

**Rutgers University Graduate School of Education  
Department of Educational Psychology  
Special Education**

**Assessment and Measurement for Special Education Teachers  
15:293:533  
Fall 2021**

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<b>Phone Number: By arrangement</b>	
<b>Office Hours: By arrangement</b>	<b>Prerequisites: By arrangement w/ advisor</b>
<b>Online</b>	<b>Permission Required: By arrangement w/ advisor</b>

**Learning Goals:**

Parenthetical information relates to New Jersey Professional Standards for Teachers.

**Upon completion of this course, students can expect to:**

- Understand the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and can do, and what kinds of experiences will support their further growth and development (Instructional Practice #6 Assessment).
- Understand terminology and technical aspects of educational measures, including the different types of scores that are used to report test results ((Instructional Practice #6 Assessment).
- Describe aspects of measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns (Instructional Practice #6 Assessment).
- Select, administer, score, design and interpret both formal and informal tests that would be appropriate for a student with disabilities (Instructional Practice #6 Assessment).
- Understand the legal provisions, regulations, and guidelines set forth in the Individuals with Disabilities Education Act (IDEA) as they pertain to assessing students, as well as describe typical procedures used for screening, pre-referral, referral, and classification (Instructional Practice #6 Assessment).
- Interpret test results through different error analyses to determine strengths and weaknesses, as well as, present levels and areas needed for remediation and instruction. (The Learner and Learning #1. Learner Development, #2. Learning Differences and Instructional Practice #6. Assessment).
- Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate. (The Learner and Learning #1. Learner

Development, #2. Learning Differences, Content #4. Content Knowledge, and Instructional Practice #6. Assessment, #7. Planning for Instruction).

- Analyze student performance using multiple sources of data, and modify plans and instructional techniques that promote desired student learning outcomes (Instructional Practice #6. Assessment).
- Accurately document and report assessment data and ongoing student data to parents/ professional staff and create and maintain records, particularly with maintaining security and confidentiality of student information (Instructional Practice #6. Assessment and Professional Responsibility #10 Collaboration).

### **Course Catalog Description:**

This course provides students with knowledge, skills, and understanding of assessment issues related to students in general and special education settings. Topical coverage includes the types and characteristics of assessments, and introduction to formal and informal (functional) assessment in special education, and the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction.

### **Class Textbook:**

Overton, T. (2016). *Assessing Learners with Special Needs: An Applied Approach*. (8<sup>th</sup> ed.). Boston MA: Pearson Education, Inc.

**(earlier edition of required text is NOT acceptable)**

### **Optional Textbook:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

### **Supplemental Resources:**

**All Supplemental Resources (articles, assignment components, powerpoints, etc., are linked to Weekly Overview pages in CANVAS. If you cannot locate something or if a link seems to be broken, please let me know immediately. It is possible that you will find additional resources, e.g., articles, etc., linked to the Weekly Overviews.**

### **Overview of Course Activities:**

This course includes substantial weekly readings and related activities: Overton text, IRIS Modules and a wide variety of supplemental resources; structured review and discussion of readings and associated topics, quizzes on readings, Assessment Plan, Classroom Test

Design, IEP Development Assignment (Provided Case Study and NJ IEP Form), Problem Behavior Questionnaire, and RTI / Progress Monitoring BPPG. Each week of the course will run from Monday morning through Sunday night, except for Week 1 which begins on Tuesday. Review the Syllabus and let me know if you have any questions.

### **Question and Answer Forum:**

There is a **Question & Answer Forum (Q&A Forum)** that you will find in the Course Home Module of the course. Students are encouraged to post questions they have about the more challenging parts of the assigned readings, specific assignments, as well as related topics the class covers, in the online Q&A Forum. It is always a good idea to first try to answer your own questions by rereading content and conferring with fellow students. But if you cannot resolve the issue, post the question and the instructor will usually post an answer within a day. Chances are that if you are uncertain about part of the readings or an assignment, some fellow students are also uncertain, so everyone can benefit from this feature of the course. The Q&A Forum can and should also be used for general course housekeeping issues or questions and pandemic related issues. This Q&A Forum is always available in the same location and should be used throughout the entire Course.

N.B. If you post something here that I overlook for two days, please do not hesitate to email me immediately.

