COURSE NUMBER/TITLE: SED7770_1401_200 Assessment & Evaluation in Special and Inclusive Education.

COURSE CREDIT: 3 Hours

TERM/YEAR: Winter 2014

LOCATION: Wayne State University – College of Education (Online)

DAY AND TIME: Online except for Orientation Meeting*


E-MAIL ADDRESS: ar0276@wayne.edu   Skype: sasha.roberts-levi

OFFICE: 249 Education (by appointment only)

PHONE: (313) 505-9600 emergency - email is preferred / effective

LIVE OFFICE HOURS: By appointment only

VIRTUAL OFFICE HOURS: I am available on Skype by appointment or messaging

*The mandatory orientation meeting (date TBA) must be attended for admittance to the class. You can make prior arrangements with me if you cannot attend, but you will have to have someone attending in your place to make decisions for you (sign forms, group work, collect handouts etc.). The entire semester’s requirements will be covered during this initial meeting time. I will NOT individually cover this session during office hours, phone or email.

COLLEGE OF EDUCATION THEME "The Effective Urban Educator: Reflective, Innovative and Committed to Diversity" reflects the mission of the college and is the driving force of our commitment to education.

- Effective urban educators are reflective practitioners who can accurately assess themselves and develop plans for improvement.
- Effective Urban Educators are innovative practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.
- Effective Urban Educators are committed to meet the needs of a diverse population.
- Effective Urban Educators can meet Professional Standards for Michigan Teachers (PSMT). Our graduates are able to meet all of the College of Education Competencies.
Specific Assignments are used to assess the COLLEGE OF EDUCATION’s claims include:

<table>
<thead>
<tr>
<th>Assignments to assess the COE’s Claims</th>
<th>This course will expose you to the following</th>
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</thead>
<tbody>
<tr>
<td>Community Observation</td>
<td><em>ATTIC</em>: Arrange to visit if possible. <strong>IEP</strong>: sit in on an IEP if possible. <strong>Assessment</strong>: observe or conduct an assessment if possible.</td>
</tr>
<tr>
<td>District/School Curriculum Analysis</td>
<td><strong>IEP Midterm</strong>: Student assessment and evaluation = individualizing instruction; Discussion Board: Standards Based IEP</td>
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<tr>
<td>Classroom Organization and Management Plan</td>
<td><strong>Chapter 1</strong>: The Context for Assessment in Schools and Current Practices. Assessment Defined.; <strong>Chapter 22</strong>: Teacher Decision Making – classroom management; <strong>HTM Plan</strong></td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>Discussion Board; <strong>HTM Plan; Final Form</strong></td>
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<tr>
<td>Teaching &amp; Learning Statement</td>
<td>Home Page Blog; <strong>Final Form</strong></td>
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<tr>
<td>Lesson Plan</td>
<td><strong>IEP Midterm</strong>: individualization reflected in planning lessons</td>
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<tr>
<td>Unit Plan</td>
<td><strong>IEP Midterm</strong>: individualization reflected in planning Units</td>
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<tr>
<td>Case Study</td>
<td>Discussion Board</td>
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*Visit the Bb course site -&gt; Information section to learn more about ATTIC Assistive Technology Training & Information Center

**COURSE DESCRIPTION**

Formal and informal methods of assessment for identification / eligibility. IEP development and progress monitoring. Formative evaluation of academic and behavioral skills, including curriculum-based measurement and functional behavioral assessment.

**COURSE OBJECTIVES / DEMONSTRATED LEARNING OUTCOMES**

Special Education Rules / Standards Covered / MTTC Area II / CEC Standard
Rule 340.1781 (1)(a) The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:

- Rule 81 (1)(a)(ii) Assessing students with disabilities for identification and teaching.
  **Demonstrated:** Chapter 21 and IEP Project

- Rule 81 (1)(a)(iii) Implementing accommodations and modifications for classroom, district, and statewide assessments.
  **Demonstrated:** Chapters 1, 2, 5, 22 and IEP Project

- Rule 81 (1)(a)(vi) Developing, implementing, and evaluating individualized education programs.
  **Demonstrated:** IEP Project

- Rule 81 (1)(a)(vii) Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
  **Demonstrated:** Chapter 21 and IEP Project

- Rule 340.1788 (1)(a)1 diagnostic principles and practices;
  **Demonstrated:** Chapters 21-23; and IEP Project

