Meeting Times: Thursdays 4:15-7:35pm Location: Humanities 1101

Instructors
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Course Information
This course provides students with an introduction to assessment terms and tools used to assist in the identification and diagnosis of students with disabilities, the skills necessary to collect, use and communicate data information to promote the successful outcomes for students with disabilities, and the knowledge to make professionally sound decisions regarding students and families. By the end of the course students will be able to:

- Demonstrate knowledge of basic terminology used in assessment
- Articulate knowledge of educators, families and other professionals roles in the assessment process
- Demonstrate knowledge of different types of assessment including specific uses, limitations and culturally responsive practices
- Demonstrate knowledge of how formal and informal assessments can be used for instructional decision-making and monitoring student progress
- Articulate knowledge of the legal rights and responsibilities of the IEP team including
educators, parents and other members
• Articulate understanding of legal mandates and accountability of schools and how they relate to students with disabilities.

Teacher Education Standards

<table>
<thead>
<tr>
<th>Knowledge Standards</th>
<th>Performance Standards</th>
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<tbody>
<tr>
<td><strong>Standard Area 1. Learner and Learning Environment</strong></td>
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<tr>
<td>1.3 Teacher’s assumptions about learners should be identified and challenged, acknowledging how the interactions among learners’ and teachers’ culture, language, backgrounds, and ability levels affect the learning environment and each learner’s success.</td>
<td>1.2 Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials</td>
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<tr>
<td><strong>Standard Area 2. Planning:</strong></td>
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<tr>
<td>2.1 Combining knowledge of learners and their families, communities, learning environments, content areas and pedagogy, and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long-range goals and standards. • Knowledge of learners includes learners’ prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs • Knowledge of content areas and pedagogy includes central concepts, tools of inquiry, and structures of the disciplines they teach; curriculum; cross-disciplinary skills; instructional strategies; technologies and other informational • Assessment data include information obtained from multiple types of formative and summative assessment.</td>
<td>2.2 Choose, modify, and/or create formative and summative assessments to measure each learner’s progress toward instructional goals.</td>
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<td>2.3 Use assessment data to systematically adjust plans to respond to each learner’s learning strengths and needs in relation to short and long-range goals.</td>
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<tr>
<td><strong>Standard Area 3. Engagement and Instruction</strong></td>
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<tr>
<td>3.6 Use formal and informal assessment to continuously monitor learners’ learning, and adjust instruction as appropriate.</td>
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<tr>
<td><strong>Standard Area 4. Assessment</strong></td>
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<tr>
<td>4.1 Designing and implementing accessible, unbiased assessments that reveal learners’ strengths and needs. • Includes multiple forms of formative and summative assessment for different purposes • Accessible and unbiased assessment includes accommodating for various learners, including learners with disabilities or learners with differing linguistic strengths and needs, and responding to linguistic and cultural biases associated with tests and their administration.</td>
<td>4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner’s learning.</td>
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<tr>
<td>4.2 Collaborating with others to design and implement assessments, and analyze data.</td>
<td>4.2 When appropriate, work with others to create and implement comprehensive and appropriate</td>
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</table>
4.3. Using assessment results to adjust instruction and intervention, and describe learners’ progress toward goals and standards.

4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.

4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.

4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners’ characteristics and experiences, development, curriculum, pedagogies, and resources.

5.1. Cultural and linguistic considerations related to communication and family engagement

5.3 Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates.

5.4: How to identify and ethically use available resources to maximize planning, assessing, instructing/engaging, and communicating with student, their families and other educators.

5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.

5.5. Professional ethics; and state and federal law requirements, state and district policies and regulations that guide their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.

5.8 Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.

Course Policies

Plagiarism and Academic Integrity: While we do not foresee encountering academic dishonesty in this class, we will address the issue in case it arises. It is expected that students will complete their own original work and will demonstrate academic and personal integrity. The Code of Student Conduct which includes the University of Wisconsin-Madison's Student Conduct Policies can be found at: http://www.wisc.edu/students/sajs/misconduct/misconduct.html. It is expected that all sources will be properly cited and credit given to the appropriate author. The following resource may provide assistance on how to cite accurately or determine whether or not something needs citing: www.wisc.edu/writing/Handbook/QuotingSources.html. Please see the instructors if you have specific questions regarding academic integrity and plagiarism. While most incidents are unintentional, they can result in severe penalty and being pro-active if you are unsure of a situation can help prevent these issues from occurring.