### **Professional Discourse:**

As current and future teaching and allied field professionals, students are expected to present themselves and act in the online class discussions as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in online class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use *person-first language* when speaking of students with disabilities (e.g., *student with a learning disability*, NOT, *LD student*), and never use demeaning terms such as *retard*. Students should avoid language that objectifies human beings as “things” of pity, such as, *wheelchair-bound*, *confined to a wheelchair*, or *suffers a disability*. There are many websites dealing with this issue. A Google search will reveal quite a few. You can try the following: <https://www.disabilityisnatural.com/people-first-language.html>

### **Course Grading Plan:**

1. Class discussions / participation (40 points)
2. Quizzes (7 @ 10 pts. each / 70 points)
3. Assessment Plan (45 points)
4. Classroom Test Design (30 points)
5. RTI / Progress Monitoring Project (50 points)

## 6. IEP Development (45 points)

Course Grades: (out of 280 possible points)

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 earns a B, not a B+ Any mid-course modification of course assignments will be reflected accurately as percentage of total possible points earned.
B+	87.00 – 92.99 %	
B	81.00 – 86.99 %	
C+	77.00 – 80.99 %	
C	70.00 – 76.99 %	
F	Under 70 %	

### **Late Assignments Policy:**

All assignments are expected on time. This includes Discussion Thread responses which are “real time” activities; consequently, initial responses and responses to classmates cannot be made up after the week in which they are due.

Late assignments will receive a reduced grade, generally a flat reduction in grade equivalent to 10% of the total possible assignment grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements to avoid grade penalties. The instructor will work constructively and collaboratively with students who communicate early regarding special problems (Covid 19) completing assignments on time, with no grade penalties in situations where advance communication takes place and the circumstances are deemed reasonable, but will not be supportive of last minute requests for extensions on assignment due dates. Personal vacations and work-related responsibilities (conferences, back to school nights, etc.) are NOT considered to be “special problems.” Finally, if you are taking multiple courses, it is up to you to manage competing responsibilities.

### **Assignments:**

**Participation.** Students are required to participate in online class discussions. For each discussion, the instructor will generally post 2-3 discussion prompts. For each discussion prompt, each student is required to post an original contribution (about 5-6 sentences; never just 1 or 2) AND at least one focused reply to another student’s original posting or student’s response to another student’s original posting (also about 5-6 sentences; never just 1 or 2). [See exemplars below and Online Discussion Grading Rubric in Course Home]. Students will be graded on the thoughtfulness, meaningful and correctly cited connections to the readings, originality, and overall quality of their postings/replies to others\*. Students must post all their comments for the week by Midnight, Sunday. Students are required to read all other student postings as well as

postings by the instructor. This may require that you return to the Discussions after you have completed your own posts. Please note that I see no qualitative or quantitative difference between initial responses to prompts and responses to classmates. They share equal weight when it comes to grading.

**\* DO NOT UNDERESTIMATE THE GRADING VALUE OF CORRECTLY CITED CONNECTIONS TO COURSE MATERIALS IN BOTH INITIAL AND RESPONSE POSTS. PERSONAL OPINIONS AND EXPERIENCES ARE STRENGTHENED WITH THE SUPPORT OF EXPERTS. IN SOME INSTANCES, THE PROMPT STIPULATES THE NATURE OF THE CITATION. WHEN NOT STIPULATED, THIS IS LEFT UP TO THE STUDENT TO CRAFT. SEE ONLINE DISCUSSION GRADING RUBRIC IN THE COURSE HOME MODULE.**

### **Discussion Prompt Responses / Exemplars:**

**EXAMPLE DISCUSSION PROMPT:** *Discuss what you see as potential promises and pitfalls associated with RTI.*

**EXAMPLE: high-quality posting (thoughtful & focused):** I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a “wait-to-fail” approach, RTI can help change the learning trajectory for many early elementary students for the better. But as **Fuchs, Fuchs, and Compton (2012)** suggest, to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will they receive, compared to those in the RTI tiers to which they were not fully responsive? We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well **(Fuchs, Fuchs, & Stecker, 2010).**

**EXAMPLE: low-quality posting (less than thoughtful & focused):** I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can’t expect schools and teachers to solve all of the world’s problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed.

**Required Readings.** Students should read, review, and digest required readings, IRIS Modules, etc., prior to each week’s class and be prepared to ask questions and discuss the materials. Anticipate your reading load by looking ahead in the Syllabus. Some weeks are heavier than

others. Also, some readings are dense and require a second reading. A “second reading,” by the way, can be a productive strategy to employ with many students; those with disabilities and those without!

