

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

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

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Online
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Course Description:

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

Course Objectives:

I. Course Description and Objectives

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

Parenthetical information relates to New Jersey Professional Standards for Teachers

Each student will:

1. Be able to describe the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development (Instructional Practice #6 Assessment).

2. Become familiar with terminology and technical aspects of educational measures, including the different types of scores that are used to report test results ((Instructional Practice #6 Assessment).
3. Be able to describe aspects of measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns (Instructional Practice #6 Assessment).
4. Be able select, administer, score, design and interpret both formal and informal tests that would be appropriate for a student with disabilities (Instructional Practice #6 Assessment).
5. Be able to describe the legal provisions, regulations, and guidelines procedures set forth in the Individuals with Disabilities Education Act (IDEA) as they pertain to assessing students, as well as describe typical procedures used for screening, pre-referral, referral, and classification (Instructional Practice #6 Assessment).
6. Be able to interpret test results through different error analyses to determine strengths and weaknesses, as well as, present levels and areas needed for remediation and instruction. (The Learner and Learning #1. Learner Development, #2. Learning Differences and Instructional Practice #6. Assessment).
7. Using information from test results and other sources, participate in the design and implementation of the Individualized Education Program (IEP), where appropriate . (The Learner and Learning #1. Learner Development, #2. Learning Differences, Content #4. Content Knowledge, and Instructional Practice #6. Assessment, #7. Planning for Instruction).
8. Analyze student performance using multiple sources of data, and modify future plans and instructional techniques that promote desired student learning outcomes (Instructional Practice #6. Assessment)
9. Accurately document and report assessment data and ongoing student data to parents/ professional staff and create and maintain records, particularly with regard to maintaining security and confidentiality of student information (Instructional Practice #6. Assessment and Professional Responsibility #10 Collaboration)

Required Text:

Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment of Students*. (6th ed.). Boston, MA: Pearson Education, Inc.

Supplemental Materials:

The Danielson Framework for Teaching (and teacher observation).

<http://www.danielsongroup.org> This site provides a basis for understanding teaching effectiveness and what observers will be looking when evaluating your teaching.

Special Education Scenarios - <http://www.danielsongroup.org/article.aspx?page=SpecialEd>

This site provides examples of implementation of the Danielson principals for special education students with examples that range from Unsatisfactory to Distinguished.

The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. <http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml> - SGO's

Sample PARCC tests for practice <http://www.parcconline.org/computer-based-samples>.

Charlotte Danielson Training videos for a structured observation.

<http://apps.ksbe.edu/kapiina/training-resources/charlotte-danielson-training-videos>

Select 3rd Grade Language Arts

NJAC 6A:14 New Jersey Special Education Regulations:

<http://www.state.nj.us/education/code/current/>

Parental Rights in Special Education (PRISE): <http://www.state.nj.us/education/specialed/form/>

Individualized Educational Program (IEP). This website provides information about the components of IDEA and the IEP.

<http://idea.ed.gov/explore/view/p/.root.dynamic.TopicalBrief,10>.

IDEA 2004 N.J. Model Form (IEP). This website provides a model form of an IEP.

<http://www.state.nj.us/education/specialed/form/>

The IRIS Center

<http://iris.peabody.vanderbilt.edu/index.html>

NJDOE Bilingual Website: <http://www.nj.us/education/bilingual>

Assignments:

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

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

Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time by Thursday and then responding thoughtfully to a minimum of two of your classmates by Saturday. Except for Unit 1, which begins on a Tuesday, all units will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction among classmates, so please do not wait until the last minute. "Thoughtfully" means I can readily tell that a significant amount of focused energy went into the formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you

do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** Please do not wait until the last day of a week.

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

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

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

Required Readings and Homework. Students should read, review, and digest required readings, IRIS Modules, etc., **prior** to each week's class and be prepared to ask questions and discuss the material.

Disability Research Paper. Each student will write a research paper on a specific disability. **This is a 5 (not 6) page research paper (not counting Title Page & References Page) dealing with one of the following disabilities:**

- Specific Learning Disability (SLD)
- Other Health Impaired (OHI) [ADHD falls into this disability category]
- Emotionally Disturbed
- Autism
- Auditorily Impaired
- Visually Impaired

- Cognitively Impaired
- Traumatic Brain Injury
- Preschool Child with a Disability

Using a minimum of 4 substantial sources (e.g., peer reviewed journal articles, reputable websites (no more than 1), very recent texts (no more than 1) discuss your chosen disability (or special area), making sure to address (at a minimum) the following components ():*

- Disability Definition & NJAC 6A Definition
- Identification
- Prevalence
- Causes
- Psychological & Behavioral Characteristics
- Educational Considerations (programs, related services, etc.)
- Assessment Practices
- Modifications & Accommodations in assessment, general education, & special education
- Early Intervention Considerations
- Transition Considerations (n.b. “transition” refers to post-secondary settings as per NJAC 6A:14).

