Course Description

3 hours. Knowledge of basic testing procedures and terminology as related to the exceptional learner. Interpretation and utilization of test data in developing individual educational plans. Introduction to norm-referenced assessment, curriculum-based assessment, and informal or alternative assessment practices.

Course Objectives

By the end of this course, students will be able to (current objectives in 4320 – not aligned to modules/questions)

1. Acquire a basic knowledge and skills of educational assessment,
2. Administer and interpret informal and formal data to guide instructional decisions, and
3. Develop a respect and appreciation of educational assessment and how the issues of diversity and social justice impact individuals with exceptionalities, their families, and service providers

Required Materials


Other supplemental readings will also be required but will be available online at no cost.

Technology Requirements

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

Foliotek e-Portfolio

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://www.coe.unt.edu/office-educator-preparation/foliotek

This course does require the assessment report to be uploaded and graded in Foliotek. You will be responsible for submitting the assessment to the Foliotek system. The Assessment Report must demonstrate proficiency or better on the evaluation rubric found in Foliotek. Regardless of course grade, failure to earn proficiency or better on this assignment will result in course failure. Failure to submit assignment to Foliotek ensures lack of proficiency and course failure.
Course Requirements
The Start Here Module begins at midnight the morning of the first day of classes. Module 8 ends 11:59 pm on Friday of the last week of class.

<table>
<thead>
<tr>
<th>Module</th>
<th>Reading and Study Requirements</th>
<th>Assignments &amp; Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Start Here, Introduction and Module 1</td>
<td>Review all in “Start Here” and Module 1</td>
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</tr>
<tr>
<td>August 24 – September 6</td>
<td>Chapter 1 1 PPT</td>
<td>Zoom Meeting (video required) 8/27 • Due Thursday 12:30pm</td>
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<tr>
<td>Module 2</td>
<td>Chapters 6 and 11 2 PPTs 5 Activities WRMT Video</td>
<td>Zoom Meeting (video required) 9/10 • Due Thursday 12:30pm</td>
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</tr>
<tr>
<td>September 6-20</td>
<td>Chapter 3 1 PPT</td>
<td>tAPP #1 • Due: Sunday 8:00am</td>
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<tr>
<td>Module 3</td>
<td>Chapters 9 and 16 2 PPTs</td>
<td>Procedural Safeguards Assignment • Due Sunday 8:00am</td>
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<tr>
<td>September 20 – October 4</td>
<td>Chapter 14 1 PPT 4 Activities KM Video</td>
<td>tAPP #3 • Due Sunday 8:00am</td>
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<tr>
<td>Module 4</td>
<td>Chapters 7-8 2 PPTs</td>
<td>Zoom Meeting (video required) 10/8 • Due Thursday 12:30pm</td>
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<tr>
<td>October 4 - 18</td>
<td>Chapter 7 (continued) 1 PPT</td>
<td>tAPP #4 • Due Sunday 8:00am</td>
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<tr>
<td>Module</td>
<td>Date</td>
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<td><strong>COVID-19 Assessment Report Adjustments (10/15)</strong></td>
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<td>- Zoom: Administration of WRMT &amp; SIB 12:30pm-1:30pm (log on early)</td>
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<td></td>
<td></td>
<td>- Zoom: Administration of KeyMath &amp; SIT 1:45pm – 2:45pm (log on early)</td>
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<tr>
<td>Exam 2</td>
<td></td>
<td>• Due Sunday 8:00am</td>
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<tr>
<td>Note:</td>
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<td>Exams are opened across two days (e.g., Friday 8am - Sunday 8am).</td>
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<tr>
<th>Module</th>
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</table>
| Module 5 | October 18-November 1 | Chapter 4 1 PPTs  
Zoom Meeting (video required) 10/22  
- Due Thursday 12:30pm  
Note: Continue administering and scoring assessments for Assessment Report due during Module 7 and begin writing up the results according to effective report writing. Reference sample report.  |

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
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</table>
| Module 6 | November 1-15 | Chapter 5 1 PPTs  
Zoom Meeting (video required) 10/29  
- Due Thursday 12:30pm  
tAPP #5  
- Due Sunday 8:00am  |

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<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
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</table>
| Module 6 | November 1-15 | Chapter 10 1 PPT  
Zoom Meeting (video required) 10/29  
- Due Thursday 12:30pm  
CBA Data Interpretation (Annual ARD)  
- Due Sunday 8:00am  
Note: Finish administering and scoring assessments for Assessment Report due in Module 7. Continue writing up the results according to effective report writing. Reference sample report.  |

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<tr>
<th>Module</th>
<th>Date</th>
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</table>
| Module 6 | November 1-15 | Chapter 15 1 PPT  
tAPP #6  
- Due Sunday 8:00am  
Exam 3  
- Due Sunday 8:00am  
Note: Exams are opened across two days (e.g., Friday 8am - Sunday 8am).  |

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<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
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| Module 7 | November 15-29 | Chapter 12 1 PPT  
Zoom Meeting (video required) 11/19  
- Due Thursday 12:30pm  |

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<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
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</table>
| Module 7 | November 15-29 | Chapter 17 1 PPT  
tAPP #7  
- Due Sunday 8:00am  
Assessment Report 11/29  
- Due Sunday 8:00am  |

15 pts

1.25 pts

5 pts

1.25 pts

15 pts

1.25 pts

20 pts
Course Expectations

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course thoroughly and in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone (e.g., remaining flexible to schedule changes and respecting the opinions and rights of others).