**Submission of Written Work.** All written work will be submitted through ASSIGNMENT, QUIZ, & DISCUSSION pages. Make sure to save your own copies! Please submit assignment documents in WORD format only and be certain to include your name within the document and in the file name.

### **NO HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED!**

**RTI / Progress Monitoring Project (RTI/PM).** Drawing on all relevant course materials (Readings and RTI Video, IRIS Modules, etc.), and additional required sources as stipulated on Assignment Page in the Canvas Module, you will develop an RTI / Progress Monitoring Project which both defines and elaborates on the integrated workings of an RTI / Progress Monitoring program in a public school setting.

This is an entirely research-based project exploring the *combined topics* of Response to Intervention (RTI) and Progress Monitoring (PM). It is critical that you do not underestimate the importance of the Progress Monitoring components of this assignment. The rubric for this assignment is appended to the end of this syllabus. Complete information regarding assignment requirements are noted on the Assignment Page in the Canvas Module. **This assignment may be completed by teams of up to three (3) students. This assignment is required for TOSD Certification. If you are enrolled in the TOSD Program, please submit this assignment to LIVETEXT in addition to CANVAS. This is the Livetext website: <https://www.livetext.com/purchase-register-membership> If you have questions about your LIVETEXT ACCOUNT, please contact [parker.geralds@gse.rutgers.edu](mailto:parker.geralds@gse.rutgers.edu) for assistance.**

**Classroom Test Design (CTD).** After identifying a specific grade level and a specific subject area, design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and two essay questions, employing information found in Part II of Brookhart & Nitko: *Crafting & Using Classroom Assessments*. Introductory information (approximately 1 page): e.g., class type, class composition, subject, grade level, purpose, etc., is required. Additionally, introductory information should include a minimum of two citations from relevant course materials, e.g., Overton, Brookhart and Nitko. Assignment information and grading rubric will be available in a Canvas Module.

**Assessment Plan (AP).** Construct a two-unit lesson plan in an academic area of interest and develop a corresponding two-unit assessment plan that mirrors the formats of the one-unit plan displayed in Figures 6.1 and 6.2 on pages 111 and 112 of provided text chapters. Introductory information (maximum 1 page): e.g., class type, grade level, class composition, subject, purpose, etc., is required and should include a minimum of one citation from relevant course materials,

e.g., Overton, Brookhart and Nitko. Assignment information and grading rubric will be available in a Canvas Module.

**IEP Development & New Jersey Model IEP Form (IEP).** A case study will be provided from which you will develop the following IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, and Accommodations. Special Education Program Recommendations will also be required and should conform to the types of Public School Programs and Related Services delineated in NJAC 6A:14-4.6 and 6A:14-4.7. Your assignment will be submitted in the format of the NJ IEP Model Form which will be provided. You are to use the version of the IEP Form that is Unannotated but are encouraged to review the Annotated version as it provides important information. Introductory Page requirements along with additional assignment information and resources will be available in a Canvas Module. The rubric for this assignment is appended at the end of this syllabus.

**This assignment may be completed by teams of no more than two (2) students. This assignment is required for TOSD Certification. If you are enrolled in the TOSD Program, please submit this assignment to LIVETEXT in addition to CANVAS. This is the Livetext website: <https://www.livetext.com/purchase-register-membership> If you have questions about your LIVETEXT ACCOUNT, please contact [parker.geralds@gse.rutgers.edu](mailto:parker.geralds@gse.rutgers.edu) for assistance.**

**RTI Video.** The LRP video entitled *Getting Ready for RTI (LRP Publications)* is located within Course Home. It is placed there so that you may view it at a time convenient to you, but no later than Week 8.

**Quizzes.** The course includes 7 quizzes based on the assigned readings and other course materials, e.g., internet resources. The quizzes are used for various learning purposes. Quizzes are designed to help students engage in structured review of content from assigned readings. Students will be required to demonstrate a complete knowledge of key points and issues in the readings and to apply this knowledge in conjunction with critical thought. The format allows for students to develop personal professional connections to the material. Quizzes will be open notes, open book. Any questions regarding the quizzes must be directed to the course instructor.

**Required Readings.** Students should read, review, and digest required readings and activities, prior to each week's class and be prepared to ask questions and discuss the material. Anticipate your reading load by looking ahead in the Syllabus. Some weeks are heavier than others. Also, some readings are dense and require a second reading. A second reading, by the way, can be a productive strategy to employ with many students; those with disabilities and those without!

