

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

**15:293:533 Assessment and Measurement for Special Education Teachers [3 credits]**

Instructor: Dake Zhang, Ph.D.  
Phone Number 848-932-0821  
Office Hours  
Mode of Instruction: Online

**Email:** dake.zhang@gse.rutgers.edu  
10 Seminar Pl Rm 312  
Prerequisites or other limitations: None.  
Permission required:  
 No  
 Yes  
Directions about where to get permission numbers:

**Start date:** Wednesday, September 1, 2021

**Course catalog description:**

This course provides students with the 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, an introduction to formal and functional assessment in special education, and the use of assessment information to determine special education eligibility, identifying current academic and non academic performance, setting instructional goals, monitoring progress, and determining the effectiveness of instruction. Current legal and ethical issues in assessment are discussed including participation in state and local assessment programs, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

**Learning Goals:**

*Parenthetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC). This course meets the New Jersey requirement for instructional content formal and informal (functional) assessment in special education leading to the endorsement in Teacher of Students with Disabilities.*

1. Students will identify and describe the role of assessment in eligibility for special education, determining present levels of performance, planning instruction and monitoring progress. (*PTS 5il; CEC CC 1K6, CC8K3, CC8S6*).
2. Students will identify legal and ethical issues in assessment of children in general and special education programs. (*CEC CC 8K2*).
3. Students will demonstrate knowledge of basic terminology and concepts related to assessment, including the application and interpretation of scores, test development,

standardization and norming procedures, test reliability and validity and bias. (PTS 5il,2; CEC CC 8K1).

4. Students will be able to select and administer informal and formal assessment instruments related to reading, written language, math, classroom performance, behavior, transitional planning and other non academic areas. (PTS 5iii1,2,3; CEC CC 8K4, CC 8S2).

5. Students will interpret assessment data to determine present levels of educational performance in a range of academic and non academic areas, to evaluate instruction and to monitor performance of individuals with exceptional learning needs. (PTS 5ii1, iii4; CEC CC 8S5, CC 8S8).

6. Students will develop and use appropriate formative and summative evaluation tools for lesson and unit planning and instruction. (PTS 5iii1; CEC CC8S8).

7. Students will interpret scores and reports from Child Study Team assessment in light of eligibility decision, IEP development and development of instructional programs for students in special education. (PTS 5iii1; CEC CC 8S6).

8. Students will communicate both orally and in writing appropriate and professional summaries and descriptions of students' academic and non academic performance based on assessment data. (PTS 5iii3, CEC CC 8S7).

9. Students will identify current issues and practices in grading and evaluating students with and without disabilities including the needs of ELL students and other diverse populations, testing and grading modifications and accommodations and participation in state and local assessment programs. (CEC CC 8K5).

*The following course objectives relate to the Draft 2013 Model Core Teaching Standards slated for approval in 2014.*

Domain 1 – Learner Development: Students will understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Domain 2 – Learner Differences: Students will use their understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her potential.

Domain 3 – Assessment & Planning for Instruction: Students will understand and use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction. Additionally, students will draw upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Domain 4 – Collaboration: Students will understand that teachers collaborate with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

**Required Text:**

Overton, T. (2016). Assessing learners with special needs: An applied approach. Pearson.

**Supplemental Text:**

1. Nitko, A. J., & Brookhart, S. M. (2014). *Educational Assessment of Students*. (7<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
2. Pierangelo, R., & Giuliani, G. (Eds.). (2007). *Assessment in Special Education: A Practical Approach* 5<sup>th</sup>. Boston, MA: Pearson Education, Inc.

### **Assignments:**

***Online Attendance and Participation.*** Students are expected to attend each class promptly and meaningfully participate. In an online course this means faithful and relevant involvement in ***each and every*** online discussion threads. A lack of meaningful participation will affect your final grade.

**The following is what makes for a good response in a threaded discussion group from a grading perspective:** I expect you to post thoughtful, well reasoned expressions of your ideas about the topics and questions at hand and respond to your classmates' ideas in the same way. Participate early (E), thoughtfully (T) and frequently (F) in each of the Unit Discussion Threads - [Remember: ETF].

