I. Prefix & Number
   ESP 709 -1001

II. Title
   Diagnostic and Prescriptive Assessment for Diverse Learners

III. Credits
   3 semester credits

IV. Semester
   Fall, 2013

V. Instructor
   Dr. Sherri Strawser

VI. Office/Phone/Email
   CEB 118 / 895-1109 / strawser@unlv.nevada.edu

VII. Class Location
   CEB 205  Thursday  4:00 – 6:45

VIII. Office Hours
   Monday,  2 – 5 p.m.; Thursday,  1 – 4 p.m.

IX. Prerequisites
   ESP 701 or ESP 708

X. Course Description
   Establishment of educationally relevant diagnostic and prescriptive teaching procedures for students who are learners (i.e., students with/or at-risk for disabilities, including those who are second language learners). Emphasis upon both individual and group prescriptive classroom methodologies.

XI. Standards Addressed:
   Council for Exceptional Children
   Standard Domain Areas Addressed in this Course
   Standard 1: Foundations
   Standard 2: Development and Characteristics of Learners
   Standard 3: Individual Learning Differences
   Standard 4: Instructional Strategies
   Standard 5: Learning Environments and Social Interactions
   Standard 6: Language and Communication
   Standard 8: Assessment
   Standard 9: Professional and Ethical Practice
   Standard 10: Collaboration

   COE / INTASC Principles (Standards) Addressed in this Course
   Principle 2: Learning Differences
   Principle 4: Content Knowledge
   Principle 5: Application of Content
   Principle 6: Assessment
   Principle 9: Professional Learning and Ethical Practice

   TESOL P–12 ESL Teacher Standards Addressed in this Course
   Standard 4.a.: Issues of assessment for ESL
   Standard 4.b.: Language Proficiency Assessment
   Standard 4.c.: Classroom-Based Assessment for ESL

XII. Knowledge Objectives with Related CEC Standards, INTASC Principles, and TESOL Standards

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

1. Objective: Identify key terms and constructs relevant to measurement and assessment.
   Standard 1: Foundations
   Standard 2: Development and Characteristics of Learners
   Standard 8: Assessment
   Standard 9: Professional and Ethical Practice
   Principle 4: Content Knowledge
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC1K4</td>
<td>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
</tr>
<tr>
<td>IGC1K1</td>
<td>Definitions and issues related to the identification of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>IGC2K2</td>
<td>Impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.</td>
</tr>
<tr>
<td>ICC8K1</td>
<td>Basic terminology used in assessment.</td>
</tr>
<tr>
<td>ICC8K2</td>
<td>Legal provisions and ethical principles regarding assessment of individuals.</td>
</tr>
<tr>
<td>ICC8K3</td>
<td>Screening, prereferral, referral, and classification procedures.</td>
</tr>
<tr>
<td>IGC8K1</td>
<td>Specialized terminology used in the assessment of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>IGC8K2</td>
<td>Laws and policies regarding referral and placement procedures for individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>ICC9K1</td>
<td>Personal cultural biases and differences that affect one’s teaching.</td>
</tr>
<tr>
<td>DDA8.K1</td>
<td>Specialized terminology used in the assessment of individuals with developmental disabilities / autism spectrum disorders.</td>
</tr>
<tr>
<td>DDA8.K3</td>
<td>Components of assessment for the core areas for developmental disabilities / autism spectrum disorders.</td>
</tr>
</tbody>
</table>

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

<table>
<thead>
<tr>
<th>Objective: Identify essential issues regarding the use of multiple types of assessment information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Foundations</td>
</tr>
<tr>
<td>Standard 8: Assessment</td>
</tr>
<tr>
<td>Principle 6: Assessment</td>
</tr>
<tr>
<td>Standard 4.a.: Issues of assessment for ESL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC1K5</td>
<td>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</td>
</tr>
<tr>
<td>ICC1K6</td>
<td>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</td>
</tr>
<tr>
<td>ICC8K4</td>
<td>Use and limitations of assessment instruments.</td>
</tr>
<tr>
<td>IGC8K3</td>
<td>Types and importance of information concerning individuals with exceptional learning needs available from families and public agencies.</td>
</tr>
</tbody>
</table>

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.

4.a.2. Knowledgeable about and able to use a variety of assessment procedures for ELLs.

4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.
### Objective: Describe supports, accommodations, and adaptations required to improve access to the general curriculum and/or school assessments for individuals with exceptional learning needs and/or students from diverse backgrounds.