**Additional Course Resources.** Please remember to carefully scrutinize all resources as you

complete assignments, e.g., rubrics. Questions or confusions should be dealt with early rather than later through communication via the Q&A Forum. It is likely that the answer(s) to your question(s) will benefit others in the class.

**Outside Sources / Outside Materials.** I truly appreciate it when students bring a new reference or a relevant website to the attention of the class. When you do this, however, there are two things you need to keep in mind. (1) Provide enough information for us to locate the material ourselves. An in-text citation is not enough. A reference is necessary. (2) Providing an outside reference or resource does not relieve you from integrating course materials into your discussion submissions. Outside materials should be viewed as something extra you are bringing to our attention.

**Email Connection and Response to Emails.** It is critical to your success in this online environment that you have a working email that is **CONNECTED** to the class Canvas platform. If you do not already have one, please see to this important detail immediately. Also, I **intend** to respond to all emails sent to me as long as the quantity is reasonable and the topics are pertinent. **Likewise, I would appreciate a response to all emails I send to you.** This pertains to those that accompany returned work, individual contacts, anything. I need to know that you are in continuous communication with me. A simple “I received this” or “I got the message” will suffice. If you do not receive a timely email response from me, try a second time! Please use my Rutgers email: [rknowl@gse.rutgers.edu](mailto:rknowl@gse.rutgers.edu)

### **Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

For all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited. Re-submission and / or re-working of assignments previously submitted in other courses is not permitted. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades. **Students need to express themselves using their own language. Clear evidence of plagiarism will likely result in a grade of F for the assignment AND course.**

### **Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus



where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Tech Help:**

For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>.

**Disclaimer:**

The instructor reserves the right to make modifications to this information throughout the semester.