- Rule 88 (1)(c)(I): Administering and adapting formal and informal assessment methods
  **Demonstrated:** Chapters 5-17; and IEP Project

- Rule 88 (1)(c)(i)(2): communicating assessment results to students, their families, and other professionals
  **Demonstrated:** Chapter 23

- Rule 88 (1)(d): Issues related to disabilities definition and identification;
  **Demonstrated:** Chapter 21; and IEP Project

- Rule 88 (1)(d)-4 instruction and assessment of educational progress for students with disabilities
  **Demonstrated:** Chapters 3, 8

**MTTC Area II: Assessment and the IEP Process**

**Assessing Students with Disabilities and Developing Individualized Programs**

- Objective: Understand types and characteristics of various assessment instruments and assessment methods. **Demonstrated:** Textbook chapters 7-19; Discussions; Practice Tests; IEP Process Project.
  Objective: Understand procedures for conducting assessments to address the individual strengths and needs of students with disabilities. **Demonstrated:** Textbook chapters 20-22; Discussions; IEP Process Project.

- Objective: Understand procedures for interpreting and communicating assessment results to stakeholders. **Demonstrated:** Textbook chapters 22-23; Discussions; IEP Process Project; Final Examination MTTC Summaries.

- Objective: Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with learning disabilities / cognitive
impairments. **Demonstrated**: Textbook chapters 1-5; Discussions; Reflection; IEP Process Project.

**CEC Standards Focus SED7770**

**Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system,
and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

**CEC STANDARDS DEMONSTRATED AFTER COMPLETION OF THIS COURSE**

1. characteristics, uses, advantages, and limitations of different types of assessments CEC CC* 1, 8;
2. developing, selecting, administering, and interpreting formal and informal assessments to assess students’ needs and personal preferences in a variety of areas CEC CC 2, 8
3. classroom observation, student response, and research as sources to evaluate students’ learning and revise practice CEC CC 3, 4, 7, 8;
4. importance of keeping accurate records, especially those related to federal, state, and district policies, and other records with legal implications CEC CC 1, 9
5. use appropriate ethical standards for professional practice related to the evaluation process CEC CC 1, 9
6. purpose of an IEP CEC CC 8

*CEC CC refers to Council for Exceptional Children’s Performance Based Professional Standards, Common

**Upon completion of this course, students will be able to:**

**Demonstrate** knowledge of types and characteristics of various assessment instruments and methods for students with special needs. ¹

¹ Includes basic terminology used in assessment, including specialized terminology; types, characteristics, and methods of formal and informal assessment (e.g., intelligence tests, performance assessments, adaptive behavior assessments, behavior-rating scales); principles of and procedures for creating, selecting, evaluating, and using educational and adaptive behavior assessment instruments and methods including those used in LD and EI pre-referral situations; uses, advantages, disadvantages, and limitations of various formal and informal assessment instruments and methods (e.g., intelligence tests, achievement tests, task analyses, functional assessments, progress monitoring)

**Demonstrated Learning outcome:** Chapter summaries, mini-workshops: Classroom Assessment and Role of the School Psychologist; Child Study; Final Examination

**Demonstrate** knowledge of procedures for conducting assessments to address the individual strengths and needs in order to identify students with special needs. ²

² Includes procedures for collaborating with students, parents/guardians, general education teachers, related serve provides, and others to gather background information on students’ academic, medical, developmental and family history; screening, pre-referral, referral, and classification procedures; procedures for the early identification of young children who may be at risk for disabilities; principles and procedures for modifying or adapting formal national, state, and local standardized assessments; uses
of assistive technology for conducting assessments; procedures for developing, selecting, adapting, and modifying various assessment instruments and strategies for students with diverse characteristics and needs (e.g., related to culture, language, and nature and severity of disabilities); knowledge of environmental conditions during assessment that affect the performance of students with disabilities; procedures to ensure the use of nonbiased formal and informal assessments, including assessments of students from culturally and linguistically diverse backgrounds (e.g., Michigan’s Alternative Assessment Program, ELL-Access, MEAP Access, Review of Existing Evaluation Data (REED) and Evaluation Plan).

**Demonstrated Learning outcome:** Quizzes, mini-workshops, Midterm Examination and IEP Project (filling out all forms)

**Demonstrate understanding of procedures for interpreting and communicating assessment results to stakeholders.**

3 Includes the ability to interpret of results of informal and formal assessments of students with disabilities; factors and procedures involved in diagnosing disabilities, strategies for effectively communicating assessment results to stakeholders (e.g., students with disabilities, parents/guardians, general education teachers, administrators, related service providers), knowledge of culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process.