<table>
<thead>
<tr>
<th>Standard 2: Development and Characteristics of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3: Individual Learning Differences</td>
</tr>
<tr>
<td>Standard 5: Learning Environments and Social Interactions</td>
</tr>
<tr>
<td>Standard 8: Assessment</td>
</tr>
<tr>
<td>Principle 2: Learning Differences</td>
</tr>
<tr>
<td>Standard 4.a.: Issues of assessment for ESL</td>
</tr>
</tbody>
</table>

#### ICC2K5
- Similarities and differences of individuals with and without exceptional learning needs.

#### ICC2K6
- Similarities and differences among individuals with exceptional learning needs.

#### IGC3S1
- Relate levels of support to the needs of the individual

#### ICC5K1
- Demands of learning environments.

#### ICC8K5
- National, state or provincial, and local accommodations and modifications.

#### ICC8S4
- Develop or modify individualized assessment strategies

#### 2(h)
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

#### 4.a.4.
- Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.

### Objective: Give examples of how cultural and linguistic differences can complicate assessment.

<table>
<thead>
<tr>
<th>Standard 1: Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6: Language and Communication</td>
</tr>
<tr>
<td>Principle 2: Learning Differences</td>
</tr>
</tbody>
</table>

#### ICC1K10
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

#### IGC1K7
- Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptional learning needs in programs for individuals with exceptional learning needs

#### ICC6K1
- Effects of cultural and linguistic differences on growth and development.

#### ICC6K2
- Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

#### ICC6K3
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

#### 2(j)
- The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

### Objective: Administer and interpret informal assessments to identify prevention strategies and guide instructional decisions.

<table>
<thead>
<tr>
<th>Standard 4: Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 5: Learning Environments and Social Interactions</td>
</tr>
<tr>
<td>Standard 8: Assessment</td>
</tr>
</tbody>
</table>
Standard 10: Collaboration  
Principle 5: Application of Content  
Principle 6: Assessment  
Standard 4.c.: Classroom-Based Assessment for ESL

IGC4K4  Prevention and intervention strategies for individuals at-risk for a disability.

IGC4S12  Use responses and errors to guide instructional decisions and provide feedback to learners.

ICC5S7  Establish and maintain rapport with individuals with and without exceptional learning needs.

ICC8S2  Administer nonbiased formal and informal assessments.

ICC8S5  Interpret information from formal and informal assessments.

ICC10S2  Collaborate with families and others in assessment of individuals with exceptional learning needs.

5(k)  The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

6(l)  The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4.c.2.  Understand and use criterion-referenced assessments appropriately with ELLs.

Objective:  Use technology and progress monitoring procedures to track academic skill performance and guide instructional decisions.

Standard 8: Assessment  
Principle 6: Assessment

ICC8S3  Use technology to conduct assessments.

ICC8S8  Evaluate instruction and monitor progress of individuals with exceptional learning needs.

ICC8S9  Create and maintain records.

6(i)  The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Objective:  Administer and interpret a norm-referenced assessment instrument in order to guide instructional decisions.

Standard 3: Individual Learning Differences  
Standard 4: Instructional Strategies  
Standard 5: Learning Environments and Social Interactions  
Standard 8: Assessment  
Standard 9: Professional and Ethical Practice  
Standard 10: Collaboration  
Principle 5: Application of Content  
Principle 6: Assessment  
Standard 4.b.: Language Proficiency Assessment

ICC3K2  Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.

IGC4S12  Use responses and errors to guide instructional decisions and provide feedback to learners.

ICC5S7  Establish and maintain rapport with individuals with and without exceptional learning needs.

ICC8S1  Gather relevant background information.
<table>
<thead>
<tr>
<th>Standard 4: Instructional Strategies</th>
<th>8</th>
<th>Objective: Develop an assessment report that includes behavioral objectives for interventions based on assessment results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8: Assessment</td>
<td></td>
<td>Standard 4: Instructional Strategies \  Standard 8: Assessment \  Standard 9: Professional and Ethical Practice \  Principle 5: Application of Content \  Principle 6: Assessment</td>
</tr>
<tr>
<td>IGC4S12</td>
<td></td>
<td>IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners</td>
</tr>
<tr>
<td>ICC8S7</td>
<td></td>
<td>ICC8S7 Report assessment results to all stakeholders using effective communication skills.</td>
</tr>
<tr>
<td>ICC9S8</td>
<td></td>
<td>ICC9S8 Use verbal, nonverbal, and written language effectively.</td>
</tr>
<tr>
<td>5(k)</td>
<td></td>
<td>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</td>
</tr>
<tr>
<td>6(l)</td>
<td></td>
<td>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Maintain pupil/examinee confidentiality while gathering, interpreting, and reporting assessment data.</th>
<th>9</th>
<th>Standard 9: Professional and Ethical Practice \  Standard 10: Collaboration \  Principle 5: Application of Content \  Principle 9: Professional Learning and Ethical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC9S1</td>
<td></td>
<td>ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession.</td>
</tr>
<tr>
<td>ICC9S6</td>
<td></td>
<td>ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.</td>
</tr>
<tr>
<td>ICC10S1</td>
<td></td>
<td>ICC10S1 Maintain confidential communication about individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>5(k)</td>
<td></td>
<td>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</td>
</tr>
</tbody>
</table>
The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

