



EDSP 415/615 Assessment in Special Education
Department of Counseling, Higher Education, & Special Education
University of Maryland
Spring 2015

Instructor: Dr. Kelli D. Cummings, NCSP

Office: EDU 1311C

Phone: (301) 405-6498

Email: kellie@umd.edu

Class Meets: Monday, 1:15 - 4:00; Room EDU 1121

Office Hours: Tuesday, 3:00 – 4:00 and by appointment

Course Description

The focus of this class is to introduce students to a decision-making model (i.e., the Problem-Solving Model) for assessing and evaluating a wide range of academic concerns. As part of the course, students will obtain knowledge for selecting assessment techniques that demonstrate high treatment utility.

Students will become proficient in using a variety of assessment techniques (e.g., interviews, observations, tests) and tools (e.g., curriculum-based measures, published norm-referenced tests, criterion-referenced tests). The broader focus of this class is on developing an understanding that student performance is dependent upon prior and current school, home, and cultural experiences of the student. Instructional, curricular, environmental, cultural, linguistic, and student factors will be discussed throughout the class in relation to k-12 student learning and assessment. The course will discuss both traditional and alternative assessment techniques with emphasis placed on tools that lend themselves to intervention planning and evaluation of intervention effectiveness.

Required Textbooks

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement*. New York: Guilford.

Salvia, J., Ysseldyke, J.E., & Bolt, S. (2013). *Assessment: In Special and Inclusive Education*. Belmont, CA: Wadsworth.

Required Materials

- AIMSweb “University Student Package”
 - \$39.00, Available for purchase online at <http://www.aimsweb.com/products/aimsweb-systems/ulp/university-student-package>
- AIMSweb Online Scoring and Administration Training
 - <http://www.aimsweb.com/scoring-and-administration-training>

- Additional course readings and materials will be posted on Canvas under "Files" → "Course Readings."
- Stopwatch (preferably one with no sound, or a very quiet beep)
- Clipboard
- Tri-fold presentation board (for presentations on 5/4)

Course Information & Format

Lecture notes, homework, and other course documents may be found at www.elms.umd.edu under this course name. Necessary class handouts will be posted by noon each Monday; you are responsible for your copy. Please note that not all weeks will require lecture notes. Occasionally you will be asked to take notes on your own.

The class is a blended course meaning that some sessions will be face-to-face (f2f) in the traditional classroom and other sessions will be completed online

- For f2f sessions, plan to spend three hours in the classroom and 3 hours per week for readings and assignment (**6 hours** per week).
- For weeks including online sessions, a total of 6 hours of your time will be required to read the assigned course material and to complete the online modules (**6 hours** per week). You will need a computer with Internet access and one or more Web browsers (please note, if a plugin does not work, or webpage doesn't load, try IE). Please have current versions of the Java, flash, iTunes and QuickTime Player plugins in order to interact with the course content on Canvas/ELMS.

Recommended Resources

Textbooks

Burns, M.K., Riley-Tillman, T.C., & VenDerHeyden, A.M. (2012). *RTI Applications: Academic and Behavioral Interventions (Vol. 1)*. New York: Guilford.

Kovaleski, J.F., VanDerHeyden, A.M., & Shapiro, E.S. (2013). *The RTI approach to evaluating learning disabilities*. New York: The Guilford Press.

Riley-Tillman, T.C., Burns, M.K., & Gibbons, K. (2013). *RTI Applications: Assessment, Analysis, and Decision Making (Vol. 2)*. New York: Guilford.