## Course Schedule

Module/ Week #	CONTENT COVERAGE	ASSIGNMENTS & READINGS
<b>1</b>  <b>9/1-9/5</b>  <b>Assessment Plan Assigned</b>	<ul style="list-style-type: none"> <li>• Course Home Module: Read Everything!</li> <li>• Introduction to Assessment</li> <li>• Integrating Assessment &amp; Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly Review Syllabus &amp; Course Home Module</li> <li>• Chapter 1 (Overton)</li> <li>• Chapter 6 (Brookhart &amp; Nitko)</li> <li>• <i>Four Pillars of Assessment (Sattler)</i></li> <li>• <i>Assessment vs. Evaluation (Teacher Vision Website)</i></li> </ul>
<b>2</b>  <b>9/6-9/12</b>	<ul style="list-style-type: none"> <li>• Laws, Ethics, and Issues</li> <li>• Public Law 94-142</li> <li>• IDEA</li> <li>• NJ Special Education Rules &amp; Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 2 (Overton)</li> <li>• NJAC 6A:14</li> <li>• PRISE</li> </ul>
<b>3</b>  <b>9/13-9/19</b>  <b>Assessment Plan Due</b>	<ul style="list-style-type: none"> <li>• Child Study Team</li> <li>• Pre-referral</li> <li>• Multi-disciplinary Team</li> <li>• Parental Participation</li> <li>• Evaluation Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 6, 7, &amp; 8 (Pierangelo &amp; Giuliani)</li> <li>• <i>Parent Participation in Assessment (Shepherd et al.)</i></li> </ul>
<b>4</b>  <b>9/20-9/26</b>	<ul style="list-style-type: none"> <li>• Descriptive Statistics</li> <li>• Reliability</li> <li>• Validity</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 3 &amp; 4 (Overton)</li> </ul>
<b>5</b>  <b>9/27-10/3</b>	<ul style="list-style-type: none"> <li>• Norm-Referenced Assessment, Accommodations, &amp; Modifications</li> <li>• Types of Scores</li> <li>• High-Stakes Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5 (Overton)</li> <li>• Review Chapter 5 (Overton)</li> <li>• Accommodations (IRIS Module)</li> <li>• <i>Accommodations for Challenge, Diversity and Variance in Human Characteristics (Thurlow et al.)</i></li> <li>• Testing Accommodations for Students with Disabilities (Suny, 2018)</li> </ul>
<b>6</b>  <b>10/4-10/10</b>  <b>Classroom Test Design Assigned</b>	<ul style="list-style-type: none"> <li>• Fill in the Blank / T-F Items</li> <li>• Multiple Choice &amp; Matching</li> <li>• Essay Assessment Tasks</li> <li>• Higher Order Thinking, Problem Solving, &amp; Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 9, 10, &amp; 11 (Brookhart &amp; Nitko)</li> <li>• <i>Is This A Trick Question (Clay)</i></li> </ul>
<b>7</b>  <b>10/11-10/17</b>  <b>Classroom Test Design Due</b>	<ul style="list-style-type: none"> <li>• Curriculum-Based Assessment &amp; Informal Measures</li> <li>• Curriculum-Based Measurement</li> <li>• Criterion-Referenced Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6 (Overton)</li> <li>• <i>Curriculum-Based Measurement for Reading, Spelling, &amp; Math: How to Do It and Why (Hosp &amp; Hosp)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Task Analysis</li> <li>• Error Analysis</li> <li>• Informal Measures</li> </ul>	
<p><b>8 &amp; 9</b> <b>10/18-10/31</b></p> <p><b>RTI /PM Project Assigned</b></p>	<ul style="list-style-type: none"> <li>• Response to Intervention</li> <li>• Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 (Overton)</li> <li>• RTI Video</li> </ul> <p>IRIS Modules:</p> <ul style="list-style-type: none"> <li>• RTI An Overview</li> <li>• RTI Assessment</li> <li>• RTI Reading Instruction</li> <li>• RTI Putting It All Together</li> <li>• Progress Monitoring: Mathematics</li> <li>• Progress Monitoring: Reading</li> </ul>
<p><b>10</b> <b>11/1-11/7</b></p> <p><b>RTI/PM Project Due</b></p>	<b>RTI/ PM WORK SPACE</b>	<b>RTI / PM WORK SPACE</b>
<p><b>11</b> <b>11/8-11/14</b></p> <p><b>IEP Assignment Assigned</b></p>	<ul style="list-style-type: none"> <li>• Individualized Education Programs (IEPs)</li> <li>• Related Services</li> <li>• Interpretation of Assessment Results</li> </ul>	<ul style="list-style-type: none"> <li>• Review Chapter 2 (Overton)</li> <li>• Chapter 13 (Overton)</li> <li>• <i>IEPs: Legal Requirements and Research Findings (Christle &amp; Yell)</i></li> <li>• The IEP Process and Development of the IEP Document (Comengo Group)</li> </ul>
<p><b>12</b> <b>11/15-11/21</b></p>	<ul style="list-style-type: none"> <li>• Academic Assessment</li> <li>• Review of Achievement Tests</li> <li>• Diagnostic Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8 (Overton)</li> </ul>
<p><b>11/22-11/28</b></p>	<b>THANKSGIVING BREAK &amp; IEP WORK SPACE</b>	<b>THANKSGIVING BREAK &amp; IEP WORK SPACE</b>
<p><b>13</b> <b>11/29-12/5</b></p> <p><b>IEP Assignment Due</b></p>	<ul style="list-style-type: none"> <li>• Assessment of Behavior</li> <li>• Measures of Intelligence &amp; Adaptive Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 9 &amp; 10 (Overton)</li> <li>• <i>The Problem Behavior Questionnaire: A Teacher-Based Instrument To Develop Functional Hypotheses Of Problem Behavior In General Education Classrooms</i></li> <li>• <i>Problem Behavior Questionnaire (Lewis et al.)</i></li> </ul>

<b>14</b> <b>12/6-12/12</b>	<ul style="list-style-type: none"> <li>Special Considerations of Assessment in Early Childhood</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11 (Overton)</li> </ul>
<b>12/14</b>	<b>COURSE ENDS</b>	<b>COURSE ENDS</b>

### Assigned / Due Dates

<b>TASK</b>	<b>ASSIGNED</b>	<b>DUE</b>
<b>Discussion Prompts / Responses</b>	<b>Monday</b>	<b>Sunday</b>
<b>Quizzes</b>	<b>Monday</b>	<b>Sunday</b>
<b>Assessment Plan (AP)</b>	<b>Week 1 (9/1)</b>	<b>Week 3 (9/19)</b>
<b>Classroom Test Design (CTD)</b>	<b>Week 6 (10/4)</b>	<b>Week 7 (10/17)</b>
<b>RTI / Progress Monitoring Project (RTI/PM)</b>	<b>Week 8 (10/18))</b>	<b>Week 10 (11/7)</b>
<b>IEP Assignment (IEP)</b>	<b>Week 5 (11/8)</b>	<b>Week 6 (12/5)</b>