XIII. RESULTS
Upon completion of this course, students will be able to use the results of formal and informal assessments to help identify learning needs, monitor student progress, and guide instructional decisions. School-age pupils/examinees and/or relevant stakeholders will receive individual feedback about their formal and informal assessment results that may be used to guide instructional decisions.

XIV. COURSE RESOURCES

Required Materials
WebCampus site: https://webcampus.nevada.edu/webct/entryPagelns.dowebct
IRIS Center Resource Locator: http://iris.peabody.vanderbilt.edu/resources.html

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Bolt, S., Roach, A. T. (2009). Inclusive assessment and accountability: A guide to accommodations for students with diverse needs. New York: Guilford Press. eBook available at http://unlv.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAIJcHxkSUB8DKwkDXBPWwlaS y3k2UGdbNNcTZQxd00FA8dHQIPsnYyBh0uK6BId-V_qvvFm53EN-me48vnvt5HgBTbira


Suggested Internet Resources

Assessment and Evaluation Resources on the Net  http://www.natd.org/assessmentandevalresources.htm
Online resources for Assessment   http://www.rmcdenver.com/useguide/assessme/online.htm

XVI. ASSIGNMENTS

1. Attendance and Participation (60 points).

Evaluation is based upon attendance and participation during class meetings and demonstration of required knowledge and skills during discussions, in-class application exercises, and formal and informal assessment case presentations in the simulated MDTs. Attendance throughout the entire class session is expected. Students are expected to participate in class discussions and bring the text to each class.

2. Informal Assessment Project: (90 points)

Each student is required to
   a. use AIMSweb materials to complete informal CBM assessments with a school-age student in three skill areas:
      • Reading rate (R-CBM),
      • Math Computation (M-COMP),
      • Math Concepts and Applications (M-CAP)
   b. complete error analysis of each assessment probe,
   c. enter student data in the AIMSweb software system,
   d. compare student scores to AIMSweb state or national aggregated results,
   e. write a summary for each skill area based on results of the error analysis and AIMSweb reports. A template will be provided for the summaries. In addition to the scores for the skill area, each summary must include:
      o an instructional goal for the skill area based on error analysis of the student’s performance on that skill probe, and
      o one (1) behavioral objective for the skill area based on error analysis,
   f. present the results in a simulated MDT group. In the group, students are expected to succinctly review the report contents, respond to questions from others about the subject’s performance, and participate in all report presentations.

Information and training materials will be provided on WebCampus and in class to use the AIMSweb Curriculum-Based Measurement (CBM) materials and help with this assignment.

3. Norm-referenced Assessment Project: (90 points)

   Primary Performance Assessment

Each student will be expected to administer a norm-referenced test, score it, and develop a report that includes an instructional goal and behavioral objectives developed from error analysis of the test results. You may use a test available from your school (if circumstances allow) with advance permission from the instructor. The tests are those commonly used in Special Education to evaluate academic achievement skills (e.g., Woodcock-Johnson Psycho-educational Battery—III, Kauffman Test of Educational Achievement – II, Wide Range Achievement Test – 4) or language skills (e.g., Oral and Written Language Scales, Peabody Picture Vocabulary Test – 4). Demonstration and practice administration of some tests will be provided in class. A formatting template for the report will be provided.
Each student is required to:

a. select and administer a norm-referenced test (following directions for the specific test and recommended practices for establishing rapport, beginning and ending testing, and dealing with questions from the subject);

b. score the test according to directions in the manual;

c. complete error analysis of the student’s performance;

d. write a report that includes:
   - relevant background information,
   - behavioral observations during the testing session,
   - results/scores (i.e., present levels of performance for each skill area assessed),
   - discussion of the student’s performance and scores that is based on error analysis,
   - at least one goal for intervention based on error analysis of the student's performance,
   - two (2) specific behavioral objectives based on error analysis

e. present the results in a simulated MDT group. In the group, students are expected to succinctly review the report contents, respond to questions from others about the subject’s performance, and participate in all report presentations.

