Rutgers University
Graduate School of Education
Department of Educational Psychology
Special Education
Spring 2015

15:293:533:91 Assessment and Measurement for Special Education Teachers [3 credits]

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Mode of Instruction: Online

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10 Seminar Pl Rm 312
Prerequisites or other limitations: None.
Permission required:
_ X_ No
___ Yes
Directions about where to get permission numbers:

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

Learning Goals:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Text:

Nitko, A. J., & Brookhart, S. M. (2014). *Educational Assessment of Students. (7th ed.).* Boston, MA: Pearson Education, Inc.

Supplemental Reading:

1. 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,

2. IDEA 2004 Model Form (IEP). This website provides a model form of an IEP for NJ students. http://www.nj.gov/education/specialed/ieptoc.htm

3. 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.

4.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.

5.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

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

7. Charlotte Danielson Training videos for a structured observation.
http://apps.ksbe.edu/kapiina/training-resources/charlotte-danielson-training-videos
Select 3rd Grade Language Arts

8. NJAC 6A:14 New Jersey Special Education Regulations:
        http://www.state.nj.us/education/code/current/

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

10. The IRIS Center
http://iris.peabody.vanderbilt.edu/index.html

11. 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.

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

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

Developing an Assessment Plan.

Due Feb 20th . Using a unit plan of your own interest and design, develop a corresponding assessment plan that closely follows the examples of Figures 6.1 and 6.2 on pages 111 and 112 of your text.   Be sure to include the following:

Long Term Plan (Figure 6.1)	Assessment Activity Plan (Figure 6.2)
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 *"actions"* 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

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 Feb 27th**

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, Specific Directions	0 errors or omissions	1 error or omission	2 errors and/or omissions
5 True/False Items With Clear, Specific	0 errors or omissions	1 error or omission	2 errors and/or omissions

Directions			
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

Checklist - 5 possible points**, due Mar 6**[th]
> Select a disability and develop a check list and adapt it for that disability.   The checklist should address either an academic or adaptive area of your choice or group work. Items on the checklists should be observable (e.g. interacts with at least two other group members in a positive manner rather than works well with others) There are a number of websites which can guide you in this task. Please cite whatever sources you use including date of download.
> For example,
> Learning Disabilities Checklist. Retrieved on Oct 14, 214 from
> http://www.ncld.org/images/stories/Publications/Forms-Checklists-Flyers-Handouts/ldchecklist.pdf

Rubric -5 possible points **due Mar 6**[th]
> Select a disability and develop a rubric for a written assignment based on that disability.
> Refer to required readings in the Danielson Framework for Teaching (and teacher observation). http://www.danielsongroup.org and 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

IEP Development & New Jersey Model Form. Due Apr 24. 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

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.
Quiz. There will be one quiz during the semester. The quiz may cover any material from readings, threaded discussions, video viewings, etc. **Due date Mar 20th [5 Points]**

 Final RtI project -- 20 points It is due back to me no later than **May 7th**. No exceptions! **[10 Points]** In order to familiarize you with the Response to Intervention approach to identifying those students who may be at risk for learning disabilities, this project will focus on the development of an RTI model.

The components include:
1. Select a group of not more than three other students with whom you will work or your may work alone.
2. Determine an academic or adaptive area of concern at a particular grade level of interest to you.
3. Develop a method of screening individuals within a school setting in order to determine who may be at risk .(e.g. kindergarten students need five skills in order to read. Screening an entire class to identify those who lack those skills would be the beginning of an RTI project. The screening needs to be quick, efficient and have a **research base.)**
4. Develop a **research based intervention** that follows the 3 tier model. This is a critical component of the project for use of **research based intervention** and is a vital part of the process. Your research must contain citations from internet and peer reviewed journals (a minimum of 4) that support your choice of an intervention model.
5. Describe the 3 tiers which must contain service delivery in increasing intensity.
6. Progress monitoring MUST be included in your RTI plan with monitoring described that adheres to a fidelity model.
7. Data collection and decision making must be clearly delineated.