Webpages

AIMSweb Homepage:

<http://www.aimsweb.com/scoring-and-administration-training>

Center on Response to Intervention at American Institutes for Research:

<http://www.rti4success.org/>

DIBELS Data System at the University of Oregon:

<http://dibels.uoregon.edu/>

Formative Assessment System for Teachers

<http://www.fastforteachers.info/>

The Iris Center at Vanderbilt Peabody College:

<http://iris.peabody.vanderbilt.edu/>

National Center on Intensive Intervention:

<http://www.intensiveintervention.org/>

Research Institute on Progress Monitoring at University of Minnesota:

www.progressmonitoring.org

RTI Action Network:

<http://www.rtinetwork.org/>

Course Objectives

Upon completion of this course you will be able to:

1. demonstrate an understanding of the full range of educational decisions that are supported by assessment of student performance [InTASC 6; EC 4; CF Educational Goals and Assessment]
2. demonstrate knowledge of basic terminology used in assessment and Response to Intervention practices [InTASC 6; EC 7; CF Educational Goals and Assessment]
3. demonstrate knowledge of the legal provisions, regulations, and guidelines regarding assessment of individuals [InTASC 6; EC 7; CF Educational Goals and Assessment]
4. demonstrate knowledge of educators' roles in the assessment process [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
5. demonstrate knowledge of ethical considerations relevant to assessment as well as the implications of assessment-based decisions for various student populations [InTASC 6, 7; EC 6; CF Social and Cultural Contexts]
6. demonstrate knowledge of variables that affect student performance during various assessment procedures [InTASC 6, 7; EC 6; CF Social and Cultural Contexts]
7. distinguish among of different types of tests (e.g., curriculum based measures, aptitude, achievement, psychological) and specify their uses [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
8. demonstrate knowledge and use of classroom-based assessment systems for monitoring student progress and quality of instruction [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
9. use assessment information generated from a variety of sources (including published norm-referenced achievement tests, tests of learning aptitude, classroom-based assessment and curriculum-embedded tests) to make instructional data-based decisions [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]
10. match appropriate assessment procedures with specific educational decisions (e.g., screening, eligibility, instruction, placement) for children of all ages and abilities [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]
11. demonstrate knowledge of criteria used to evaluate the quality of tests including test development procedures, standardization procedures, test reliability and validity, types and interpretation of test scores [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter]
12. demonstrate the ability to analyze and critique the quality of various assessment procedures [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]
13. demonstrate knowledge of appropriate test administration procedures [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]
14. demonstrate proficiency in the appropriate application and interpretation of scores obtained from published norm-referenced tests (i.e., scores of relative standing, developmental scores) [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]

Course Expectations

1. *Attend all class periods and participate in class discussions and activities.* Regular attendance and participation in this class is required and is the best way to grasp the concepts and principles being discussed. Additionally, attendance will be documented across the semester. For any *unexcused absence* (i.e. an absence that does not meet the qualifying criteria, described below) that you accrue during the semester, points will be deducted from the 40 possible attendance and participation points for the course and **any points that would have been awarded for in-class learning opportunities will be missed.**

In the event that a class must be missed due to an illness, the policy in this class is as follows:

- a. First and foremost, if you are ill and think you may be contagious, please stay home, rest, and get well.
- b. For every medically necessary absence from class, a reasonable effort should be made to **notify the instructor 24 hours in advance of the class, preferably in writing via email.** When returning to class, students must bring a note identifying the date of and reason for the absence as well as include an acknowledgement: (a) that the information provided is true and correct, and (b) that the student understands that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct. This note must be signed by both the student and the instructor to acknowledge receipt.
- c. If a student is absent *more than once*, the instructor may require additional documentation signed by a health care professional and a remediation plan may be established.
- d. If a student is absent on days when tests are scheduled, papers are due, or other major assignments are occurring as specified in the syllabus, he or she is required to notify the instructor in writing **24 hours in advance**, and upon returning to class, bring documentation of the illness that is signed by a health care professional.

