background information, and interaction with others. Partial or incomplete information in present levels of performance in all areas. Partial or incomplete information in areas of needed assessment. Partial or incomplete information in recommendations for upcoming assessment. Doesn't use person-first language or Pseudonyms.	Limited information for heading, reason for assessment, placement, background information, and interaction with others. Limited information in present levels of performance in all areas. Limited information in areas of needed assessment. Limited information in recommendations for upcoming assessment. Uses person-first language and pseudonyms consistently.	Complete information for heading, reason for assessment, placement, background information, and interaction with others. Complete information in present levels of performance in all areas. Complete information in areas of needed assessment. Complete information in recommendations for upcoming assessment. Uses person-first language and pseudonyms consistently.	Professionally detailed information for heading, reason for assessment, placement, background information, and interaction with others. Professionally detailed information in present levels of performance in all areas. Professionally detailed information in areas of needed assessment. Professionally detailed information in recommendations for upcoming assessment. Uses person-first language and pseudonyms consistently.	

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Assessment Case Study Report: **Heading, Background Information, and Interactions with Focus Student**	No assignment submitted.	Partial or incomplete information about the focus student. Partial or incomplete information on background information on focus student. Partial or incomplete information describing your interactions with focus student. Doesn't use person-first language and pseudonyms.	Limited information about the focus student. Limited information on background information on focus student. Limited information describing your interactions with the focus student. Uses person-first language and pseudonyms consistently.	Complete information about the focus student. Complete information on background information on focus student. Complete information describing your interactions with the focus student. Uses person-first language and pseudonyms consistently.	Professionally detailed information about the focus student. Professionally detailed information on background Information on focus student. Professionally detailed information describing your interactions with the focus student. Uses person-first language and pseudonyms consistently.	
Assessment Case Study: **Instrumentation and Results of Assessment (Additional Sections and Alternative Assessments if applicable)** Demonstrate knowledge of special education law and the administration and documentation of assessments	No assignment submitted.	Partial or incomplete description and presentation of instrumentation and results of assessment. Partial or incomplete description and presentation of additional section and/or alternative assessments if applicable. Doesn't use person-first language or pseudonyms.	Limited description and presentation of instrumentation and results of assessment. Limited description and presentation of additional section and/or alternative assessments if applicable. Uses person-first language and pseudonyms consistently.	Complete description and presentation of instrumentation and results of assessment. Complete description and presentation of additional section and/or alternative assessments if applicable. Uses person-first language and pseudonyms consistently.	Professionally detailed description and presentation of instrumentation and results of assessment. Professionally detailed description and presentation of additional section and/or alternative assessments if applicable. Uses person-first language and pseudonyms consistently.	

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Assessment Case Study: **Interpretation of Results**	No assignment submitted.	Partial or incomplete interpretation of assessment results. Interpretation does not reflect good clinical judgment. Indication of how results should be used in educational planning, focusing on inclusion and integrated services is partial or incomplete. Partial or incomplete summary of results and recommendations. Does not use person-first language or pseudonyms.	Limited interpretation of assessment results. Interpretation reflects good clinical judgment. Limited indication of how results should be used in educational planning, focusing on inclusion and integrated services. Limited summary of results and recommendations. Uses person-first language and pseudonyms consistently.	Clear interpretation of assessment results. Interpretation reflects good clinical judgment. Clear indication of how results should be used in educational planning, focusing on inclusion and integrated services. Clear summary of results and recommendations. Uses person-first language and pseudonyms consistently.	Professionally detailed interpretation of assessment results. Interpretation reflects good clinical judgment. Professionally detailed indication of how results should be used in educational planning, focusing on inclusion and integrated services. Professionally detailed summary of results and recommendations. Uses person-first language and pseudonyms consistently.	
Assessment Case Study: **Summary and Recommendations** Identify effective intervention and support techniques	No assignment submitted.	Partial or incomplete interpretation of assessment results. Interpretation does not reflect good clinical judgment. Indication of how results should be used in educational planning, focusing on inclusion and integrated services is partial or incomplete. Partial or incomplete summary of results and recommendations. Does not use person-first language or pseudonyms.	Limited interpretation of assessment results. Interpretation reflects good clinical judgment. Limited indication of how results should be used in educational planning, focusing on inclusion and integrated services. Limited summary of results and recommendations. Uses person-first language and pseudonyms consistently.	Clear interpretation of assessment results. Interpretation reflects good clinical judgment. Clear indication of how results should be used in educational planning, focusing on inclusion and integrated services. Clear summary of results and recommendations. Uses person-first language and pseudonyms consistently.	Professionally detailed interpretation of assessment results. Interpretation reflects good clinical judgment. Professionally detailed indication of how results should be used in educational planning, focusing on inclusion and integrated services. Professionally detailed summary of results and recommendations. Uses person-first language and pseudonyms consistently.	