**Demonstrated Learning outcome:** Quizzes, child study / HTM Model, discussion board and Final Examination (MTTC summaries for all of the objectives and sub-objectives for Area II – Assessment and the IEP Process).

**Demonstrate understanding of procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with disabilities.**

4 Includes knowing the procedures for using assessment information to determine eligibility for special education and related services; strategies for using assessment information to make program, placement, and service delivery decisions for students with disabilities, including those from culturally and linguistically diverse backgrounds; understanding of assessment bias and issues relative to disproportionate representation of students with learning disabilities; knowledge of the characteristics, advantages, and disadvantages of various program and related service options / continuum of services; procedures for developing, implementing, and amending comprehensive, longitudinal individualized programs (e.g., IEPs, IFSPs, transition plans) in collaboration with students with disabilities, parents/guardians, general education teachers, and other related service providers / professionals; familiarity with national, state, and local content and performance standards (e.g., Michigan Grade Level Content Expectations [GLCE]); strategies for prioritizing areas of the general curriculum for students with disabilities; strategies for developing, sequencing, implementing, monitoring, and evaluating individualized goals for students with disabilities / short and long-term individualized learning goals (where appropriate).
Demonstrated Learning outcome: Midterm Examination (IEP, IEP compliance issues in MI)

PROFESSIONAL STANDARDS
Refer to course site -> Course Information and Course Documents

DISPOSITIONS
Upon completion of the course, the student will display the following dispositions.
1. Promote and maintain a high level of competence and integrity in the practice of the teaching profession.
2. Exercise objective professional judgment in the practice of the teaching profession.
3. Apply cooperative / collaborative group skills necessary in the practice of the teaching profession.


COURSE REFERENCES / ADDITIONAL READINGS: See list at Blackboard Course Site.

TECHNOLOGY REQUIREMENTS
All students will demonstrate proficiency in the following technology skills:
- Email and the Internet
- Word for editing and shared documents
- PowerPoint
- Skype
- Google Docs (optional)
- Drop Box (optional)

ASSESSMENT / ASSIGNMENTS / LEARNING OUTCOMES (total of 1000 course points)
Professional Commitment and Class participation - 50 points
PLAAFP Statement – 100 points
IEP Midterm Assignment – 100 points
IEP Compliance Assignment – 100 points
Quizzes – 500 points
Final Examination – MTTC Summaries / Final Reflection Form - 150

Professional Commitment and Class Participation include the following:
- attending the first mandatory class
- turning in the Web Agreement form
- Completing the class roster information the first night of class
- developing a personal home page on Blackboard (Blog Section)
• Skype set up and use during the semester
• active participation* throughout the semester
• professional and cooperative behavior*
• turning assignments in on time / Course attendance*
• satisfactorily completing the final quiz / requirement form and filling out the online course evaluation

*Course attendance will be based on assignment being turned in on time; two or more late assignments will adversely affect your final grade. More than three absences (late assignments) will result in a failing grade.

*You are expected to cooperatively participate with your instructor, colleagues and peer-reviewer; be actively involved in the discussion boards, and conduct yourself in a manner fitting for graduate students in the teaching profession.

*Work cooperatively with your peer-reviewer.

You must complete all of the Professional Commitment items to receive any credit. You risk losing up to 100 course points if any of the Professional Commitment requirements are not met.

The total participation points will NOT show up in the online grade book until all course requirements are fulfilled.

**Blackboard Home Page (create in the Blog area of the course site)** 20 points towards professionalism

**Tutorial:** [http://www.blackboard.com/quicktutorials/Bb9Tools_Create_Blog.htm](http://www.blackboard.com/quicktutorials/Bb9Tools_Create_Blog.htm)

Every student is required to create a personal page on Blackboard within the first week of classes.

To create a personal page Go to Bb and then Tools => Blog View the tutorial if you need help. You can preview my blog page as a sample.

- Include a photo and some basic personal and professional background information.
- Also include the SED courses you still need to complete your degree/certification.
- Your personal page should be complete by the second class meeting.

To view the personal pages, go to Tools => Blog. Make sure to view all of your colleagues’ pages and leave a message!