Other types of excused absences:

The University of Maryland policy on religious observance and classroom assignments and tests states that ***students will not be penalized for absences due to participation in religious observances*** and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Important for you to note, though, is that *you are responsible for notifying the instructor of projected absences due to planned religious observances within the first two weeks of the semester.* This prior notification is especially important in connection with final examinations because failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

For any other excused absence (i.e., participation in university activities at the request of university authorities, illness of a dependent, or other compelling circumstances beyond the students' control), students are expected to apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

2. *Come to class prepared to learn.* Success in this course depends upon being familiar with the readings, prior class assignments and related activities. As an example, when students arrive to class in week 2 (2/2), they will be expected to have read chapter 1 in both the ABC text and the Assessment text as well as have completed their subscription to AIMSweb—the application item (**AP**) as listed in the syllabus. Arrive to class on time, and bring the syllabus, textbook(s), notes, and handouts to every class. When you attend class, it is the instructor's expectation that you will be fully engaged in class activities. If you use your laptop for note taking, please refrain from noncourse related activities such as playing games, surfing the web, texting, or checking email. These behaviors, along with side conversations, are

very distracting to the other students in the class as well as the course instructor. Please turn off or silence cell phones. If it is absolutely necessary to receive a call, notify the instructor, set the phone to vibrate, and take the call outside of the classroom. If it is noted that a student is regularly distracted or not engaged, engagement points will be subtracted accordingly.

3. *Engage in respectful discussions and be open to new or different ideas.* Throughout this class you will be challenged to think critically about the impact of cultural, sociological, and experiential differences from your own perspective as a learner as well as the perspective of a professional who is working with diverse learners. Please participate in discussions openly and respectfully using person-first language when speaking and writing about people with disabilities and other groups, and use acceptable terminology when addressing issues of gender, race, ethnicity, disability, sexual orientation, and other areas of diversity. Students are encouraged to take risks in class by asking difficult questions and sharing their stories and comments. It is acknowledged that the instructor or students may make mistakes in this regard, but it is everyone's responsibility to respond constructively to any conflicts or problems that arise. Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. All people will be treated respectfully in this course.

4. *Turn in assignments on time.* All assignments must be completed before the beginning of class and submitted on or before the assigned due date. All work submitted for the class must be legible, clearly organized, and proofread. Illegible work will not be graded but can be resubmitted subject to the late penalty outlined below. When emailing assignments, the email time stamp associated with the submission will be used to determine whether to apply the late penalty. *All work submitted via email should include the **author's last name and title of the assignment** in the subject line (i.e., "Smith Homework 1" not "Homework 1") as well as in the **body of the submitted document** to avoid the late penalty (i.e., -10% per calendar day late including weekends).*

5. *Complete your work carefully, individually, and with academic integrity.* All written assignments must be completed individually except when a group assignment is specified. Assignments must be prepared in a professional manner. All papers should have a professional appearance (i.e., are word processed) and should be carefully proofed for correct spelling, punctuation, and grammar. Additionally, papers should be focused on the specific content of the assignment, demonstrating professional, mature thinking. Points will be deducted if the manner in which the assignment is presented is unprofessional. No handwritten assignments will be accepted unless it is anticipated to be completed in class.

The University of Maryland is one of a small number of universities with a student-administered Code of Academic Integrity and an Honor Pledge. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University of Maryland Honor Pledge proposed by the Student Honor Council and approved by the University Senate, reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all major papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. The instructor is required to report instances

of academic dishonesty to the Honor Council Other allegations of academic dishonesty should also be reported directly to the Honor Council (301-314-8204).

Student Evaluation and Grading

Grades will be based on the following scale: A+ 98-100%, A 93-97%, A- 90-92%; B+ 88–89%, B 83-87%, B- 80-82%; C+ 78–79%, C 73-77%; C- 70-72%; D+ 68–69%, D 63-67%, D-60-62%; F 0 – 59%