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Assessment Case Study: **Long Term Goals**	No assignment submitted.	Partial or incomplete Long Terms Goals. Goals do not match area of need/present levels of performance. Does not use person-first language. Does not use pseudonyms.	Limited Long-Term Goals Goals somewhat match area of need/present levels of performance. Uses person-first language and pseudonyms consistently.	Complete (3) Long Terms Goals Goals match area of need/present levels of performance. Uses person-first language and pseudonyms consistently.	Professionally detailed (3) Long Term Goals Goals match area of need/present levels of performance. Uses person-first language and pseudonyms consistently.	
Assessment Case Study: **Response to this Process**	No assignment submitted.	Partial or incomplete response to this process. Does not use person-first language. Does not use pseudonyms.	Limited response to this process. Uses person-first language and pseudonyms consistently.	Complete response to this process. Uses person-first language and pseudonyms consistently.	Professionally detailed response to this process indicating rich learning. Uses person-first language and pseudonyms consistently.	
Individual Education Program Meeting Preparation Plan: **Present Levels of Performance and Special Factors**	No assignment submitted.	Partial or incomplete present levels of performance based on the information gathered in case study. Information presented is too deficit based. Information in present levels does not match assessment results. Partial information regarding special factors section. Does not use person first language. Does not use pseudonyms.	Limited present levels of performance based on the information gathered in case study. Information presented is too deficit based. Information in present levels is somewhat connected to assessment results. Partial information regarding special factors section. Uses person-first language and pseudonyms consistently.	Complete present levels of performance based on the information gathered in case study. Present levels address areas of strength and need. Information in present levels is connected to assessment results. Complete information regarding special factors section. Uses person-first language and pseudonyms consistently.	Professionally detailed present levels of performance based on the information gathered in case study. Present levels address areas of strength and need. Information in present levels is connected to assessment results. Professionally detailed information regarding special factors section. Uses person-first language and pseudonyms consistently.	

Components	No Submission (0)	Does Not Meet Expectations *Requires significant more understanding, instruction, and/or experience* (1)	Approaching Expectations *Demonstrates understanding but requires additional coaching or clarification* (2)	Meets Expectations *Meets the expectations as stated in component* (3)	Exceeds Expectations *Understands and/or performs beyond stated expectations* (4)	Score
Individual Education Program Meeting Preparation Plan: **Annual Goals and Accommodations/ Modifications** Demonstrate the ability to collaboratively develop and implement IEPs, including short and long term instructional goals that are responsive to student needs and ensure access to grade level standards and lead to effective inclusion in the general education curriculum.	No assignment submitted.	Partial or incomplete Individual Education Program Goals. Goals do not include given, learner, observable and measurable behavior and criteria. Goals do not match area of need/present levels of performance. Partial or incomplete recommendations for accommodations and modifications. Accommodations and modifications are not based on assessment results. Doesn't use person-first language and pseudonyms.	Limited Individual Education Program Goals. Some goals include given, learner, observable and measurable behavior and criteria. Goals somewhat match area of need/present levels of performance. Limited recommendations for accommodations and modifications. Accommodations and modifications are not somewhat based on assess-ment results. Uses person-first language & psuedonyms consistently.	Complete (3) Individual Education Program Goals. Goals include given, learner, observable and measurable behavior & criteria. Goals match area of need/present levels of performance. Complete recommendations for accommodations and modifications. Accommodations and modifications are based on assessment results. Uses person-first language and pseudonyms consistently.	Professionally detailed (3) Individual Education Program Goals. Goals include given, learner, observable and measurable behavior & criteria. Goals match area of need/present levels of performance. Professionally detailed recommendations for accommodations and modifications. Accommodations and modifications are based on assessment results. Uses person-first language and pseudonyms consistently.	
Individual Education Program Meeting Preparation Plan: **Recommended Related Services and Educational Setting**	No assignment submitted.	Partial or incomplete recommendations of the continuation or inception and duration of related services. Partial or incomplete recommendations about placement/ change of placement Recommendations are not connected to assessment. Doesn't use person-first language or pseudonyms.	Limited recommendations of the continuation or inception and duration of related services. Limited recommendations about placement or change of placement Recommendations are somewhat connected to assessment. Uses person-first language and pseudonyms consistently.	Complete recommendations of the continuation or inception and duration of related services. Complete recommendations about placement or change of placement Recommendations are connected to assessment. Uses person-first language and pseudonyms consistently.	Professionally detailed recommendations of the continuation or inception and duration of related services. Professionally detailed recommendations about placement or change of placement. Recommendations are connected to assessment. Person-first language & pseudonyms used consistently.	

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Individual Education Program Meeting Preparation Plan: **Family Support Services and Consultative Collaboration for Inclusive Practice**	No assignment submitted.	Partial or incomplete description on the inclusion and collaboration of parents and extended family members in this process. Partial or incomplete description on consultative collaboration for inclusive practice. Doesn't use person-first language or pseudonyms.	Limited descript-tion on inclusion and collaboration of parents and extended family members in this process. Limited description on consultative collaboration for inclusive practice. Uses person-first language and pseudonyms consistently.	Complete descript-tion on the inclusion and collaboration of parents and extended family members in this process. Complete description on consultative collaboration for inclusive practice. Uses person-first language and pseudonyms consistently.	Professionally detailed description on the inclusion and collaboration of parents and extended family members in this process. Professionally detailed description on consultative collaboration for inclusive practice. Uses person-first language and pseudonyms consistently.	
Individual Education Program Meeting Preparation Plan and IEP Meeting Agenda Demonstrate knowledge of how to hold IEP meetings according to the guidelines established by law	No assignment submitted.	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.	
Assessment Case Study Complete Project	No assignment submitted.	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.	