**Skype (part of your professionalism points)**

Within the first week of class everyone is required to download Skype on their personal computer, create a user name (but also include your full name in the profile and add a photo of yourself) and then ‘Skype’ the instructor after practicing with colleagues. Do not Skype the instructor until you know for certain that you can effectively use Skype. Go to Skype.com and follow the directions. You will not need a webcam, however you will need a microphone (most laptops have a built in microphone). You can purchase a microphone for $5.00 - $10.00. Details for
downloading Skype and setting up your user name can be found at skype.com or go to the course site under the Student Help section for tutorials.

**Course Readings / Quiz Requirements = 500 points**

You are expected to read weekly assignments according to the syllabus. Your readings will be reflected in your quizzes, projects and discussion board postings. The instructor may post or email additional reading to support your learning.

- Online quizzes are located on the Bb course site in the Quiz Folder found in the Assignment section of the course site.
- You can begin a quiz, save it and finish it later.
- Quizzes will expire by 11:55 on the date that they are due.
- Quizzes will NOT be reopened beyond the due date / time.
- Missed / late quizzes will result in zero points for that quiz. No exceptions so please plan accordingly.
- It is best not to wait until the last minute to take your quiz, as we all know that technology will fail when we need it the most.
- Keep track of your scores using the Final Reflection form (found in the Assignment section of the course site in the Final Requirement folder).

**IEP Compliance Assignment = 100 points**

The IEP Compliance Assignment exercise is designed to acquaint you with the components of the IEP that are most often cited as not legally compliant (by the State of Michigan) and to elicit your thinking about these particular issues. You can find it in the assignment folder under the course contents tab in the menu on the course site.

**IEP Midterm Assignment = 100 points**

Complete the IEP packet to demonstrate your understanding of the IEP process and special education forms. Submit it to the journal area after your colleague / peer-reviewer gives you feedback. Details can be found on the course site.

**PLAAPF (Present Level of Academic Achievement and Functional Performance) Statement = 100 Points**

**MTTC Final Examination (MTTC Area II summaries) = 150 Points**

You will participate in an extensive project this semester in lieu of preparation for and taking a comprehensive final examination. This project will cover all of the course objectives; as well as the objectives from the sub-area II (Assessment and IEP) of the Special Education MTTC.

You are STRONGLY encouraged to begin working on your 24 sub-objective summaries right away and to continue working on this final examination throughout the semester.

You can locate the Final Examination MTTC Summaries details/directions, assigned sub-objective, template, and rubric on the course site under the tab ‘Assignments’ in the Final Project Folder.
Course Reflection, Teaching Statement Reflection & Grade Proposal = 20 Points towards professionalism points

Around the time of the final class, you will submit electronically the Final Course Requirement Form (found in the Assignment section of the course site in the Final Folder). This form will include your summary of earned course points, course reflection, and your final course grade proposal. You must have all of your assignments submitted before emailing your final form. If a grade is missing in the grade book, you are asked to include the points that you feel you earned.

Course Evaluation (part of your professionalism points)

Direction for completing the online course evaluation will be emailed to you from the WSU Testing and Evaluation center.

COURSE GRADING

TOTAL POSSIBLE POINTS = 1000

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<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>930 – 1000</td>
<td>A</td>
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<tr>
<td>900 – 929</td>
<td>A-</td>
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<tr>
<td>870 – 899</td>
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<td>D-</td>
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<tr>
<td>Less than 600</td>
<td>F</td>
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You can check your grades from the Blackboard site by going to Course Tools, and then click on My Grades.

**IMPORTANT Course Evaluation and Grading:**

It is the discretion of the instructor to mark students down more than the course points schedule above due to lack of online participation and / or turning in assignments late and / or not turning in an assignment(s). This is especially important for those taking an online class where your attendance and performance is based on actively participating, independently reading and answering emails and turning in your assignments on time.

You must demonstrate mastery and exemplary work to earn an A in this class. You will NOT earn an A for this class if you miss ANY course requirement. You cannot earn an A with Extra Credit/Bonus Points, but they can count toward earning an A-. Occasionally extra COURSE points are offered, so make sure to read your updates as these points do count toward your total grade points, thus earning an A. Make sure to read updates as you will be offered opportunities to earn COURSE points toward an A.

All assignments are available to complete early, you are encouraged to manage your schedule for personal events (i.e.: weddings, vacations etc.). I will not give extensions for any assignments. Please plan accordingly in advance.