Assignments

| Component | Description | % of grade |
|--|--|---------------------------------------|
| Application Assignments (AP) | <p>Throughout the semester, students will be provided with opportunities to demonstrate their knowledge of specific principles introduced. These opportunities will be assigned intermittently throughout the course, as listed on the syllabus. <i>The instructor may modify the assignment of these items based on course progression.</i></p> <p>These activities include:</p> <ol style="list-style-type: none"> 1. AIMSweb subscription complete (5 points; hw) 2. CBM Administration and Scoring—Training Completion Certificates (30 points; online) 3. IRIS RtI Modules (50 points; online) 4. Central Tendency and Distribution (10 points; hw) 5. Age and Grade Equivalents (5 points; hw) 6. Reliability and Validity (10 points; hw) | <p>UG: 29%</p> <p>MS: 27%</p> |
| Processing Items, Engagement, and Participation (PIE) | <p>Students will be provided opportunities to self-reflect on readings, current topics, or other course activities throughout the semester. These opportunities take the form of reflection memos (typically short, 1 – 2 pages) (2 @15 points each)</p> <p>Class attendance and participation are also evaluated throughout the semester. Students will be evaluated based on their participation in small group activities, class discussion, in class presentations, and ability to engage in reflection See evaluation rubric at the end of the syllabus and more detail about the participation points in the last row of this table. (40 points total)</p> | <p>UG: 19%</p> <p>MS: 17%</p> |
| In-Class Opportunities to Demonstrate Understanding (ICE) | <p>Students will be provided with in-class opportunities to demonstrate their understanding of key concepts or principles taught in class. These opportunities will be assigned intermittently during the course and students must be present to complete these assignments (6 @5 points each). <i>If students are not present, either due to an excused or unexcused absence, these opportunities will be missed.</i></p> | <p>UG: 8%</p> <p>MS: 7%</p> |
| Major Assessment Projects (PROJ) | <p>Students will complete three assessment projects throughout the semester:</p> <ol style="list-style-type: none"> a) RtI Interview (20 points). Using the NCRTI rubric and interview protocol, interview a teacher, administrator, or reading coach at a | <p>UG: 17%</p> <p>MS: 24%</p> |

| | | |
|--|--|--|
| | <p>local elementary or middle school where you are testing a student for Assignment 2. If you do not have a student to test for Assignment 2, you can find <i>any</i> teacher, administrator, or reading coach at a school of your choice. In-person interviews are preferred, but phone interviews will be accepted if no other option is available. Please note on your summary when, where and how your interview took place as well as the person you interviewed, his or her job title, and major responsibilities. Write a two- to three-page summary of findings according to the following categories: 1) screening; 2) multi-tiered instruction, 3) progress monitoring, 4) data-based decision making, 5) special education; 6) English learners. If you do not have someone to interview, we will attempt to help you locate someone; however, we expect you to make every effort possible. You may also collaborate with another student in class on a joint interview—as long as each student's write-up is completed independently. Please arrange for this interview to be conducted sometime after 3/2; Due 3/30</p> <p>b) <i>CBM probe administration</i> (30 points). Select one student from Grades pk-8 to progress monitor using a single type of CBM. Note that parental consent must be obtained (a form will be provided and must be included with the final assignment); student assent must also be obtained, prior to each testing occasion (again, a form will be provided and completed forms must be included with the final assignment). Use a unique probe each week for 8 weeks for a total of 8 data points to measure gains. A struggling student is preferred and, for the purposes of interpretation, assume that your student was screened and found to be an at-risk student in a Tier 1 (general education) class. You are progress monitoring to confirm risk status. If you are progress monitoring a student who is already in a supplemental reading class, please speak to me so we can talk about how you will interpret the information. Please turn in the name and grade of the student you will be testing (with parental consent) for this assignment and begin testing by 2/23. (2pts each=16 pts)</p> <p>Prior to beginning testing, EVERYONE will have to complete a reliability calibration by 2/16. A sign-up sheet will be provided. (4 pts)</p> <p>One probe will be administered each week for 8 total probe administrations. You will turn in each scored protocol, so do not throw them away. You will graph the data using the graphing program we teach you in class (i.e., AIMSweb).</p> <p>Write a two-three page reaction to the assignment and <i>briefly and objectively</i> interpret the data you collected. Include in your write-up: i) a short description of the student (2 pts); ii) a short</p> | |
|--|--|--|