Exams – 15 points each (60 points total)

Each student will complete four online exams. Exams will consist of primarily multiple-choice questions based on the textbook and other readings, discussions and assessment instruments. Grades will be released after item analyses are completed. No exams will be re-administered. Refer to course calendar for dates and times of all exams. Some exams require the use of a calculator and others require the use of assessment protocols/record forms. Reference the course schedule. Again, no exceptions for retesting will be granted. Update your calendars including the times of the exams.

Team-Based Learning - 10 points

Team-Based Learning™ (TBL) is a research-based learning and teaching strategy that helps you learn to do something with the information as you are learning it. You will be placed in a team with 5 or 6 other students. Each module, you will schedule time to work together as a team. TBL requires active participation by everyone in the team. The following is a list of what will occur in the teams:

1. Each student must arrive to scheduled time having already read the assigned reading and have individual answers to tAPP (tAPP) completed.
2. Students will participate in a mix of discussions and activities that require problem-solving and/or examination of specific concepts.
3. Students will be asked to make specific recommendations or decisions and will practice applying the concepts they are learning as individuals and as teams. Detailed comments will be given by the instructor as needed.
4. tAPP will be submitted via Canvas and graded by completeness (e.g., information is accurate and current; ideas come from primary sources; team/individual shows knowledge and insight; presentation is
professional) and team consensus (e.g., Values, encourages, and acknowledges the work of other group members; takes responsibility for end product that reflects minority and majority conclusions of the group; each team member's individual answer followed by one team consensus answer and rationale). Include names of each team member who participated together in the scheduled team time. Emailing comments/ideas is insufficient for these team applications. Credit is only awarded to members who are actively participating.

CBA Data Interpretation (Annual ARD) – 5 points

Data will be sent to you via email attachment. Use this data and interpret the results. Write in parent-friendly terms as if you were discussing the student's progress towards specific goals and objectives at an annual ARD. This is not a team application assignment – work individually.

You will submit in a Word document the narrative you would share with a parent at an annual ARD. Consider if your parent is not in attendance due to COVID-19 but participating via Zoom. You are still required to share the information effectively. Submit data/graph and written discussion to Canvas assignment dropbox. See assignment dropbox for additional information and evaluation rubric.

Looking at your data, and as if you are describing the results to a parent at an annual ARD, address the following:

- What “story” does this data tell us of your student? Story must be clearly outlined using the data. Parents could unmistakably understand the beginning, middle and end of this intervention.
- What is a four-part LTG that could be written for the next 10 hours of literacy instruction (Sessions 11-20)? Data must be used to guide instruction and write a new four-part LTG appropriate for the next 10 hours of literacy instruction to be completed over a minimum of six weeks. Accurate color-coding with key included.
- What is a four-part STO that could be written for the first one-hour literacy session (Session 11)? Data is used to guide instruction and write a new four-part STO appropriate for the next 1-hour session of literacy instruction. Accurate color-coding with key included.

Procedural Safeguards – 5 points

Procedural safeguards spell out what the school can—and can’t—do when evaluating and providing special education and related services for children. See questions posted to the Canvas assignment dropbox titled, “Procedural Safeguards.” This is not a team application assignment. It must be completed individually. Review the document found at TEA’s website, answer each question and document each with a page number of where the answer was located in the document. http://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Assessment Report – 20 points

Students are required to administer and score four assessments. These assessments will be picked up and returned at Matthews Hall 322 during a scheduled day/time noted in course syllabus schedule.

- You will not be able to test any family members (i.e., husband, sibling, child, and niece) or individuals receiving special education services or suspected of special needs (e.g., Section 504).
- When administering the four assessments to one student, examinees must administer all subtests within the battery.
- Protocols will be graded for calculating raw scores, standard/scaled scores, percentiles, confidence intervals, basals, ceilings, and chronological ages correctly; documenting behavioral observations; noting correct and incorrect answers; and general standardization assessment procedures.
• Interview the student and the parent of the student in order to gain insightful information regarding behavior, academics, hobbies, etc.

• Using one student between the ages of 9-14 years, the Slosson Intelligence Test-R3, Key Math-III, Woodcock Reading Mastery Tests – Revised and Scales of Independent Behavior - Revised will be administered. Yes, younger and older ages meet the age requirements of these assessments, but you will encounter specific subtests not applicable to very young or old children. Therefore, YOU MUST TEST CHILDREN WITHIN THE AGE RANGE OF 9-14 YEARS.