Assignments are due on the date assigned – especially if you are taking this as an online class. Any late assignments (except quizzes) will be reduced by *50% of the grade and not accepted after a week late. Late assignments will also affect your attendance points. Quizzes must be completed on time and cannot be submitted late for 50% credit after a week. *You can only re-submit one late assignment for 50% credit.

**GENERAL NOTE ON GRADING**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course.

For graduate students: B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.

Please note that there is a distribution of grades from A - F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

**WITHDRAWAL AND INCOMPLETE GRADE STATEMENT**

Students are academically responsible for all courses in which they enroll. Students wishing to discontinue this class must follow the official withdrawal procedures.

Students desiring a grade of incomplete must submit their request to the course instructor prior to the end of the semester. An incomplete grade for this course will be given only for legitimate (and documented) deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor and not because of neglect on the student’s part (for
example: non-attendance, took too many classes, did not apply one’s self, overwhelmed etc.).

Once approved for a grade of Incomplete, you will need to fill out a contract stating the course work that you will complete by the date agreed upon in the contract. A grade of Incomplete cannot be submitted unless I have this signed contract. See the instructor for the contract and terms.

The instructor will submit the new grade to the Registrar’s Office if all requirements for the course are submitted by the agreed date. If all work is not submitted by the end of the agreed date on the contract, then a grade of F will be posted.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**PLAGIARISM AND ACADEMIC DISHONESTY**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**ATTENTION STUDENTS WITH DISABILITIES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. [http://studentdisability.wayne.edu/](http://studentdisability.wayne.edu/)

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner.
Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS HOLIDAY OBSERVANCE POLICY**

Please let me know in advance if you require an adjustment with your course requirements based on any religious observance.

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**THE WRITING CENTER**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

**GETTING ASSISTANCE** You will have a variety of resources from which to obtain assistance during the course. These include the following:

*Computer and Information Technology*: Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email helpdesk@wayne.edu

**Blackboard Course Enrollment**: Call Computer and Information Technology (C&IT) at 313-577-4778 if you have any problems. Note: Sometimes MAC users have a hard time accessing the course, downloading material etc. Talk to someone at C&IT for tips.

**Blackboard Support**: Call C&IT (313-577-4778) AND there is a support folder on the course site which includes: How to Use Microsoft Word, How to Use the Discussion Board, How to Use Skype etc. Feel free to contact me if you cannot find the necessary Blackboard support to complete a course requirement.


*Student Assistance*: [http://reg.wayne.edu/students/index.php](http://reg.wayne.edu/students/index.php)

*COE computer lab* - General Purpose Lab (room 114) has technicians available to assist you. The lab is open Monday – Friday 10:00 a.m. until 9:00 p.m.

*Adamany Undergraduate Library Computer Lab* 24/7 refer to web site [http://www.lib.wayne.edu/info/maps/ugl.php](http://www.lib.wayne.edu/info/maps/ugl.php)
Other students. Your peers are a great source of information and can make excellent suggestions to you. My aim is that you will share with one another regarding your individual assignments / projects and provide assistance to one another. Please take responsibility for one another. If someone is having difficulty, try to help him or her out and make sure they communicate with me.

Email dialogue. Talk to people online about issues, your projects, etc. This is a valuable way to get information. The class roster is located on Blackboard or use the Communication / email section of the Bb course. A confidential class list is available under Course information on the Bb site.

Instructor: I am willing to provide assistance on your assignments both within and outside of class. The best way to do this for me is via email, either directly or from the course website (please do not post your private questions or concerns on the Blackboard course site, however). Contact me if you have questions regarding how to approach an assignment / project or if you are having difficulty. I may also be able to put you into contact with other knowledgeable individuals or resources that may be helpful. My office hours are by appointment. Turnaround time for emails are generally less than 72 hours. I will NOT respond to questions that are covered during the first class session, covered in the syllabus or on the Blackboard site. I will respond, however, asking you to check your syllabus or the Blackboard site. I will not repeat information already covered or posted (unless you are asking for clarification).