| | | |
|--|--|--|
| | <p>description of the test administered including the scoring and expected slope norms (or criterion rate of growth) based on the student's grade (2 pts); iii) the progress monitoring graph and a short summary of what the aim and trend lines suggest (2 pts); iv) a description of recommendations for future instruction based on the students' overall slope of progress (e.g. Will you change instruction? How so? Will you increase the goal? How so? Why? Will the student be referred to Tier 2? Why?) (2 pts); v) Writing, Grammar, Attention to Detail; Ethical Practice (2 pts.). Please remember: Never use real names of students, schools, or teachers in your reports. For undergraduates only: The data from this assignment will also be used for a presentation on the final day of class for PROJ3. (Due 4/20)</p> <p>c) <i>Progress Monitoring Presentation (Undergraduates; 15 points)</i>. On 5/4, we will simulate a professional conference, where all students will be required to bring a tri-fold presentation board illustrating the major findings from PROJ2. All students will be expected to design their presentation boards with an audience in mind, taking into account readability of information, type of content displayed, in-depth interpretations, and creativity displayed in the final product. Students should be able to informally talk about their presentation boards to peers, as well as answer questions the day of the professional conference simulation. The grading rubric will be available on the class ELMS site. Each student will also be asked to evaluate his or her peers using a rubric provided (ICE6). A template and guidelines for peer evaluations will be provided. (Due 5/4)</p> <p>OR</p> <p><i>Test Critique (25 points) and Presentation (Masters students; 25 points)</i>. The test critique is intended to develop skill in critically evaluating norm-referenced educational tests. The critique should be approximately 4 double-spaced, typewritten pages long. The psychometric characteristics of the test, behaviors sampled, and utility of the test should be addressed. The emphasis is on a critical evaluation (meaning exercising careful judgment and judicious evaluation, not necessarily unfriendly) of the features of the test, not merely a reporting of the information in the manual (Due 4/20). A rubric will be provided (see ELMS).</p> <p>Each Masters student is responsible for selecting and obtaining a standardized test to be evaluated (Due for Dr. Cummings' review by 2/23). The test and the appropriate manuals must be available to you. If the test or manuals are unavailable, a different test must be selected. More than one person can select any test as long as sufficient materials are available, but students must write</p> | |
|--|--|--|

| | | |
|---------------|---|---------------------------------------|
| | <p>their own critique.</p> <p>The test critique will serve as the basis for a verbal presentation in class on 5/4. During this presentation, the primary findings from the critique will be presented along with the reviewer's own critical evaluation. Each student will also be asked to evaluate his or her peers using a rubric provided (ICE6). A template and guidelines for peer evaluations will be provided. (Due 5/4)</p> | |
| Final Exam | <p>You will have a two-part final exam: a) a multiple choice/short answer final exam on the finals day (5/18) and b) a take-home assessment report assignment, to be completed with a partner, due at 1:00pm on the final day, that will count as part of your final exam grade.</p> <p>a) Multiple Choice/Short Answer (75pts) This part of the exam will be cumulative.</p> <p>b) Assessment Report (25pts)</p> <p>Special educators are often tasked with interpreting the results of standardized tests in conjunction with additional background information, including teacher reports and progress monitoring data, and compiling written reports to guide instructional goal setting. You will be required to write a report given data collected for you. This report can be completed with up to three people and will be due on the final exam day. Each group member will receive the same grade for the report and this will count as part of your final exam grade. We will practice interpreting similar test results in class and will have a sample report available to you that we will use throughout the class. To assist you in writing your report we will give you several sections in the rubric.</p> | <p>UG: 32%</p> <p>MS: 24%</p> |
| Participation | <p>Participation in this course should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Therefore, it is absolutely essential that cell phones, laptops, and any other form of electronic devices not be used during class. Your attendance and participation in class are essential. Collaboration with your peers outside of class is strongly encouraged. All students are expected to read the assigned material <i>before</i> each class period. Students will frequently be asked to discuss material in small groups; therefore, adequate preparation is in the best interest of both individuals and their peers. It is recognized that there are legitimate reasons for being absent; however, it is the responsibility of the student to discuss the reason for any absence with the instructor. <i>Except in extreme emergency, students should contact the instructor 24 hours prior to an anticipated absence.</i></p> <p>Approximately halfway through the course, I will ask you to evaluate yourself using the rubric posted at the end of the syllabus. I will then provide my evaluation and you will receive an average midterm</p> | (see PIE) |