## IEP Rubric

CEC Standards (see below)	Statement of Problem Components	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
	<b>All required components are included and correctly completed on NJ Model IEP Form</b>	4 errors and / or omissions	2-3 errors and / or omissions	1 error and or omission	0 error and or omission
#1, #4, #6, #7	<b>PLAAFP clearly lays foundation for Goals, Objectives, Modifications, &amp; Accommodations</b>	PLAAFP partially lays the foundation	PLAAFP mostly lays the foundation	Concise and clearly written PLAAFP fully and effectively lays the foundation	Concise and clearly written PLAAFP fully and effectively lays the foundation, citing and interpreting assessment data to make all arguments
#2, #3, #5, #6, #7	<b>Goals, Objectives, Modifications, &amp; Accommodations are appropriate and specific to the unique characteristics of the student</b>	Inappropriate & not specific to unique characteristics of the student	Mostly appropriate & specific to unique characteristics of the student	Entirely appropriate & specific to unique characteristics of the student	Entirely appropriate & specific to unique characteristic of the student; goals are specific & measurable, containing all four necessary components
#2, #3, #5, #6, #7	<b>Program Recommendations are comprehensive, appropriate, &amp; conform to LRE requirements</b>	Program Recommendations partially address student's needs	Program recommendations mostly address student's needs	Program Recommendations entirely address student's needs and satisfy LRE requirements	Program recommendations entirely address student's needs and satisfy LRE requirements, & consider evidence-based interventions to meet student's needs
	<b>Presentation: formatting, grammar, mechanics, etc.</b>	4 errors and / or omissions	2-3 errors and / or omissions	0 errors	0 errors & APA style followed

CEC Initial Special Education Preparation Standards:

<https://exceptionalchildren.org/standards/initial-special-education-preparation-standards>

## RTI / Progress Monitoring Project

*CEC Standards (see below)	Statement of Problem Components	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
#1, #3	<b>Grade level &amp; area of concern</b>	Academic / Adaptive area of concern not specified.	Academic / Adaptive area of concern is clearly outlined.	Academic / Adaptive area of concern is clearly outlined & well defined in terms of required skills.	Academic / Adaptive area of concern is clearly outlined & well defined in terms of required skills. Standards are cited in responding to the required skills.
#4, #7	<b>Screening methods</b>	Universal screening is missing or methods to identify those in need of intervention are not outlined.	Interventions proposed are clearly described but did not cite any references to demonstrate if the interventions are evidence based.	Methods to identify those in need of intervention are clearly outlined, brief, cost effective, & yield valid information.	Methods to identify those in need of intervention are clearly outlined, brief, cost effective, & yield valid information. Specific assessment instruments are selected, cited, and justified. Reliability and validity information is provided.
#1, #2, #5, #6, #7	<b>Research-based interventions (3 tiers)</b>	Interventions proposed are not clearly described.	Interventions proposed are clearly described but did not cite any references to demonstrate interventions are research-based.	Interventions proposed are clearly described & based on documented significant research that justifies use, yields progress results, & useful in terms of selection. Includes at least one intervention for each tier.	Interventions proposed are clearly described and based on documented significant research that justifies use, yields progress results, & useful in terms of selection. Interventions follow the three tier model used in RTI with increasing intensity of interventions clearly spelled

					out. Includes at least one intervention for each tier.
#1, #4, #6, #7	<b>Screening methods: data collection, progress monitoring, &amp; decision making</b>	Progress monitoring is missing.	Progress monitoring is described which addresses how student progress will be measured and sets a timetable.	Progress monitoring is described which addresses how student progress will be measured and sets a timetable. Data collection process is clear with decision making based on data collection procedures identified specifically.	Progress monitoring is described which addresses how student progress will be measured and sets a timetable. Data collection process is clear with decision making based on data collection procedures identified specifically. Specific measurement instrument (curriculum based measurement) is selected, justified, and cited. Reliability and validity data are provided.
	<b>References</b>	No in-text references cited in the proposal.	1-2 references cited in text and reference list according to APA style.	3-4 references cited in text and reference list according to APA style on a separate reference page.	More than 4 references are appropriately cited in text and reference list according to APA style on a separate reference page.

\*CEC Initial Special Education Preparation Standards:  
<https://exceptionalchildren.org/standards/initial-special-education-preparation-standards>