**We will study 1 unit each week. Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time by Friday and then responding thoughtfully to a minimum of two of your classmates by Sunday 11:59 pm.** All units will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction among classmates, so please do not wait until the last minute. "Thoughtfully" means I can readily tell that a significant amount of focused energy went into the formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** **Please do not wait until the last day of a week.**

**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.

**N.B. – In an effort to assure a successful beginning, Unit 1 will remain open for two weeks and will overlap with Unit 2 to provide additional “start up” time for those who arrive late and to accommodate for any delays in acquiring texts. Remaining Units will have a one week time span.**

**Required Readings and Homework.** 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 material.

**Developing an Assessment Plan.**

**Due 9/19.** Using a unit plan of your own interest and design, develop a corresponding assessment plan that closely follows the examples of **Figures 6.1 and 6.2 on pages 111 and 112** of the N & B text. The book chapter has been uploaded under Unit 1. You are encouraged to work with 2-3 classmates as a team. Be sure to include the following:

<b>Long Term Plan (Figure 6.1)</b>	<b>Assessment Activity Plan (Figure 6.2)</b>
Grade level / Subject area	Techniques & Assessment purpose, activity, follow-up action (use)
General learning target	Pretest
Time frame	Lesson breakdown
Formative assessment	Observation & oral testing
Summative assessment	Homework
Weights	Quizzes
	Independent investigation (performance assessment)
	End-of-unit test
	* IMPORTANT! – Identifying the “ <i>actions</i> ” to take is a critical element of this part of the assignment!
	** It is possible that your techniques may differ from the model.

Please note that a marking period typically lasts 9-12 weeks and includes 2-3 units. The Long Term Plan is required to cover a marking period so you should include 2-3 units to cover 12 weeks.

**Developing an Assessment Plan Assignment Rubric:**  
**15 Possible Points**

CATEGORY	5	4	3	2 / 1
<b>All components included in both Long Term Plan &amp; Assessment Activity Plan</b>	0 errors and/or omissions	1 error or omission	2 errors and/or omissions	3 or more errors and/or omissions
<b>Coordination between Long Term Plan &amp; Assessment Activity Plan</b>	Entirely integrated and cohesive	Mostly integrated and cohesive	Somewhat integrated and cohesive	Significant lapses in integration and cohesion
<b>Presentation: formatting, grammar, mechanics, etc.</b>	1 error and/or omission	2 or 3 errors and/or omissions	4 errors and/or omissions	5 errors and/or omissions

**Classroom Test Design.** After identifying a specific grade level and a specific subject area, you will design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and one essay question using the information you will find in Part II of Nitko & Brookhart: *Crafting & Using Classroom Assessments*. **Due 10/24.** You are encouraged to work with 2-3 classmates as a team.

**Classroom Test Design Assignment Rubric:**  
**15 Possible Points**

CATEGORY	3	2	1
<b>All Required Components Included</b>	X	1 error or omission	2 errors and/or omissions

<b>8 Multiple Choice Items With Clear, Specific Directions</b>	0 errors or omissions	1 error or omission	2 errors and/or omissions
<b>8 Matching Questions With Clear, Specific Directions</b>	0 errors or omissions	1 error or omission	2 errors and/or omissions
<b>5 True/False Items With Clear, Specific Directions</b>	0 errors or omissions	1 error or omission	2 errors and/or omissions
<b>1 Essay Question With Clear, Specific Directions</b>	X	0 errors or omissions	1 error or omissions
<b>Presentation: formatting, grammar, mechanics, etc.</b>	X	0 errors or omissions	1 error or omissions

**RTI Video summary.** The LRP video entitled *Getting Ready for RTI* is under the Unit 8. It is placed there so that you may view it at a time convenient to you. You will submit a summary about the four principals of RtI by **Due date 10/31 [5 Points]**

**Progress Monitoring Case Study. Due 11/7. [10 points]** A case study will be provided. Based on the data and scenarios described by a teacher who is new to the RtI model, you are asked to help the teacher to complete an RtI program for the referral of the target student.

**IEP Development & New Jersey Model Form. Due 11/14**

**IF YOU ARE ENROLLED IN THE TOSD PROGRAM, PLEASE ALSO SUBMIT THIS ASSIGNMENT TO LIVETEXT, in addition to CANVAS. THIS IS A REQUIRED ASSIGNMENT FOR YOUR CERTIFICATION.**

This is the livetext website.

<https://www.livetext.com/purchase-register-membership>

If you are having questions with your LIVETEXT ACCOUNT, please contact [parker.geralds@gse.rutgers.edu](mailto:parker.geralds@gse.rutgers.edu) for help.