| | | |
|--|---|--|
| | participation score (20pts). We will repeat the process at the end of the course for the average final participation score (20pts). | |
|--|---|--|

Extra Credit: In the interest of fairness and equity, there are **no** extra credit assignments or special arrangements available to make up for low performance on any graded course work. In this class you will have several opportunities for self-evaluation and formative assessment data for your own performance. If anyone is struggling with the material, consider joining a peer study group and make arrangements to see me right away.

Additional UM Policies

Accommodations for Students with Disabilities: If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html *It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities* so reasonable accommodations can be made to assist learning and evaluation in the class.

Assistance for Students in Distress: If you feel you are encountering problems that hamper your academic performance or life on campus, call the Counseling Center 301-314-7651 or Mental Health Services 301-314-HELP for resources or referrals.

Course Incompletes: In compliance with the general University of Maryland Policy, *incompletes are given only in rare and extreme situations* that truly prevent the student from completing course work during the regular course schedule. Incompletes will **not** be awarded simply due to unfinished course work.

Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct or being referred for counseling or mental health interventions, if appropriate. 301.314.8204 or studentconduct@umd.edu.

Course Evaluations (CourseEvalUM): Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member and feedback is confidential and important to improve teaching and learning at UMD as well as to the tenure and promotion process. Go to www.courseevalum.umd.edu to complete your evaluations.

TENTATIVE SCHEDULE

| | Topics | Readings and assignments (Due on the date listed, time stamped by 1:00p) |
|---|---|--|
| <i>Module 1: Nuts and Bolts of Test Administration</i> | | |
| Week 1 1/26 | Course introduction and review of syllabus. | None. In class: ICE1 = anticipation guide, syllabus quiz |
| Week 2 2/2 | Types of Assessment Trends and Issues in SPED Assessment | ABCs Ch. 1; Assessment Ch. 1 AP1 = Complete AIMSweb subscription with documentation |
| Week 3 2/9 | Administering and Scoring CBMs across Content Areas | ABCs Chs. 4-5, 7 ONLINE CLASS Complete AIMSweb online trainings for the administration and scoring of several CBMs http://www.aimsweb.com/scoring-and-administration-training AP2 = Completion certificates for online training (7 total) **Schedule Reliability Checks w/ Dr. Cummings** |
| Week 4 2/16 | Review of CBM Administration and Scoring with Case Studies Practical Considerations when using CBM in your school | ABCs Ch. 9; Assessment Ch. 9 ICE 2 = Case Studies **Last day to have student identified, with consents, for CBM testing** |
| <i>Module 2: Principles of Assessment</i> | | |
| Week 5 2/23 | Educational Assessment within a Problem-Solving Model (Problem Identification, Problem Certification); Universal Screening | ABCs Ch. 2; Assessment Chs. 2, 24 **Last day to begin progress monitoring** |