4. **IRIS Modules (50 points – 10 points each)**

   Each student is required to complete five written assignments using the IRIS Center materials. Three assignments use the IRIS Modules and two use the podcasts available on the site.

   For the following IRIS Modules, complete the **Challenge, Initial Thoughts, Perspectives and Resources, Assessment and Wrap Up** sections prior to class. Write responses to the questions in the **Assessment** section and hand them in at the beginning of the class shown on the Course Schedule. See the Course Schedule for the specific **Assessment** section questions assigned for the modules.

   1. IRIS Module: Accountability: High-Stakes Testing for Students with Disabilities (Click on Assessment, then Modules)
   2. IRIS Module: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom (Click on Assessment, then Modules)
   3. IRIS Module: RTI (Part 2) (Click on Assessment, then Modules.)

   For the following IRIS Podcasts, listen to the complete podcast. Write a one-page summary of the podcast and your response to it. The response might include your reaction to the information, questions it raised for you, etc. Your summary and response paper is due at the beginning of the class shown on the Course Schedule. See the Course Schedule for the specific questions assigned for the modules.

   1. IRIS Podcast: Selecting Appropriate Testing Accommodations for Students with Disabilities (Click on Assessment, then Podcasts)
   2. IRIS Podcast: Testing Culturally and Linguistically Diverse Learners (Click on Assessment, then Podcasts)

   The modules and podcasts are located at [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)

5. **Knowledge of key terms and constructs relevant to measurement and assessment – Course Preparation Assignment (CPA). (45 points)**

   Students are required to complete assigned readings before class. Each week that text chapter readings are assigned, students are expected to complete a comprehension strategy (e.g., KWL, Sticky Notes, Authentic Questions, etc.) for the assigned chapter(s) for the Course Preparation Assignments. A document explaining the strategies that may be chosen can be found on the WebCampus class page. Students will be expected to turn in the readings CPAs at the beginning of class. Reflection and relevant personal connections to the topics covered in the chapter(s) is desirable.

**XVII. PERFORMANCE ASSESSMENTS**

The Informal Assessment and Formal Standardized Assessment Projects are performance assessments. For these projects, students will work with school-age pupils / examinees to apply knowledge and skills
covered in the course. For these assignments, students will collect data on pupil performance and develop instructional goals and objectives based on those data.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Related CEC Standards; TESOL Standards</th>
<th>Related INTASC Standards</th>
<th>Measurement / Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify key terms and constructs relevant to measurement and assessment.</td>
<td>ICC1K4, IGC1K1, ICC2K2, ICC8K1, ICC8K2, ICC8K3, IGC8K1, IGC8K2, ICC9K1, DDA8.K1, DDA8.K3</td>
<td>4(j)</td>
<td>Course Preparation Assignments; IRIS module assignment; in-class application exercises</td>
</tr>
<tr>
<td>2. Identify essential issues regarding the use of multiple types of assessment information.</td>
<td>ICC1K5, ICC1K6, ICC8K4, IGC8K3; 4.a.1., 4.a.2., 4.a.3.</td>
<td>6(k)</td>
<td>Course Preparation Assignments; in-class application exercises</td>
</tr>
<tr>
<td>3. Describe supports, accommodations, and adaptations required to improve access to the general curriculum and/or school assessments for individuals with exceptional learning needs and/or students from diverse backgrounds.</td>
<td>ICC2K5, ICC2K6, IGC3S1, ICC5K1, ICC8K5, ICC8S4; 4.a.4.</td>
<td>2(h)</td>
<td>IRIS module assignment; in-class activities and application exercises</td>
</tr>
<tr>
<td>4. Give examples of how cultural and linguistic differences can complicate assessment.</td>
<td>ICC1K10, IGC1K7, ICC6K1, ICC6K2, ICC6K3</td>
<td>2(j)</td>
<td>IRIS module assignment; application exercises; Informal and Norm-referenced Assessment Projects</td>
</tr>
<tr>
<td>5. Administer and interpret informal assessments to identify prevention strategies and guide instructional decisions.</td>
<td>IGC4K4, IGC4S12, ICC5S7, ICC8S2, ICC8S5, ICC10S2; 4.c.2.</td>
<td>5(k), 6(l)</td>
<td>Informal Assessment Project</td>
</tr>
<tr>
<td>6. Use technology and progress monitoring procedures to track academic skill performance and guide instructional decisions.</td>
<td>ICC8S3, ICC8S8, ICC8S9</td>
<td>6(i)</td>
<td>IRIS module assignment; in-class activities</td>
</tr>
<tr>
<td>7. Administer and interpret a norm-referenced assessment instrument in order to guide instructional decisions.</td>
<td>ICC3K2, IGC4S12, ICC5S7, ICC8S1, ICC8S2, ICC8S5, IGC8S2, ICC9S4, ICC9S7, ICC10S2; 4.b.2.</td>
<td>5(k), 6(l)</td>
<td>Norm-referenced Assessment Project</td>
</tr>
<tr>
<td>8. Develop an assessment report that includes behavioral objectives for interventions based on assessment results.</td>
<td>IGC4S12, ICC8S7, ICC9S8</td>
<td>5(k), 6(n)</td>
<td>Informal and Norm-referenced Assessment Projects</td>
</tr>
<tr>
<td>9. Maintain pupil/examinee confidentiality while gathering, interpreting, and reporting assessment data.</td>
<td>ICC9S1, ICC9S6, ICC10S1</td>
<td>5(k), 9(j)</td>
<td>Informal and Norm-referenced Assessment Projects</td>
</tr>
</tbody>
</table>
XVIII. SPECIAL NOTES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/ 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 6, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?coid=4&noid=164.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Other – No extra credit is available in this class, mobile phones must be turned off or set on vibrate mode in the case of a potential emergency. Children are not to be brought to class, and laptops may be used only for course-related activities or note taking (i.e., email or social networking sites are not to be accessed during class).
XIX. GRADING POLICY