Possible Sources (journals & websites)

Listed below you will find suggested journals and websites for use with the Disability Research Paper assignment. This is only a small selection so do not hesitate to do your own search. If you are not sure about a particular source, feel free to run it by me. Also, if you find a journal article that you like, pursue some of the references at the end of that article for additional items. Finally, be advised that I do not expect you to pay for access to any of these journals. You will find most of them available from the Rutgers library. Begin your search early in case you have to go through the inter-library loan process.

Journals

Journal of Learning Disabilities
 Learning Disabilities: Research & Practice
 The Journal of Special Education
 Learning Disabilities: A Multidisciplinary Journal
 Exceptional Children
 Remedial and Special Education
 Learning Disabilities Quarterly
 Reading & Writing Quarterly: Overcoming Learning Difficulties
 Intervention in School and Clinic
 Educational Researcher
 Topics in Early Childhood Special Education
 Young Exceptional Children
 Teaching Exceptional Children

Websites

- www.ideapartnership.org/
- www.nichy.org/
- www.cast.org/
- www.teachingld.org/
- www.ldanatl.org/
- www.nrcl.org/
- www.nj.gov/njded/specialed/
- <http://www.state.nj.us/education/bilingual/>
- www.studentprogress.org/
- www.dibels.uoregon.edu/
- www.interdys.org/
- www.cldinternational.org/
- www.idea.gov
- www.ideadata.org/
- www.rti4success.org/
- www.iris.peabody.vanderbilt.edu
- www.chadd.org/
- www.casel.org/
- www.childrenofthecode.org/
- www.ldonline.org/
- www.ncl.org/

[SUGGESTION: USE THESE TOPICS AS SECTION HEADINGS IN YOUR PAPER]

Important: All choices must be approved by me in advance and no later than February 3rd. Make your choice sooner rather than later. Don't wait until the last minute. And don't forget APA. [Due Date:]

Disability Research Paper Assignment Rubric:

20 Possible Points

CATEGORY	5	4	3	2	1
All Components Included * (see above)	0 errors and/or omissions	1 or 2 errors and/or omissions	3 errors and/or omissions	4 errors and/or omissions	5 or more errors and/or omissions

Minimal Grading Criteria ** (see below)	0 errors and/or omissions	1 or 2 errors and/or omissions	3 errors and/or omissions	4 errors and/or omissions	5 or more errors and/or omissions
Focus, Integration, and Cohesiveness	Entirely focused, integrated and cohesive	Mostly focused, integrated and cohesive	Somewhat focused, integrated and cohesive	Significant lapses in focus, integration and cohesion	Entirely lacking focus, integration and cohesion
Presentation: APA, formatting, citation requirements, grammar, mechanics, etc. ** (see below)	2 errors and/or omissions	3 errors and/or omissions	4 errors and/or omissions	5 errors and/or omissions	6 or more errors and/or omissions

[Due Date:]

ADDITIONAL INFORMATION TO ASSIST WITH ASSIGNMENT COMPLETION:

(**) Minimal Grading Criteria:

- Topic approved according to schedule
- Paper submitted on due date
- Title Page included
- Abstract included
- References Page included
- At least one properly cited direct quote included
- Paper does not rely too heavily on quotations
- 4 substantial sources used
- Person-first language used
- Proofreading apparent in terms of punctuation, spelling, and complete sentences
- Proofreading apparent in terms of grammar, style, and vocabulary

(**) Formatting Requirements:

- 12 point font
- Times New Roman* or *Courier* typestyle (something “professional”)

Paper double-spaced, including References page
 1 inch margins used on all pages (left, right, top, bottom)
 Justified left margin
 Right margin “ragged”
 First line of every paragraph indented
 Page numbers included in upper right hand corner of each page

() Citation Requirements:**

Sixth Edition of the APA Manual and/or APA websites were consulted
 Last name(s) of author(s) and year of publication provided for regular citations and paraphrases
 Page number provided for direct quotes
 Paraphrased information is **in your own words** and **in your own sentence structure**
 Direct quotes included exactly as written in source cited
 Direct quotes fewer than 40 words indicated by quotation marks
 Direct quotes longer than 40 words indicated by block indenting
 “As cited in” format used to indicate sources cited by your references and not actually read by you
 References page includes all sources cited in the paper and no others
 All references are properly cited on References page