Cell Phones, Text Messaging, & In-Class Computer Use: All communication devices need to be turned off completely—not just silenced or set to vibrate—during class. If your situation requires the need to receive critical messages during class please communicate with the instructor at the start of class. Computer use is limited to note-taking only. If this is abused computer use may be prohibited. The instructors maintain the right to deduct
class participation points for inappropriate distractions by cell phones, computers, and
other handheld devices during class.

**Students With Disabilities:** Reasonable accommodations to curriculum, instruction, or
assessment are provided to students with special needs who seek assistance through the
McBurney Disability Resource Center (263-2741). If you choose to access these services,
you will need to present a letter of confirmation, known as the VISA, from the McBurney
Center no later than the third week of the semester. The McBurney Disability Resource
Center is located at 702 West Johnson Street #2104. Their website provides additional
information: [http://www.mcburney.wisc.edu](http://www.mcburney.wisc.edu).

**Attendance:** Attendance to class is mandatory. You may miss **one** class session without
penalty. Missing class on the day exams are administered or presentations are given will
result in a zero unless the student has official documentation of absence or has made prior
arrangements with the instructor. *Please note that missing 3 or more class sessions may
result in a failing grade for the course.* However, students who need to miss course activities
due to religious activities will be allowed to make-up missed work. In this case, the
instructor must be informed (via email) during the first two weeks of the semester,
otherwise there is no obligation to allow the student to make-up the missed work.

**Writing Center:** Students who need assistance with their writing should contact the
Writing Center at [http://www.writing.wisc.edu/](http://www.writing.wisc.edu/). The Writing Center can provide online
and in-person assistance.

**Course Website:** There is a Canvas course website that accompanies this course.
Supplemental readings, the course syllabus, assignments, rubrics and other important
course information can be found on this website. The course website is accessed using
your NetID and password. Assistance with this can be found through the help center at
[http://www.doit.wisc.edu/students/](http://www.doit.wisc.edu/students/) or 265-7469. In order to participate in the course
students need to be able to access the course website, email, the Internet, Adobe PDF
Reader, and Microsoft Office software.

**Late Work:** Late assignments are subject to a 10% deduction in possible points each day
they are late (i.e., if you turn in an assignment one day late and get 100% on it, 10% will be
deducted resulting in a grade of 90%). After the third day past the due date, if the
assignment has not been turned in, the instructor is not obligated to accept the assignment.
However, we realize that sometimes there are instances when life gets in the way of
completing an assignment in a timely fashion. In this case, please contact the instructor
prior to class and arrangements can be made if appropriate. Because quizzes are open for
an entire week, they cannot be made-up or turned in late and if not completed, will result in
a score of zero. *Please note that if the syllabus specifically states that an assignment
needs to be uploaded to Canvas course website prior to class, turning in the hard
copy in class will result in a late work penalty.*
Course Concerns: If you have questions or concerns about the class please feel free to make an appointment. Grades and course information will be frequently added and updated on the Canvas course website.

Our Inclusive Classroom:
I am committed to the creation and maintenance of “inclusive learning” spaces. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

In RP&SE 464, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality and other diverse identities that we each bring to class. Your success in this class and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. I encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

Course Texts


Additional readings will be posted on the Canvas course website.


Course Requirements

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<th>Class Attendance &amp; Participation</th>
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<td>Weekly classes will be interactive and will involve group discussions on the weekly topics as well as small group activities. These lectures and discussions will extend ideas from the weekly readings. Because of this, class attendance, both during face-to-face and online sessions, is imperative. Students are required to attend class each week and stay</td>
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for its entirety. Participation points will be awarded for 12 out of the 13 class sessions. Therefore, students can miss 1 class session without being penalized. *Please note that missing 3 or more class sessions may result in a failing grade for the course.* Points will be awarded as follows:

- 2 Points-Student is on time, participates, and stays for the entirety of class.
- 1 Points-Student attends class and participates but is either late or leaves early.
- 0 Points-Student does not attend class.

For class session held online, participation points will be earned by completing assigned online assignments and activities on time.