• All assessments must be administered individually, and the SIB must be completed by using the interview format.

• As you complete each assessment, begin formatting your assessment report into one continuous, fluid report to be submitted to Canvas and Foliotek. Alyssa Floyd (Alyssa.Floyd@unt.edu) will help with Foliotek, if needed.

• No more than four attachments may be submitted. Some students submit everything in one large document using CAMScanner, but others have difficulty and use four attachments: 1) written report (Word document), 2) WRMT protocols (pdf), 3) KeyMath protocols (pdf) and 4) SIB protocol, SIT protocol, student interview, parent interview, consent forms, and observation forms (pdf).

• Remember to include concluding statement(s) in the final summary portion of the report as well as some specific recommendations. APA format is not required of this assessment report; see the sample report found under “Important Documents” on our course homepage. This is a sample report, not a template to be followed verbatim since you are not the author of this report. This assessment report is a written documentation of your understanding of these assessments and the critical knowledge and skills.

• Review the assignment rubric located in the assignment dropbox as well as the proficiency rubric located in Foliotek. These are two different rubrics. Reference each evaluation rubric before submitting any assignment to ensure you have met and exceeded the assignment expectations. Do not underestimate the amount of time and effort required of this assignment.

COVID-19 Adjustments

Should students not feel comfortable testing another student or have access to another student due to COVID-19 recommendations, you will be completing the assessment report as noted here.

Testing Administration (Part I): You will participate in a Zoom conference listening to real time testing of a “student.” The student’s birthdate will be provided ahead of time, so you can determine chronological age and starting points, for instance. Depending on the testing kits in your possession, you will administer either the WRMT & SIB or KeyMath and SIT. The raw scores, and basals and ceilings (or errors in basals and ceilings) will be calculated as you test this student. Your preparation should be as such that provides you the understanding of each assessment to assess fully and in real-time during this Zoom call/meeting. After the testing is completed, submit copies of each protocol to Canvas assignment dropbox, Assessment Report, within 30 minutes. This “Part I” of the assessment report is completed, and these data/scores will not be used any further (e.g., for the writing of the assessment report).

Link to Zoom Meeting (video required) via Zoom link in Canvas. Work ahead of schedule making sure you are proficient in linking Zoom Meeting efficiently. No Zoom Meetings will be rescheduled.

Administration of WRMT & SIB: Thursday, October 15 from 12:30pm-1:30pm
Join Zoom Meeting via Zoom link in CANVAS (log in early)
Administration of KeyMath & SIT: Thursday, October 15 from 1:45pm-2:45pm
Join Zoom Meeting via Zoom link in CANVAS (log in early)

**Most of you have EDSP 4330 following our class, but there is no class on October 15 giving us a larger block of time to complete these testing administrations. If you have a conflict, work with your partner and plan to administer the WRMT & SIB scheduled during our class time. This is the one and only time these adjustments to the Assessment Report will be made. Remaining flexible and working collaboratively is expected.**

Scoring/Interpretation/Report Writing (Part II): Students will receive raw scores via email attachment and use these scores to fully score the WRMT & SIB or KeyMath and SIT, depending on the testing kits in your possession. These calculated scores will be used to write the assessment report. See bulleted list above under “Assessment Report” as to important information. Submit written report to Canvas assignment dropbox titled, “Assessment Report” by the due date noted in the course syllabus/schedule.

\[\text{With these adjustments, the components of the assessment report should be carried out as outlined in our course syllabus and evaluation rubrics.}\]

All other activities within the modules are for you to use when learning the course content will not be graded. Reading the text, reviewing the PowerPoint slides, etc. prior to working the activities is highly recommended as many have been created to assist you in your test administration and prepare you for the assignments, assessment report and exams.

**Late Work and Make-Ups**

No late work will be accepted, and no make-up discussions, Zoom Meetings, or other assignments will be given.

**Grading**

Final course grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.99</td>
<td>B</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
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</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>60</td>
</tr>
<tr>
<td>tAPP</td>
<td>10</td>
</tr>
<tr>
<td>Procedural Safeguards Assignment</td>
<td>5</td>
</tr>
<tr>
<td>CBA Data Interpretation – Annual ARD</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Report</td>
<td>20</td>
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</table>

*Policy regarding late assignments:*

All assignments should be turned in using the course assignment drop boxes on or before the day they are due. Assignments turned in after this are considered late. No assignment will be accepted late. Pay attention to the course calendar.

**Technical Support**

It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:
Technical Skill Requirements

To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Academic Integrity

Academic integrity policies at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero-tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, dual submission of a paper/project, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. A link to the UNT Academic Policy on Student Standards for Academic Integrity is available on the “Academic Integrity and Netiquette” page in the Start Here Module for this class.

Netiquette

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the UNT Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. UNT’s expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. Please remember to remain respectful of your instructor and fellow classmates. Links to information re: netiquette and the UNT Code of Student Conduct can be found on the “Academic Integrity and Netiquette” page in the Start Here Module for this class.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your
accommodations. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.