Classroom Test Design. After identifying a specific grade level and a specific subject area, you will design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and one essay question using the information you will find in Part II of Nitko & Brookhart: *Crafting & Using Classroom Assessments*. **[Due Date:]**

Classroom Test Design Assignment Rubric:
15 Possible Points

CATEGORY	3	2	1
All Required Components Included	X	1 error or omission	2 errors and/or omissions
8 Multiple Choice Items With Clear, Specific Directions	0 errors or omissions	1 error or omission	2 errors and/or omissions
8 Matching Questions With Clear,	0 errors or omissions	1 error or omission	2 errors and/or omissions

Specific Directions			
5 True/False Items With Clear, Specific Directions	0 errors or omissions	1 error or omission	2 errors and/or omissions
1 Essay Question With Clear, Specific Directions	X	0 errors or omissions	1 error or omissions
Presentation: formatting, grammar, mechanics, etc.	X	0 errors or omissions	1 error or omissions

[Due Date:]

Developing an Assessment Plan. Using a unit plan of your own interest and design, develop a corresponding assessment plan that closely follows the examples of Figures 6.2 and 6.3 on pages 110 and 111 of your text. Be sure to include the following:

Long Term Plan (Figure 6.2)	Assessment Activity Plan (Figure 6.3)
Grade level / Subject area	Techniques & Assessment purpose, activity, follow-up action (use)
General learning target	Pretest
Time frame	Lesson breakdown
Formative assessment	Observation & oral testing
Summative assessment	Homework
Weights	Quizzes
	Independent investigation (performance assessment)
	End-of-unit test
	* IMPORTANT! – Identifying the “ <i>actions</i> ” to take is a critical element of this part of the assignment!
	** It is possible that your techniques may differ from the model.

Developing an Assessment Plan Assignment Rubric:
15 Possible Points

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

[Due Date:]

IEP Development & New Jersey Model Form. A case study will be provided from which you will develop the following IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, & Accommodations. Program recommendations will also be required. In addition to your text, you will find relevant information at the websites listed under Supplemental Materials. Your assignment is to be submitted in the format of the IDEA 2004 Model Form (IEP). **Use the version of the form that is NOT annotated!**

IEP Development & NJ Model IEP Form Assignment Rubric:

15 Possible Points

CATEGORY	3	2	1
All required components are included and correctly completed on correct NJ Model IEP Form	0 errors or omissions	1 or 2 errors and/or omissions	3 errors and/or omissions

PLAAFP clearly lays foundation for Goals, Objectives, Modifications, & Accommodations	Concise and clearly written PLAAFP fully and effectively lays the foundation	Concise and clearly written PLAAFP mostly lays the foundation	PLAAFP Partially lays the foundation.
Goals, Objectives, Modifications, & Accommodations are appropriate and specific to the unique characteristics of the student	Entirely appropriate and specific to the unique characteristics of the student	Mostly appropriate and specific to the unique characteristics of the student	Somewhat appropriate and specific to the unique characteristics of the student
Program Recommendations are comprehensive, appropriate and conform to LRE requirements	Program Recommendations entirely address student's needs and satisfy LRE requirements	Program Recommendations mostly address student's needs and satisfy LRE requirements	Program Recommendations partially address student's needs.
Presentation: formatting, grammar, mechanics, etc.	1 error and/or omission	2 or 3 errors and/or omissions	4 errors and/or omissions

[Due Date:]

ADDITIONAL INFORMATION TO ASSIST WITH ASSIGNMENT COMPLETION:

REQUIRED NJ IEP PAGES:

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

- PROGRAM RECOMMENDATIONS: PAGE 16 (*STATEMENT OF SPECIAL EDUCATION & RELATED SERVICES*)

Additionally...

Access the IEP Development folder in Doc Sharing. It contains the Rose Schmidt Case Study that you will need to review for this assignment in conjunction with your readings in Nitko & Brookhart. Also included in this folder are documents to assist with understanding specific aspects of the major tests that were used in the evaluation of Rose Schmidt.

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

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

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

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

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

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

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

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

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

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

RTI Video. The LRP video entitled *Getting Ready for RTI* is located in Course Home. It is placed there so that you may view it at a time convenient to you. Viewing is not required until the week of XXXXXX.