Ten percent (10%) of the earned score per assignment will be deducted EACH WEEK for projects turned in after the due date, unless prior approval has been obtained from the instructor.

Grading of the primary performance assessment will be based on the attached rubric. Final grades will be based on the total points earned by students as shown in the table.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percentage Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>314 – 335</td>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>300 – 313</td>
<td>90-93%</td>
<td>A −</td>
</tr>
<tr>
<td>290 – 299</td>
<td>87-89%</td>
<td>B +</td>
</tr>
<tr>
<td>280 – 289</td>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>267 – 279</td>
<td>80-83%</td>
<td>B −</td>
</tr>
<tr>
<td>257 – 266</td>
<td>77-79%</td>
<td>C +</td>
</tr>
<tr>
<td>247 – 256</td>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>233 – 246</td>
<td>70-73%</td>
<td>C −</td>
</tr>
<tr>
<td>217 – 232</td>
<td>65-69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 216</td>
<td>0-64%</td>
<td>F</td>
</tr>
</tbody>
</table>

All work should reflect professional expectations in terms of scope, depth, writing mechanics, and appearance. Assignments will be evaluated on both content and language usage. Other than the CPAs, assignments completed outside of class must be typed or word-processed (10–12 point font and double-spaced) with correct, grammar, spelling, and punctuation.

Each student must do all work independently.

For a grade of Incomplete, the student must take responsibility for completion of the course assignments. All outstanding assignments must be completed at least 3 weeks before the expiration date of the incomplete for the grade to be submitted in time.