EXPECTATIONS

- Blackboard course site access: Students are expected to be able to access the course site and all course content on the first day of class. Call Computer and Information Technology (C&IT) at 313-577-4778 if you have any problems accessing the site or any area of the Bb site.
- Submission: All written assignments will be submitted as online attachments via email to ar0276@wayne.edu or as requested.
- The college supports Microsoft Software. All work must be submitted using Microsoft (convert your Word Perfect or any other desk top publishing to .doc or .rft)
- All email correspondences must include the course number & section in the subject line. Please include your full name in your emails. You must send email via your WSU email. That is where I will send all correspondences, as well.
- It is your responsibility to check the Blackboard course site and your WSU email at least 2 times a week for updates.
- Instructor is not responsible if you do not receive emails in the event you redirect your WSU email to your personal email and your personal email box is full, inactive or if you change your email address. It is highly recommended that you use your WSU AccessID email to ensure receiving all emails.
- Students are encouraged to use email and Skype as a means of communicating with instructor and colleagues.
- You must save all assignments from the Bb site to your own computer. Some of the documents will open in Blackboard when you click on the link and you can actually type into the open document, but you cannot save your work on this document. So, you must have your own copy to begin working on your own assignment. Open your assignment, save it to your computer and then send it to your instructor via email attachment.
- Go to ‘Student Help’ section of the course site - if you need details about how to save a document from this course site on to your own computer.
- Assignments are due on the date assigned. Any late assignments will be reduced by 50% of the grade and not accepted after a week late (except quizzes). Late assignments will also affect your professional commitment points. Quizzes must be completed on time, since they expire by the due date and time. Do not ask to have a quiz re-opened.
- Course grades are available on the Blackboard site (go to ‘Tools’ section of the course site); however, official grades can be found on Pipeline.wayne.edu within 72 hours of the final day of class.
- Quizzes can be saved and resumed again later. All quizzes are open book and un-timed.
- Personal Home Page: Every student will create a personal page on Blackboard. You are to include a photo and some basic background information both professional and personal. Also include the SED courses you still need to complete your degree/certification. Your page is to be completed before the second session. To view the personal pages, go under Tools => Blogs and include all of your information in one blog. Then comment to some or all of your colleagues. You can use my blog as a sample. This should give you a search box allowing you to search for a specific colleague or List All.
- This is a 3 credit hour class. Rule of thumb: One hour homework per credit hour, per week, which equates to six hours of work per week for this class – times 15 weeks, which equals 45 hours in class time plus 45 hours homework for a total of 90 hours minimum. Plan to spend a minimum of 12 hours per week during spring/summer semesters.

**COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES & COURSE SAMPLES**

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Some will be used as samples in future classes. Names and other identifying elements of all assignments will be removed before being included in any report or on a course site. Students who do not wish their work to be used for accreditation purposes or course sample must inform the instructor in writing by the end of the semester. Your participation and cooperation in the review of COE programs is appreciated.

Thanks so much for taking this course with me and for attending WSU. I look forward to working with each of you this semester.