12 classes each worth 2 points

**24 points total (24% of grade)**

### Exams

Two exams will be administered to assess students’ understanding of concepts and skills presented in the course textbooks and class sessions.

- Exam 1= 13 points
- Exam 2= 13 points

**26 points total (26% of grade)**

### Reading Assessments

Students will complete an online assessment to assess understanding of major concepts and topics presented in the assigned course readings. These assessments will be timed and must be completed by Thursdays at 4:00pm.

- 9 online reading assessments each worth 1 point

**9 points (9% of grade)**

### Assessment Interview

Students will interview one or more school-based personnel about the type and timing of various school wide assessments. Responses to interview questions will be synthesized in a two-page summary paper. Further details and grading rubric will be provided in class.

**20 points (20% of grade)**

### Mock IEP Development

Students will develop a mock IEP based on information provided about a fictitious student with a disability. Further details and grading rubric will be provided in class.

**21 points (21% of grade)**

### Grading

The total number of points for this course is 100. Grades will be assigned based on the following distribution.
<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Topic</th>
<th>Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7</td>
<td>Meet face-to-face</td>
<td>Course Introduction &amp; Expectations Review Course assignments</td>
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<tr>
<td>9/14</td>
<td>Meet face-to-face</td>
<td>Special Education eligibility</td>
<td>Reading Assessment due by 4pm</td>
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<td></td>
<td></td>
<td>Reading: DPI Children with Disabilities (Canvas)</td>
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<td></td>
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<td>Reading: Special Education in Plain Language (Canvas)</td>
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<tr>
<td>9/21</td>
<td>Meet face-to-face</td>
<td>Foundations of assessment Assessment types and purposes</td>
<td>Reading Assessment due by 4pm</td>
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<td>Reading: Pierangelo &amp; Giuliani Chapter 2 (Canvas)</td>
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<tr>
<td>9/28</td>
<td>Meet face-to-face</td>
<td>Introduction to Curriculum Based Evaluation</td>
<td>Reading Assessment due by 4pm</td>
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<td>Reading: Hosp et al. (2014) Chapters 1-3</td>
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<td>10/5</td>
<td>Meet face-to-face</td>
<td>Phases in CBE</td>
<td>Reading Assessment due by 4pm</td>
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<td>Reading: Hosp et al. (2014) Chapters 4-6</td>
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<tr>
<td>10/12</td>
<td>Meet Online</td>
<td>Wrapping up CBE</td>
<td>Reading Assessment due by 4pm</td>
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<td>Reading: Hosp et al. (2014) Chapters 7-9</td>
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<td>Ysseldyke et al. (2010) (Canvas)</td>
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<td>10/19</td>
<td>Meet face-to-face</td>
<td><strong>EXAM I</strong></td>
<td>Assessment Interview Summary Due</td>
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<td>10/26</td>
<td>Meet face-to-face</td>
<td>Introduction to the IEP</td>
<td>Reading Assessment due by 4pm</td>
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<td></td>
<td>Reading:</td>
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<tr>
<td>Date</td>
<td>Type</td>
<td>Activity</td>
<td>Readings</td>
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<td>11/2</td>
<td>Meet face-to-face</td>
<td>Establishing present levels of performance and goals</td>
<td><strong>Readings:</strong> Gibb &amp; Dyches pp. 1-46</td>
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<tr>
<td>11/9</td>
<td><strong>Meet Online</strong></td>
<td>Measure and Report Progress</td>
<td><strong>Readings:</strong> Gibb &amp; Dyches pp. 47-74</td>
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<td>11/16</td>
<td>Meet face-to-face</td>
<td>High stakes assessment Transition Plans</td>
<td><strong>Readings:</strong> Gibb &amp; Dyches pp. 97-110 Salend (2008) (Canvas)</td>
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<td>11/23</td>
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<td><strong>Thanksgiving Break</strong></td>
<td><strong>No class</strong></td>
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<tr>
<td>11/30</td>
<td>Meet face-to-face</td>
<td>Course Conclusion Course Evaluations Exam II review</td>
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<tr>
<td>12/7</td>
<td>Meet face-to-face</td>
<td><strong>EXAM II</strong></td>
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**NOTE:** Class schedules, policies, and assignments are subject to change as the instructor deems appropriate.