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, & Accommodations. Program recommendations will also be required. In addition to your text, you will find relevant information at the websites listed under Supplemental Materials. Your assignment is to be submitted in the format of the IDEA 2004 Model Form (IEP). **Use the version of the form that is NOT annotated!** You are encouraged to work with 2-3 classmates as a team.

	<b>Statement of Problem Components (15)</b>	<b>1 Unsatisfactory</b>	<b>2 Basic</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
	<b>All required components are included and correctly completed on correct NJ Model IEP Form</b>  (3 points)	4 errors and/or omissions	2-3 errors and/or omissions	1 errors and/or omissions	0 errors or omissions
<b>CEC Standard 1: Learner development</b>  <b>CEC Standard 4: Assessment</b>  <b>CEC Standard 6: Professional Learning and</b>	<b>PLAAFP clearly lays foundation for Goals, Objectives, Modifications, &amp; Accommodations(3 points)</b>	PLAAFP Partially lays the foundation.	Concise and clearly written 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.

<p><b>Ethical Practice</b></p> <p><b>CEC Standard 7: Collaboration</b></p>					
<p><b>CEC Standard 5: Instructional Planning and Strategies</b></p> <p><b>CEC 3. Curricular Content Knowledge</b></p> <p><b>CEC Standard 2: Learning environment</b></p> <p><b>CEC Standard 6: Professional Learning and Ethical Practice</b></p> <p><b>CEC Standard 7: Collaboration</b></p>	<p><b>Goals, Objectives, Modifications, &amp; Accommodations are appropriate and specific to the unique characteristics of the student( 3 tiers, each tier 3 points)</b></p>	<p>Inappropriate and not specific to the unique characteristics of the student.</p>	<p>Mostly appropriate and specific to the unique characteristics of the student</p>	<p>Entirely appropriate and specific to the unique characteristics of the student.</p>	<p>Entirely appropriate and specific to the unique characteristics of the student. Goals are specific and measurable, including all the four needed components. Benchmarks/short-term goals are aligned with the annual goal.</p>
<p><b>CEC Standard 2: Learning Environments</b></p> <p><b>CEC Standard 5: Instructional Planning and Strategies</b></p> <p><b>CEC</b></p>	<p><b>Program Recommendations are comprehensive, appropriate and conform to LRE requirements</b></p>	<p>Program Recommendations partially address student's needs.</p>	<p>Program Recommendations mostly address student's needs and satisfy LRE requirements</p>	<p>Program Recommendations entirely address student's needs and satisfy LRE requirements</p>	<p>Program Recommendations entirely address student's needs and satisfy LRE requirements. Considering evidence-based interventions to</p>



<p><b>3. Curricular Content Knowledge</b></p> <p><b>CEC Standard 2: Learning environment</b></p> <p><b>CEC Standard 6: Professional Learning and Ethical Practice</b></p> <p><b>CEC Standard 7: Collaboration</b></p>					<p>meet student's needs.</p>
	<p><b>Presentation: formatting, grammar, mechanics, etc.</b></p>	<p>4 errors and/or omissions</p>	<p>2 or 3 errors and/or omissions</p>	<p>0 error.</p>	<p>0 error. APA style followed.</p>

**ADDITIONAL INFORMATION TO ASSIST WITH ASSIGNMENT COMPLETION:**

**REQUIRED NJ IEP PAGES:**

- IDENTIFYING INFORMATION: PAGE 1
- PLAAFP: PAGE 2
- GOALS & OBJECTIVES: PAGE 9

- MODIFICATIONS & ACCOMMODATIONS: PAGE 9
  - PROGRAM RECOMMENDATIONS: PAGE 16 (***STATEMENT OF SPECIAL EDUCATION & RELATED SERVICES***)
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Additionally...

All materials are listed under the Unit “IEP”. It contains the Rose Schmidt Case Study that you will need to review for this assignment in conjunction with your readings in Nitko & Brookhart. Also included in this folder are documents to assist with understanding specific aspects of the major tests that were used in the evaluation of Rose Schmidt.

Use the NJ IEP Form (unannotated version). Do not create your own format. Do not use your district’s IEP. Use the NJ IEP Form.

There is a file in the IEP Development folder entitled ***Instructional NJ Model IEP Form***. This file contains clear instructions regarding which IEP pages need to be completed and which do not need to be completed and submitted.

Make sure your PLAAFP is written in sentence / paragraph form as opposed to an outline or bulleted presentation.