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

RESPONSE TO INTERVENTION
FINAL PROJECT Grading Rubric

Area	Description	Possible Points	Points Earned
Grade level and Area of concern	Academic /adaptive area of concern is clearly outlined , and well defined in terms of required skills	3	
Screening methods	Methods to identify those in need of intervention are clearly outlined, brief, cost effective and yield valid information	3	
Research based interventions	Interventions proposed are clearly described & based on documented significant research that justifies use, yields progress results and useful in terms of selection. Interventions follow the three tier model used in RTI with increasing intensity of interventions clearly spelled out. Include at least one intervention for each tier.	Tier 1 - 3 Tier 2 – 3 Tier 3 - 3	
Data collection, progress monitoring and decision making	Progress monitoring is described which addresses how student progress will be measured and sets a time table. Data collection process is clear with decision making based on data collection identified specifically	3	
References	A minimum of four that are documented in the text according to APA and on a separate reference page.	2	
Total		20	

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**
Assessment Activity Plan	**15**
Classroom Test Design	**15**
Checklist & Rubric	**10**
IEP Development	**15**
Quiz	**05**
Final RtI Project	**20**

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 RtI project Paper & APA. All assignments should be typed, double spaced, and neat. Please use 12-point font in a traditional/professional font, e.g., Times New Roman. The RI project should be completed using **APA Format (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 RtI Project Paper**:

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

Submission of Written Work. All written work will be submitted through uploads to Dropboxes. Make sure to save your own copies! **Please submit documents in word format and**

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

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

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

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

Schedule

DATE	*TOPICS*	*ASSIGNMENTS*	*READING*
Jan 20th Unit 1	Syllabus Introductions Using assessment to make class room decisions. Writing objectives & SGO's & aligning instruction		• Chapters 1 & 2 (NB) • Skim Appendices (NB) • Setting Instructional Outcomes (SR3/pp. 15-19) • Student Growth Objectives (SR5)
Jan 27th Unit 2	• Validity of Assessment Results • Reliability of		• Chapters 3 & 4 (NB) • Appendices F(NB)

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	Assessment Results		
Feb 3rd Unit 3	• Professional Responsibilities, Ethical Behavior, & Legal Requirements in Educational Assessment		• Chapter 5 (NB) • NJAC 6A: 14 • PRISE • SR1 • SR2
Feb 10th Unit 4	• Planning for Integrating Assessment & Instruction • Diagnostic & Formative Assessments		• Chapters 6, 7, & 8 (NB) • Designing Student Assessment (SR3/pp. 29-31) • Special Education Scenarios (SR5/pp. 17-19) • Using Assessment in Instruction (SR3/pp. 75-79) • Special Education Scenarios (SR4/pp. 54-57)
Feb 17th Unit 5	• Fill in Blank & True-False Items • Multiple Choice & Matching Exercises • Essay Assessment Tasks	Developing an Assessment Plan Due on Feb 20th.	Chapters 9, 10 & 11 (NB)
Feb 24th Unit 6	• Higher-Order Thinking, Problem Solving, & Critical Thinking • Performance & Portfolio Assessments	Classroom Test Design Assignment Due Feb 27th.	Chapters 12 & 13 (NB) Using Assessment in Instruction (SR3/pp. 75-79) Special Education Scenarios (SR4/pp. 54-57)
Mar 3rd Unit 7	• Preparing Students to be Assessed & Using Students' Results to Improve Assessments • Evaluating & Grading Student Performance	Rubric & checklist due on Mar 6th	Chapters 14 & 15 (NB) PARCC Practice Tests (SR6)
Mar 10th Unit 8	• Standardized Achievement Tests • Interpreting Norm-Referenced Scores		Chapters 16 & 17 (NB) View RTI Video (Course Home)
	•	*Spring break*	
Mar 17th *Unit 9*	• RTI Approaches • Universal Screening • CBM & Progress Monitoring • IEP	Quiz due on Friday Mar 20th	NICHY IEP Website: http://nichcy.org/schoolage/iep/iepcontents Parent Rights Kraft, N. Martella & R. Martella (2001).*Writing better*

			IEP goals
Apr 7th Units 10	• Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Math		Unit 10 Folders (DS) View RTI Video (Course Home) Article "Lesson Study" (DS) IRIS RTI Modules
Apr 14th Unit 11	• Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Reading / Writing / Spelling/		Unit 11 Folder (DS) IRIS Reading, Literacy, Language Arts, & Mathematics Modules
Apr 21st Unit 12	• Approaches & Tools Used by Collaborating Specialists: Speech-Language, OT, PT, Counseling, etc.	IEP Development and NJ Model Form Assignment Due April 24th	Unit 12 Folder (DS) IRIS Related Services Module
Apr 28th Unit 13	• Working with ELLs • Assessment Issues & Practical Approaches Linked to Intervention		Unit 13 Folder (DS) NJ DOE Website Danielson Training Video (SR7/Select 3rd Grade Language Arts IRIS Classroom Diversity Modules
May 7th	FINAL Project	May 7th	

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