Sasha Roberts-Levi, M.Ed., Ed.S.
### CLASS SCHEDULE & ASSIGNMENTS

*(All assignments due by midnight on due date unless otherwise specified)*

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Class Content</th>
<th>Quizzes Due 11:55 PM</th>
<th>Written Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Monday January 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (2)</strong></td>
<td><em>Legal and Ethical Considerations in Assessment</em></td>
<td></td>
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</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>Monday January 13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (3)</strong></td>
<td><em>Test Scores and How to Use Them</em></td>
<td>Chapter 1 Introduction</td>
<td>Personal Home Page (blog section of the course site)</td>
</tr>
<tr>
<td><strong>Chapter (4)</strong></td>
<td><em>Technical Adequacy</em></td>
<td>Chapter 2 Legal and Ethical Considerations</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td><strong>Monday January 27</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (5)</strong></td>
<td><em>Using Test Adaptations and Accommodations</em></td>
<td>Chapter 3 Scores and How to Use Them</td>
<td>Part 1 IEP Project – State of Michigan Compliance Issues</td>
</tr>
<tr>
<td><strong>Chapter (7)</strong></td>
<td><em>Teacher-Made Measures of Achievement.</em></td>
<td>Chapter 4 Technical Adequacy</td>
<td></td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td><strong>Monday February 3</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Chapter (6)</strong></td>
<td><em>Assessing Behavior Through Observation</em></td>
<td>Chap 5 Test Adaptations</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (8)</strong></td>
<td><em>Managing Classroom Data on Response to Instruction</em></td>
<td>Chap 7 teacher made measures of assessments</td>
<td></td>
</tr>
<tr>
<td>Session 5</td>
<td>Monday</td>
<td>February 10</td>
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<tr>
<td><strong>Chapter (9) How To Evaluate A Test</strong></td>
<td>Chapter 6 Behavior through observation</td>
<td></td>
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<tr>
<td><strong>Chapter (10) Assessment of Academic Achievement with Multiple-Skill Devices</strong></td>
<td>Chapter 8 managing data on RtI</td>
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<tr>
<td><strong>Early Academic Assessment</strong> (Midterm Grading per WSU January 21 – February 25 no assignment due, just a heads up that I’ll be submitting failing grades if applicable.)</td>
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<table>
<thead>
<tr>
<th>Session 6</th>
<th>Monday</th>
<th>February 17</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter (11) Using Diagnostic Reading Measures</strong></td>
<td>Chapter 9 How to evaluate a test</td>
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</tr>
<tr>
<td><strong>Chapter (12) Using Diagnostic Mathematics Measures</strong></td>
<td>Chapter 10 Assessment with Multi-Skill Devices</td>
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<thead>
<tr>
<th>Session 7</th>
<th>Monday</th>
<th>February 24</th>
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<tbody>
<tr>
<td><strong>Chapter (13) Using Measures of Oral and Written Language</strong></td>
<td>Chapter 11 Diagnostic Reading Measures</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (14) Using Measures of Intelligence</strong></td>
<td>Chapter 12 Diagnostic Math Measures</td>
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<thead>
<tr>
<th>Session 8</th>
<th>Monday</th>
<th>March 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter (15) Using Measures of Perceptual and Perceptual-Motor Skills</strong></td>
<td>Chapter 13 Measures of Oral and Written Language</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (16) Using Measures of Social and Emotional Behavior</strong></td>
<td>Chapter 14 Using measures of Intelligence</td>
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<table>
<thead>
<tr>
<th>Session 9</th>
<th>Monday</th>
<th>March 10</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter (17) Using Measures of Adaptive Behavior</strong></td>
<td>Chapter 15 Measures of Perceptual / Motor</td>
<td></td>
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<tr>
<td><strong>Chapter (18) Measures for Infants, Toddlers, and Preschoolers</strong></td>
<td>Chapter 16 Measures of Social Emotional Behavior</td>
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<tr>
<td><strong>Part 2 IEP Project (IEP Forms and PLAAPPF Statement)</strong></td>
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<thead>
<tr>
<th>Session 10</th>
<th>Monday</th>
<th>March 17</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter (19) Using Technology-Enhanced Measures</strong></td>
<td>Chapter 17 Measures of Adaptive Behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter (20) Making Instructional Decisions (Chapter 21) Making Special Education Eligibility Decisions</strong></td>
<td>Chapter 18 Measures for Infants, Toddlers and Preschoolers</td>
<td></td>
</tr>
<tr>
<td>Session 11</td>
<td>March 24</td>
<td><strong>Monday</strong></td>
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<tr>
<td><strong>(Chapter 22) Making accountability Decisions</strong></td>
<td>Instructor’s Materials for writing a meaningful and compliant IEP PLAAPF Statement</td>
<td>Chapter 19 Using Technology Chapter 20 Making Instructional Decisions Chapter 21 Making Eligibility Decisions</td>
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<tr>
<th>Session 12</th>
<th>February 31</th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td><strong>(Chapter 23) Communicating Assessment Information</strong></td>
<td></td>
<td>Chapter 21 Making Eligibility Decisions Chapter 22 Making Accountability Decisions</td>
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<thead>
<tr>
<th>Session 13</th>
<th>April 7</th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td></td>
<td>Chapter 23 Communicating Assessment Information</td>
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<tr>
<th>Week 14</th>
<th>April 14</th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td></td>
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<td>MTTC SUMMARIES – Submit in the journal section of the course site.</td>
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<thead>
<tr>
<th>Session 15</th>
<th><strong>FINALS</strong></th>
<th>April 28</th>
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<tbody>
<tr>
<td></td>
<td>Final Reflection Form includes summary of all course points, course reflection and grade proposal.</td>
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<tr>
<td></td>
<td>Course evaluation (WSU Testing Ctr. Will email it to you)</td>
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<tr>
<td></td>
<td>Grades will be posted on Blackboard as well as Pipeline no later than 72 hours after today.</td>
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