There should be a clear correspondence between information discussed in the PLAAFP and the Special Education Program & Related Services that are recommended.

In “laying the foundation,” the PLAAFP must also include some discussion of student strengths.

As you consider your programming recommendations (Statement of Special Education & Related Services), be sure to review NJAC 6A: 14 (Subchapter 4: Program & Instruction).

Duplicating certain pages of the NJ IEP Form is permissible and, likely, necessary; especially page 9 which contains Goals & Objectives as well as Modifications & Accommodations. You should have at least one Goal for each area of need, e.g., Reading, Mathematics, Social Skills, etc.

Although the student being evaluated is currently a private school student, program recommendations should be made as if she will be attending a public school.

All areas of need should be addressed, including Related Services.

Only submit completed sections of the NJ Model IEP Form. For example, there is no need to submit a Transition Plan or a BIP since they are not the focus of this assignment. This will be true of other sections as well.

**Problem Behavior Questionnaire Due 11/28 [5 points]**

The purpose of this activity is to familiarize the students with the problem behavioral questionnaire. Apply the questionnaire to a particular student whom you observed repeatedly where there were some behavioral concerns. Then complete the front side scores and transfer the scores to the back side, looking for clusters of 4s, 5s, and 6s.

Talk about the general meaning of such clusters and talk about the behavioral issues they observed.

Cautions: NEVER to use this instrument in isolation for any type of decision-making, but rather, to consider the results in combination with multiple other types of assessment data.

You should submit the questionnaire with your ratings and scores, as well as your interpretations of the results and the educational recommendations.

**Final RtI project -- 20 points** It is due back to me no later than **12/19**. No exceptions! **[20 Points]** In order to familiarize you with the Response to Intervention approach to identifying those students who may be at risk for learning disabilities, this project will focus on the development of an RTI model. You are encouraged to work with 2-3 classmates as a team.

IF YOU ARE ENROLLED IN THE TOSD PROGRAM, PLEASE ALSO SUBMIT THIS ASSIGNMENT TO LIVETEXT, in addition to CANVAS. THIS IS A REQUIRED ASSIGNMENT FOR YOUR CERTIFICATION.

This is the livetext website.

<https://www.livetext.com/purchase-register-membership>

If you are having questions with your LIVETEXT ACCOUNT, please contact [parker.geralds@gse.rutgers.edu](mailto:parker.geralds@gse.rutgers.edu) for help.

The components include:

1. Select a group of not more than three other students with whom you will work or you may work alone.
2. Determine an academic or adaptive area of concern at a particular grade level of interest to you.
3. Develop a method of screening individuals within a school setting in order to determine who may be at risk .( e.g. kindergarten students need five skills in order to read. Screening an entire class to identify those who lack those skills would be the beginning of an RTI project. The screening needs to be quick, efficient and have a **research base**.)
4. Develop a **research based intervention** that follows the 3 tier model. This is a critical component of the project for use of **research based intervention** and is a vital part of the

process. Your research must contain citations from internet and peer reviewed journals (a minimum of 4) that support your choice of an intervention model.

5. Describe the 3 tiers which must contain service delivery in increasing intensity.
6. Progress monitoring **MUST** be included in your RTI plan with monitoring described that adheres to a fidelity model.
7. Data collection and decision making must be clearly delineated.

This project will be submitted in written form for a final grade

### **Course Announcements:**

It is critical that you look here on a regular basis for updates and clarifications. Currently you will note separate announcements on the following topics:

- Participation: Discussion Threads / Posting Responsibilities
- Warning: Online Timeout
- Person-first Language

### **Grading Criteria:**

Each assignment has a corresponding point value and the total number of points is used to calculate the final grade. ***No extra credit is available.*** Late assignments will only be accepted with **advance permission** of the instructor. Any such situations must be discussed with me **prior** to the due date of the assignment. **Late assignments are not eligible for maximum credit or a grade of A.** Lengthy “disappearances” from eCollege will also be problematic.