| | | |
|---|---|--|
| Week 6 3/2 | Introduction to Response to Intervention (Exploring Solutions, Evaluating Solutions, Problem Resolution); Progress Monitoring | ABCs Ch. 8; Assessment Chs. 3 & 8 ONLINE CLASS Complete IRIS RtI Modules (1 – 5) http://iris.peabody.vanderbilt.edu/module/rti01-overview/ http://iris.peabody.vanderbilt.edu/module/rti02-assessment/ http://iris.peabody.vanderbilt.edu/module/rti03-reading/ http://iris.peabody.vanderbilt.edu/module/rti04-alltogether/ http://iris.peabody.vanderbilt.edu/module/rti05-tier3/ AP3 = Complete and hand in the assessment items from each IRIS video. <i>Note:</i> Please SKIP assessment items 3 and 5 for module 3. |
| Week 7 3/9 | Screening and Progress Monitoring Graphing Progress Monitoring Data and Setting IEP Goals, | Hosp & Madyun (2007); Ikeda, Neeson, & Witt (2008); Shapiro (2008) PIE1 = Reaction Paper for three articles ICE 3 = Pop Quiz on Module 2 Midterm Participation Self-Report |
| 3/16 | SPRING VACATION—NO CLASS | |
| Module 3: Reviewing Tests: Psychometric Properties | | |
| Week 9 3/23 | Administering and Scoring the WJ-IV | Assessment Ch. 11 ICE 4 = Practice test materials |
| Week 10 3/30 | Quantification of Test Performance Scales of Measurement Distribution of Scores Central Tendency Dispersion | Assessment Ch. 4 PROJ1 = RtI Interview due |
| Week 11 4/6 | Evaluating Test Scores Correlation Reliability Age and Grade Equivalents Random vs. Systematic Error | Assessment Ch. 5 (pp. 53-60) reliability Selected readings (to be posted on Canvas) AP4 = Mean and Standard Deviation |

| | | |
|--|---|---|
| Week 12 4/13 | Evaluating Tests Validity Watch, "The Collector of Bedford Street" | Assessment Ch. 5 (pp. 61-66) validity, 10 (available online) Messick readings AP5 = Age and Grade Equivalents ICE 5 = Video reflection guide **Masters students only: Test must be identified and approved by Dr. Cummings** |
| <i>Module 4: Score Interpretation and Decision Making</i> | | |
| Week 13 4/20 | Using test accommodations and modifications; cultural and linguistic considerations | Assessment Chs. 21-22 AP6 = Reliability and Validity PROJ2 = CBM probe administration due |
| Week 14 4/27 | Student CBM Presentations & Test Critiques. | PROJ3 = Student presentations, CBM summaries OR Test Critiques ICE6 = Peer evaluations **Submit questions via email by 1pm today in order to have your questions answered in the class review session** |
| Week 15 5/4 | Review for final exam | PIE2 = Reflection and course evaluations Final Participation Self-Report |
| 5/11 | NO CLASS | No Assignments due. |
| 5/18 | Finals Week | FINAL = EXAM AT 1:00pm |

Participation Rubric

| Criteria | ← Likert Scale → | | | | Score |
|---|---|--|--|--|-------|
| | 5 | 4 | 3 | 0 | |
| Attendance & Promptness* *Excused absences are not counted but if more than one, a remediation plan may be established | Student is always prompt and regularly attends classes for the entire session. | Student is late or leaves early once or twice, but regularly attends class for the full session. | Student is late or leaves early <i>more than</i> once or twice OR has one unexcused absence. | Student has more than one unexcused absence OR is otherwise regularly late to class or leaves early. | |
| Level of Engagement In Class | Student routinely offers ideas and asks questions at least once per class – in large and small group discussions. | Student offers ideas and asks questions in small group or large group but not both. | Student talks in small group discussions but does not share ideas with other groups. | Student fails to contribute to class by offering ideas or asking questions. | |
| Listening Skills | Student listens when others talk, both in small groups and in class discussions. Student incorporates or builds off of the ideas of others. | Student listens when others talk, both in small groups and in class discussions. Only sometimes reflect on others' comments. | Student listens when others talk, both in small groups and in class discussions. Usually does not reflect on others' comments. | Student may or may not listen in small groups, but does not actively listen to whole group instruction/ discussions. . | |
| Preparation | Student is always prepared for class with assignments and required class materials. | Student is often prepared for class with assignments and required class materials. | Student is rarely prepared for class with assignments and required class materials. | Student is not usually prepared for class with assignments and required class materials. | |
| TOTAL = | | | | | /20 |