XX. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Lesson / Date</th>
<th>Lesson topic</th>
<th>Assigned readings and resources to be completed prior to beginning of class</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29 Course orientation Assessment of students with disabilities and ELLs</td>
<td>Text: chapters 1, 3, 4 IRIS module: Accountability: High-Stakes Testing for Students with Disabilities IRIS Podcast: Testing Culturally and Linguistically Diverse Learners</td>
<td>Readings CPA</td>
</tr>
<tr>
<td>2</td>
<td>9/5 Foundations of assessment • legal and ethical issues, • referral and assessment process • diversity issues; assessment with English Language Learners</td>
<td>Text: chapters 2, 15 IRIS module: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom</td>
<td>Readings CPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IRIS module: Assessment section responses: 4 bulleted questions IRIS Podcast summary / reaction paper</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/12 Informal assessments • Types, uses, and development (CRT, CBA, CBM, observations, portfolios, etc.), • performance-based assessments</td>
<td>Text: chapters 10 to 14 (only sections on informal assessment)</td>
<td>Readings CPA</td>
</tr>
<tr>
<td>4</td>
<td>9/19 Informal assessment of academic achievement • using CBM (AIMSweb)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson / Date</td>
<td>Lesson topic</td>
<td>Assigned readings and resources to be completed prior to beginning of class</td>
<td>Assignment due</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| 5 9/26       | Informal assessment of academic achievement  
• technology and progress monitoring procedures | IRIS module: RTI (Part 2) | IRIS module:  
Assessment section:  
5 questions |
| 6 10/3       | Error analysis and interpretation of informal assessment results  
(bring completed AIMSweb probes) |  |  |
| 7 10/10      | Group sharing of results from Informal Assessment Projects in simulated Pre-referral team | Informal Assessment Project |  |
| 8 10/17      | Formal assessment:  
• technical skills for educators  
• test scores terminology and interpretation | Text: chapters 5, 6 | Readings CPA |
| 9 10/24      | Formal, norm-referenced assessments of achievement  
• uses, considerations, and limitations:  
• assessment of ELL students | Text: chapters 10 - 12 (only sections on norm-referenced assessment) | Readings CPA |
| 10 10/31     | Formal, norm-referenced assessments, continued  
• administration practice and scoring | Text: chapters 13 - 14 (only sections on norm-referenced assessment) | Readings CPA |
| 11 11/7      | Error analysis and interpretation of formal assessment results  
(bring completed norm-referenced test forms) | Text: chapter 7 | Readings CPA |
| 12 11/14     | Group sharing of Norm-referenced Assessment Project results in simulated MDTs |  | Norm-referenced Assessment Project |
| 13 11/21     | Assessment adaptations / modifications and accommodations for students with disabilities and ELLs | Readings: Articles in WebCampus Learning Module  
IRIS Podcast : Selecting Appropriate Testing Accommodations for Students with Disabilities | Readings CPA  
IRIS Podcast summary / reaction paper |
| 14 11/28     | THANKSGIVING RECESS |  |  |
| 15 12/5      | Specialized assessment  
• students with autism  
• adaptive and classroom behavior  
• cognitive abilities | Text: chapters 16, 9 | Readings CPA |
| 16 12/12     | FINALS WEEK |  |  |
## NORM-REFERENCED ASSESSMENT PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Target</th>
<th>Administration and Scoring</th>
<th>Report Format and Mechanics</th>
<th>Report Content</th>
</tr>
</thead>
</table>
| **90 - 100 %** | • Administration rules were followed correctly.  
• Scoring rules were followed correctly.  
• Chronological age was calculated correctly.  
• Correct norm tables were used.  
• There are no scoring errors. | • Report includes all required sections specified in the assignment description  
• Report follows the provided formatting guide  
• Report shows excellent quality / effort  
• Excellent writing mechanics (i.e., no errors in spelling, grammar, punctuation) | Excellent effort to:  
• describe / interpret standard scores and percentiles in non-technical, understandable language  
• complete error analysis of subject’s correct and incorrect responses to identify error patterns  
• develop intervention goal(s) and objectives that are clearly related to the identified error patterns |
| 36 – 40 points | **27 – 30 points** | **18 – 20 points** |
| **80 - 89 %** | • Administration rules were followed correctly  
• Scoring rules were followed correctly.  
• Chronological age was calculated correctly.  
• Correct norm tables were used.  
• There are one or two minor scoring errors. | • Report includes all required sections specified in the assignment description  
• Report follows the provided formatting guide  
• Report shows good quality / effort  
• Adequate writing mechanics (i.e., no more than one or two errors in spelling, grammar, punctuation) | Some effort to:  
• describe / interpret standard scores and percentiles in non-technical, understandable language  
• complete error analysis of subject’s correct and incorrect responses to identify error patterns  
• develop intervention goal(s) and objectives that are clearly related to the identified error patterns |
| 32 – 35 points | **24 – 27 points** | **16 – 17 points** |
| **0 - 79 %** | • Administration rules were not followed correctly.  
• Scoring rules were not followed correctly.  
• Chronological age was calculated incorrectly.  
• Correct norm tables were not used.  
• There are three or more scoring errors. | • Report does not include all required sections specified in the assignment description  
• Report does not follow the provided formatting guide  
• Report shows limited quality / effort  
• Poor writing mechanics (i.e., numerous errors in spelling, grammar, punctuation) | Limited or no effort to:  
• describe / interpret standard scores and percentiles in non-technical, understandable language  
• complete error analysis of subject’s correct and incorrect responses to identify error patterns  
• develop intervention goal(s) and objectives that are clearly related to the identified error patterns |
| 0 – 31 points | **0 – 23 points** | **0 – 15 points** |

**Total**