### **Point Values:**

<b>AREA</b>	<b>POINTS</b>
<b>Attendance &amp; Participation</b>	<b>20</b>
<b>Assessment Activity Plan</b>	<b>15</b>
<b>Classroom Test Design</b>	<b>15</b>
<b>Progress Monitoring Case Study</b>	<b>10</b>
<b>IEP Development</b>	<b>15</b>
<b>RtI video summary</b>	<b>05</b>
<b>Direct Behavior Rating Scale</b>	<b>05</b>
<b>Final RtI Project</b>	<b>20</b>

### **Grades to Points:**

<b>GRADE</b>	<b>POINTS</b>
<b>A</b>	<b>93-100</b>
<b>B+</b>	<b>87-92</b>
<b>B</b>	<b>81-86</b>

C+	77-80
C	70-76
F	Under 70

**Other Course Information:**

***Writing Requirements for Rtl project Paper & APA.*** All assignments should be typed, double spaced, and neat. Please use 12-point font in a traditional/professional font, e.g., Times New Roman. The RI project should be completed using **APA Format (6<sup>th</sup> Edition)**. **[If you have APA questions, ask them before and not after an assignment is submitted.]**

It is important that you review the APA Publication Manual (6<sup>th</sup> Ed.) and / or the APA websites located in the Course Weblibliography. **Pay particular attention to the following APA conventions as they are all required for your Rtl Project Paper:**

Discussion Thread postings **do not** follow APA format. Neither should these contributions be considered so informal, however, as to include texting abbreviations (IMHO) or keyboard emoticons ☹.

***Submission of Written Work.*** All written work will be submitted through uploads to Dropboxes. Make sure to save your own copies! **Please submit documents in word format and be certain to include your name on the document itself AND as part of the file name, e.g., D Jeter Rtl Paper.**

***Email Response.*** 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” relieves my anxiety. If you don’t receive an email response from me, try a second time! Depending entirely on technology can be a slippery slope. Please use my Rutgers email: [dake.zhang@gse.rutgers.edu](mailto:dake.zhang@gse.rutgers.edu)

***Due Dates.*** Assignment Due Dates are specifically noted on the **Syllabus Schedule**. If you are uncertain about something (anything), please contact me. ***Unless it is absolutely impossible, please submit assignments on the exact date they are due.***

**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)

**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's 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>.

### *Schedule*

<i><b>DATE</b></i>	<i><b>TOPICS</b></i>	<i><b>ASSIGNMENTS</b></i>	<i><b>READING</b></i>
Week 1 9/1  Introduction	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Introductions</li> </ul>		
Week 2 9/5  Unit 1	<ul style="list-style-type: none"> <li>• Landscape</li> </ul>	Assessment Plan Due 9/19 at 11:59 PM	<ul style="list-style-type: none"> <li>• Overton, Chapter 1</li> <li>• Assessment vs. Evaluation: What's the Difference?</li> <li>• N &amp; B (Chapter 6)</li> </ul>
Week 3 9/13  Unit 2	<ul style="list-style-type: none"> <li>• Laws and Regulations</li> </ul>		<ul style="list-style-type: none"> <li>• Overton, Chapter 2</li> <li>• IDEA Special Education Laws</li> <li>• NJAC 6A:14</li> <li>• PRISE</li> </ul>
Week 4 9/20  Unit 3	<ul style="list-style-type: none"> <li>• Roadmap/ Roles of special education teachers, CST, Mutli-displinary team and parents.</li> </ul>		<ul style="list-style-type: none"> <li>• P &amp; G Book: Chapter 6: Child Study Team and Prereferral</li> <li>• P &amp; G book: Chapter 7 The multi-displinary team and parental participation in the assessment process</li> <li>• P &amp; G book: Chapter 8: Parental Consent &amp; Evaluation Standards</li> </ul>
Week 5 9/27  Unit 4	<ul style="list-style-type: none"> <li>• Reliability and Validity</li> </ul>		<ul style="list-style-type: none"> <li>• Overton, Chapter 3</li> <li>• Overton Chapter 4.</li> </ul>