Quiz. There will be one quiz during the semester. The quiz may cover any material from readings, threaded discussions, video viewings, etc. **[5 Points]**

Final Exam. A cumulative final exam will be available on May 8th. It is due back to me no later than XXXXX. No exceptions! **[10 Points]**

Course Announcements:

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

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

Grading Criteria:

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

Point Values:

AREA	POINTS
Attendance & Participation	20
Disability Research Paper	20
Classroom Test Design	15
Assessment Activity Plan	15
IEP Development	15
Quiz	05
Final Exam	10

Grades to Points:

GRADE	POINTS
A	93-100
B+	87-92
B	81-86
C+	77-80
C	70-76
F	Under 70

Other Course Information:

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

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

- Title Page**
- Running head**
- Pagination**
- Abstract**
- Keywords**
- Introduction**
- References Page**
- Format for References**
- Citations in Paragraph**
- Citations in Parentheses**

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

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

Email Response. I intend to respond to all emails sent to me as long as the quantity is reasonable and the topics are pertinent. **Likewise, I would appreciate a response to all emails I send to you.** This pertains to those that accompany returned work, individual contacts, anything. I need to know that you are in continuous communication with me. A simple “I received this” or “I got the message” relieves my anxiety. If you don’t receive an email response from me, try a second time! Depending entirely on technology can be a slippery slope. Please use my Rutgers email: rkmowl@rci.rutgers.edu

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

Accommodation Needs. Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity.

Your work for this course should be original. Violations of Academic Integrity include plagiarism, failing to cite sources, unauthorized assistance on in-class or take home exams, and turning in the same paper/project for more than one course without the permission of the instructor. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Please review and familiarize yourselves with the Rutgers’ Policy on Academic Integrity which can be found at the following website address: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>

Schedule

DATE	TOPICS	ASSIGNMENTS	READING
Unit 1	Syllabus Introductions <ul style="list-style-type: none"> • Classroom Decision Making & Using Assessment • Describing the Goals & Learning Targets of Instruction 	Obtain Topic Approval for Disability Research Paper by XXXXXX	Course Announcements (CA) Chapters 1 & 2 (NB) NJAC 6A:14 PRISE
Unit 2	<ul style="list-style-type: none"> • Validity of Assessment Results • Reliability of Assessment Results 		Chapters 3 & 4 (NB) Appendices I & J (NB)

Unit 3	<ul style="list-style-type: none"> Professional Responsibilities, Ethical Behavior, & Legal Requirements in Educational Assessment 		Chapter 5 (NB) Appendices A, B, & C (NB)
Unit 4	<ul style="list-style-type: none"> Planning for Integrating Assessment & Instruction Diagnostic & Formative Assessments 		Chapters 6 & 7 (NB)
Unit 5	<ul style="list-style-type: none"> Completion, Short Answer, & True-False Items Multiple Choice & Matching Exercises Essay Assessment Tasks 	Disability Research Paper Due XXXXXXXX	Chapters 8, 9, & 10 (NB)
Unit 6	<ul style="list-style-type: none"> Higher-Order Thinking, Problem Solving, & Critical Thinking Performance & Portfolio Assessments 		Chapters 11 & 12 (NB)
Unit 7	<ul style="list-style-type: none"> Preparing Students to be Assessed & Using Students' Results to Improve Assessments Evaluating & Grading Student Performance 	Classroom Test Design Assignment Due XXXXXX	Chapters 13 & 14 (NB)
Unit 8	<ul style="list-style-type: none"> Standardized Achievement Tests Interpreting Norm-Referenced Scores 		Chapters 15 & 16 (NB)
Units 9 & 10	<ul style="list-style-type: none"> Traditional SLD Identification IQ-Achievement Discrepancy Approach Major Tools (WISC IV / WJ III) RTI Approaches Universal Screening CBM & Progress Monitoring SLD Identification Efficacy & Fidelity 	Developing an Assessment Plan Assignment Due XXXXXX	Unit 9 & Unit 10 Folders (DS) View RTI Video (Course Home)
Unit 11	<ul style="list-style-type: none"> Developing & Using Classroom-Based Diagnostic Tools 		Unit 11 Folder (DS)

	Linked to Intervention: Reading / Writing / Spelling		
4/7 Unit 12	<ul style="list-style-type: none"> Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Math		Unit 12 Folder (DS)
4/14 Unit 13	<ul style="list-style-type: none"> Approaches & Tools Used by Collaborating Specialists: Speech-Language, OT, PT 	IEP Development and NJ Model Form Assignment Due XXXXX	Unit 13 Folder (DS)
4/21 Unit 14	<ul style="list-style-type: none"> Working with ELLs Assessment Issues & Practical Approaches Linked to Intervention		Unit 14 Folder (DS) NJDOE Bilingual Website: http://www.nj.us/education/bilingual
4/28 Unit 15	<ul style="list-style-type: none"> Social Skills & Behavior Using Diagnostic Tools to Support Intervention Planning 		Unit 15 Folder (DS)
	FINAL EXAM	Out: XXXX Due: XXXX	

NB = Nitko & Brookhart text
 CA = Course Announcements
 DS = Doc Sharing