<p>Week 6 <b>10/4</b></p> <p>Unit 5</p>	<ul style="list-style-type: none"> <li>Standardized Assessment</li> <li>Results Interpretation</li> </ul>		<ul style="list-style-type: none"> <li>Overton, Chapter 5 (94-106)</li> </ul>
<p>Week 7 <b>10/11</b></p> <p>Unit 6</p>	<ul style="list-style-type: none"> <li>High Stake Assessment, SGO, Alternative Assessment</li> </ul>		<ul style="list-style-type: none"> <li>Overton Chapter 5 (106-110): High stake assessment</li> <li>B &amp; N book: Chapters 14 Preparing students for high-stake assessment</li> </ul>
<p>Week 8 <b>10/18</b></p> <p>Unit 7</p>	<ul style="list-style-type: none"> <li>Day to Day Teacher Made Assessment</li> </ul>	<p>HW2: Test Development Due <b>10/24 at 11:59 PM</b></p>	<ul style="list-style-type: none"> <li>Overton Chapter 6 : Informal assessment</li> <li>N&amp;B book: Chapter 9 Fill_In_Blanks_Short_Answer_Questions</li> <li>N&amp;B Book: Chapter 10_Multiple Choice_Matching</li> <li>N&amp;B book: Chapter 11 Essay Problems.pdf</li> <li>N&amp;B book: Chapter 12:Higher Order Thinking</li> <li>Is This A Trick Question_UKansas</li> </ul>
<p>Week 9 <b>10/25</b></p> <p>Unit 8</p>	<ul style="list-style-type: none"> <li>RtI &amp; MTSS</li> </ul>	<p>Activity: RtI Video Review Due <b>10/31 at 11:59 PM</b></p>	<ul style="list-style-type: none"> <li>Overton Chapter 7: RtI and progress monitoring</li> <li>NICHY IEP Website</li> </ul>
<p>Week 10 <b>11/1</b></p> <p>Unit 9</p>	<ul style="list-style-type: none"> <li>CBM &amp; Progress Monitoring</li> </ul>	<p>HW3: Progress Monitoring Due <b>11/7 at 11:59 PM</b></p>	<ul style="list-style-type: none"> <li>Progress Monitoring: Legal Issues and Recommendations for IEP Teams</li> <li>Hosp, M. K., &amp; Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling and math: How to do it and why. Preventing School Failure, 48(1), 10–17.</li> </ul>

Week 11 11/8  Unit 10	<ul style="list-style-type: none"> <li>• IEP</li> </ul>	<p>HW4: IEP project Due 11/14 at 11:59 PM</p>	<ul style="list-style-type: none"> <li>• Chapter 6 IEPs: Legal requirements and research findings. In Llyod, Landrum, Cook, &amp; Tanksley (2013)</li> <li>• Reading: Writing better IEP goals</li> <li>• NJ IEP example</li> </ul>
Week 12 11/15  Unit 11	<ul style="list-style-type: none"> <li>• Testing Accommodations &amp; Modifications</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.p12.nysed.gov/specialed/publications/documents/testing-accommodations-guide-february-2018.pdf">http://www.p12.nysed.gov/specialed/publications/documents/testing-accommodations-guide-february-2018.pdf</a></li> <li>• Harrison Accommodation for BD.pdf</li> <li>• Rogers, C., Thurlow, M., Lazarus, S., &amp; Liu, K.: A Summary of the Research on Effects of Test Accommodations: 2015-2016. NCEO Report 412</li> </ul>
Week 13 11/22  Unit 12	<ul style="list-style-type: none"> <li>• Assessment of Social Behaviors and Adaptive Behaviors</li> </ul>	<p>Activity: Problem Behavior Questionnaire Due 11/28 at 11:59 PM</p>	<ul style="list-style-type: none"> <li>• Overton, Chapter 9: Assessment of behaviors.</li> <li>• Chapter 10 Measures of intelligence and adaptive behavior</li> </ul>
Week 14 11/29  Unit 13	<ul style="list-style-type: none"> <li>• Developing &amp; Using Classroom-Based Diagnostic Tools Linked to Intervention: Reading / Writing / Spelling/</li> </ul>		<ul style="list-style-type: none"> <li>• How to track growth in reading</li> <li>• Overton Chapter 8: Academic assessment</li> <li>• Overton Chapter 13: Interpreting Assessment Results</li> </ul>
Week 15 12/6  Unit 14	<ul style="list-style-type: none"> <li>• Developing &amp; Using Classroom-Based Diagnostic Tools Linked to Intervention: Math and sciences</li> </ul>		<ul style="list-style-type: none"> <li>• Ketterlin-Geller, L., &amp; Yovanoff, P. (2009). Diagnostic assessments in mathematics to support instructional decision-making. Practical</li> </ul>



			Assessment, Research, & Evaluation, 14(16), 1–10. <ul style="list-style-type: none"> <li>• How to Identify Early Mathematical Needs:</li> </ul>
<b>12/19</b>	FINAL RTI Project	<b>HW5: RTI Project Due 12/19 at 11:59 PM</b>	

NB = Nitko & Brookhart text  
 CA = Course Announcements  
 SR=Supplemental Reading